

**ASSESSMENT TECHNIQUE USED BY INDONESIAN TEACHER
TOWARD THAI STUDENTS IN ENGLISH SUBJECT AT
CHARIYATAMSUKSA FOUNDATION SCHOOL IN THAILAND**

THESIS

This thesis is submitted to fulfill
the requirement for “serjana” degree
of English Study Program



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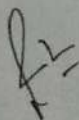
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Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr. Wb

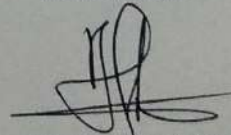
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PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled "Students Perceptions of Code Switching used by English Lecturer"

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

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Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled “ **Assessment Technique used By Indonesian Teacher at Chariyatamsuksa Foundation School Thailand**” This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal'alamin. Wassalamu'alaikum Wr. Wb.

Curup, September 2021

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Tenia Oktara Halik
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MOTTO AND DEDICATION

“It takes struggle in living life, don't give up with your many shortcomings”

Dedication

This thesis is dedicated to:

1. My Wonderful and Beloved Family, the Greatest Man Ever my Father Mr Halik Sutrisno and The Most Beautiful Woman Ever, My Mother Mrs Sri Prihatini.
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ABSTRACT

Tenia Oktara Halik 2021 : **Assessment Technique Used by Indonesian Teacher Toward Thai Students in English Subject at Chariyatamsuksa Foundation School Thailand**

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Hadi Suhermanto, M.Pd

This study aims to determine the assessment techniques used by Indonesian teachers in teaching English subjects and how Indonesian teachers apply these assessment techniques to Thai students at Chariyatamsuksa Foundation School Thailand. This research is a qualitative research which is described descriptively. The focus of this research is an Indonesian teacher who teaches English at Chariyatamsuksa Foundation School Thailand. To collect the required data, the researcher used interviews, observation checklists and document analysis. In data analysis, the researcher first manages the collected data. After that, the researcher reads all the data obtained. Then the researcher described all the data obtained. Next, the researcher clarified the data into categories based on the research instrument. Finally, the researcher interprets the data obtained. The findings show that in teaching English teachers use Classroom Assessment Techniques including; Nonverbal Responses, Oral Interviews, Written Narratives, Presentations, Students-Teacher Conferences, Self-Assessments, Peer and Group Assessments and Student Portfolios. also uses general formative assessment and summative assessment which assesses the process and final results of students.

Keywords: Assessment Technique, Indonesian Teacher, Chariyatamsuksa Foundation School Thailand

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CHAPTER I

INTRODUCTION

A. Background of the Research

According to the general definition, assessment is defined as a process to gather information in any form for the basis of decision-making of students; both concerning curriculum, learning programs, and schools policy.¹Lynch describes it as ‘Systematic collection of information for the purpose of making decisions about individuals’. He also assumes both measurement and testing as the aspect of the assessment.²Based on the definitions above, it can be concluded that assessment is a process that aims to collect information about the learning process and student achievement as a basis for decision-making to improve the teaching and learning process to improve students' learning abilities.

According to Black and William in Yohan Assessment, it is essential for the development of quality education. Therefore, good quality education can be demonstrated by how assessment is applied.³Meanwhile, according to Thomas and Vincent, assessment is everything that diagnoses students' learning and sees their level of understanding by examining students' understanding, knowledge, strengths and weaknesses, and evaluating

¹Hamzah B. Uno - Satria Koni, *Assessment Pembelajaran* (Jakarta: PT Bumi Aksara, 2018), P.2

²Paul Anthony Marshall, *Teacher Perceptions of Factors Influencing the Quality of Assessment on English Communication Courses in Japanese Universities* (International Journal of Curriculum and Instruction (IJCI), 2020), P. 2

³Yohan, *The Role of Assessment in Language Teaching, Learning and Materials Development*,(De La Salle University, 2016), P.2

the effectiveness of teacher's teaching.⁴ Based on the opinions of these experts, we can conclude that with the assessment, teachers can see, understand, and analyze students' learning as well as their strengths and weaknesses to make lesson plans more effective than before.

According to Chittenden, there are three aspects of assessment activities in the learning process that must be directed. First, search. Search is carried out to explore whether learning has taken place as planned. For this purpose, educators collect various information throughout the semester or less from year to year through various forms of measurement to obtain an overview of student learning progress. Second, checking. It is used in finding out information on whether there are deficiencies in students' learning process. By carrying out various forms of educational measurement, experts try to get a picture of students' abilities: which aspects have been successfully mastered and which one has not worked. The third is revision, to find out the causes of deficiencies that arise during the learning process.⁵ The three structured assessment activities procedures proposed by Chittenden above are aspects that a teacher needs to do in an assessment activity to make the assessment process more optimal.

A teacher should be able to determine the right policy and the curriculum to apply to students according to their levels to start the learning process in the classroom. Therefore, the teacher is obliged to guide, motivate, and arrange a series of student learning activities creatively, making students comfortable so that students can capture learning material easily. The English

⁴Yohan, Loc. Cit.

⁵Suyanto – Asep Jihad, *Menjadi Guru Profesional: Strategi meningkatkan kualifikasi dan kualitas guru di era global* (Jakarta: Erlangga, 2013), 194

learning process is prepared to develop students' ability to use English in daily life. The assessment process in English subjects, in general, is designed as a separate component of learning activities and seems formal. Therefore, it is necessary that the teacher's ability to design assessments can be used as a reference for teachers because it can affect the quality of students' learning outcomes.

In general, it can be concluded that there are three types of assessment. According to Carin and Gega, all three are according to content. The first one is diagnostic assessment, which is applied to students who experience disruption in following certain lessons. Teachers can approach with a thoughtful approach so that students have confidence. Second, formative assessment, which is carried out during learning to find out what the students have learned and to get their feedback as well. Both of which can be necessary to modify the learning method or lesson design. Formative assessment also provides feedback in guidance to students in completing their assignments. The third one is summative assessment is carried out after the learning process is complete. The use of this assessment is to assess how much the students have understood the lesson in order to get a final grade.⁶

Meanwhile, according to Glencoe and McGraw, assessment can be classified into two forms: On one hand, "Formative assessment is intended to inform and guide adjustments to instruction on an ongoing basis". On the other, "Summative assessment is intended to monitor progress and evaluate the overall success of both students and instructional programs on a long-term

⁶Erna Febru Aries, *Asesmen dan Evaluasi*, (Yogyakarta : Aditya Media Publishing, 2011), p. 1-2

basis". In short, formative assessment is an ongoing process of assessment while summative assessment is the overall evaluation. Formative assessment does not merely evaluate students' competencies, but it rather monitors students' learning and through giving feedbacks, makes students improve on. On the other hand, summative assessment is rather a concept of overall evaluation at the end of the prescribed time. This form of assessment is to evaluate and judge students' competencies. It also evaluates the effectiveness of instructional programs and services used in students' learning process.⁷

Based on what the experts have stated above, the researchers concluded that Diagnostic assessment assesses only students who have problems participating in lessons. Meanwhile, formative assessment assesses the students' learning process while it is in progress and summative assessment assesses students as a whole by holding a final test or exam. In this case, the researcher only looks at formative and summative assessments because these two are the most commonly used.

According to KassimShaaban, there are varieties of the technique used to assess children in Classroom Assessment Technique, where there are various assessment techniques for effective and practical measurement of students' abilities, progress, and achievements in various educational backgrounds. there are nine assessment techniques in the classroom assessment technique including; Nonverbal Responses, Oral Assessments, Written Narratives, Presentations, Student-teacher conferences, Self

⁷Yohan, Op.cit.

Assessments, Learning Logs, and Students Portfolios.⁸

The researcher tries to investigate the phenomenon of assessment techniques in teaching English in Thailand's Chariyatamsuksa Foundation School. From initial observations with an English teacher from Indonesia who teaches English at the school, the researcher managed to gather some information. And in fact, Master doesn't speak Thai. Teachers teach English to children of primary level or Pratom level in Thai, which consists of children aged six to twelve. In the pre-observation, the researcher also saw teaching videos from Indonesian teachers who teach English at Chariyatamsuksa Foundation School Thailand. And it turned out that the video showed to the children sparked their enthusiasm to learn English, even though English is a foreign language for them.

As Jackson in Rika argued, assessment encourages students to have a strong motivation to study.⁹ While according to Zubair Amin in Rika, the goal of assessment is to determine whether learning outcomes are achieved, encourage students to learn, develop educational programs, understand the learning process and predict their future abilities.¹⁰ Therefore, the researcher are interested in the assessment of Indonesian teachers who teach English at Chariyatamsuksa Foundation School of Thailand.

Based on Thailand government's policy, the curriculum used in Thailand is the basic education core curriculum, which aimed at the full development of learners in aspect: morality, wisdom, happiness, and

⁸ Khaasim Shaaban, *Assessment of Young Learner*, Vol 39. No.4, (2001): P:16

⁹Rika Lisiswati, *Dasar-Dasar Pemilihan Assessment*, Jurnal Kedokteran (Juke), No.2, 2012, P.2

¹⁰Rika Lisiswati, *Op.Cit*, P.2

potentiality for further education and livelihood.¹¹ Learning assessment must be based on two fundamental principles, i.e., evaluation to develop the learners' capacity and for appraising their achievements.¹² Based on the description above, it can be concluded that the focus of the curriculum is the development of children, both morally and academically.

Based on the matter, the researcher decided to research the **“Assessment technique used by Indonesian teacher toward Thai students in English subject at Chariyatamsuksa foundation school Thailand.”**

B. Research Question

Based on the background above, the research

1. What Assessment techniques do Indonesian teachers use to Thai students at Chariyatamsuksa Foundation School Thailand?
2. How the Implementation Assessment techniques used by Indonesian teachers to Thai students at Chariyatamsuksa foundation school Thailand?

C. Objective of the Research

1. To find what Assessment techniques Indonesian teachers use to Thai students at Chariyatamsuksa foundation school Thailand.
2. To find out about the Implementation Assessment techniques used by Indonesian teachers to Thai students at Chariyatamsuksa foundation school Thailand

D. Delimitation of the Research

The researcher delimits this research to get more specific data and only

¹¹Somchai Wongsawat.et.al, *The Basic Education Core Curriculum B.E. 2551 (A.D 2008)*, The Ministry of Education Thailand, P. 5

¹² Somchai Wongsawat.et.al, Op. Cit ,P. 31

describes the use of assessment techniques practiced by Indonesian teachers toward Thai students in teaching English for Elementary school and Kindergarten. The researcher picked those levels based on pre-observation results. Because of the cultural differences, researchers are interested in assessment techniques in Thailand. In the previous study, there was a research about assessment techniques in Indonesia, so the researcher continues the research at Chariyatamsuksa foundation school in Thailand.

E. Significance of the Research

Here is the significance of this research

1. Theoretical Significance

- a. The result of this research may enrich the study about Assessment Technique and How to implement this assessment effectively.
- b. It can be used as reference to the next researcher that related to Assessment Technique especially in the types of Classroom assessment Technique.

F. Definition Of Key Terms

a. Assessment Technique

According to the general definition, assessment is defined as a process to gather information in any form for the basis of decision-making of students, both concerning curriculum, learning programs, and policy schools.¹³ Lynch describes it as 'Systematic collection of information to make decisions about individuals'. He also assumes both measurement and

¹³Hamzah B. Uno - Satria Koni, *Assessment Pembelajaran* (Jakarta: PT Bumi Aksara, 2018), P.2

testing as the aspect of assessment.¹⁴The English assessment technique for early childhood is the Classroom Assessment Technique. According to K. Patricia Cross and Thomas Angelo, Classroom assessment techniques are instruments and methods designed to inform teachers what students are learning in the classroom and how well they are learning.¹⁵The young learner assessment technique was used in this study because the teacher taught elementary school-aged students.

b. Indonesian Teacher

The Indonesian teacher referred to here is an Indonesian teacher who teaches English at Chariyatamsuksa Foundation School Thailand. The teacher teaches elementary school level.

c. Chariyatamsuksa Foundation School Thailand

Chariyatamsuksa Foundation School Thailand is an educational foundation located at Chanapattani road number 48, Sakom sub-district, Chana district, Songkhla province in South Thailand. The school consists of kindergarten or anuban level, where students, consisting of children aged three to five years, elementary school level or prathom, consisting of prathom 1 to pathom 6 which consists of children aged 6 to 12 years, and Middle school and high school or called Mathayom which consists of children aged around 13 to 17 years. This study focuses on assessment techniques specifically for elementary school-aged children.

¹⁴Paul Anthony Marshall, *Teacher Perceptions of Factors Influencing the Quality of Assessment on English Communication Courses in Japanese Universities* (International Journal of Curriculum and Instruction (IJCI), 2020), P. 2

¹⁵K. Patricia Cross, Thomas Angelo, *Classroom Assessment Technique (A Handbook for Faculty)*, (Washington DC: The national centre for research and improvement), 1988

CHAPTER II

REVIEW OF RELATED THEORIES

A. Assessment

a. Definition of Assessment

According to the general definition, assessment is defined as a process for information in any form for the basis of decision-making of students, both concerning curriculum, learning programs, and policy schools.¹⁶ Lynch describes it as ‘Systematic collection of information to make decisions about individuals’. He also assumes both measurement and testing as the aspect of assessment.¹⁷ Based on the definition above, it can be concluded that assessment is a process that aims to collect information about the learning process and student achievement as a basis for decision making in improving the teaching and learning process to improve student learning abilities.

b. Assessment in English to Young Learner

In this study, researchers examined Indonesian teachers who teach English to elementary school students at a primary school in Thailand

¹⁶Hamzah B. Uno - Satria Koni, *Assessment Pembelajaran* (Jakarta: PT Bumi Aksara, 2018), P.2

¹⁷Paul Anthony Marshall, *Teacher Perceptions of Factors Influencing the Quality of Assessment on English Communication Courses in Japanese Universities* (International Journal of Curriculum and Instruction (IJCI), 2020), P. 2

consist of children aged six to twelve years old. According to NadiahMa'mun in her thesis, EYL students are young learners who learn English; where they are primary school-age children between the ages of six and twelve. In this study, researchers examined Indonesian teachers who teach English to elementary school students at a primary school consist of children aged six to twelve years old in Thailand. According to NadiahMa'mun in her thesis, EYL students are young learners who learn English¹⁸Meanwhile, according to Scott and Yteberg in NadiahMa'mun's thesis, they divided them into Level one or beginner levels (Five to Seven Years) and Level two (Eight to Ten Years).¹⁹

English ability is also significant to teach at an early age. It is based on the consideration that during childhood, language acquisition developed better. As claimed by Cameron who says that the critical period hypothesis means the idea that young children can learn a second language, they will learn the language elements effectively before puberty because their brains can still easily grasp the language elements which is very helpful in mastering the first language.²⁰So, if a child has entered adolescence and is already puberty, the language acquisition in that child will tend to be more difficult than during their childhood.

Assessment of young students also has various levels based on age. It is in

¹⁸Nadiah Ma'mun, *Pembelajaran Bahasa Inggris Bagi anak Sekolah Dasar Lewat Lagu dan Permainan*, English Study Program of IAIN Walisongo Semarang, 2012, P.97

¹⁹Nadia Ma'mun, Op. Cit.

²⁰Lynne Cameroon, *Teaching Languages to young learner*, (Cambridge: University Press, 2001), p.13

line with the opinion of Gwendydd Caudwell, who thinks of young learners in about three different age groups. Five to eight, nine to twelve, and thirteen and up. Within each group, their way of thinking and speaking, their attention span and, of course. Their behavior can be very different. All of this affects their performance on language tests and the types of tasks they enjoy and perform. He also stated that Children are very different from adults. They need lots of attention, play, and engagement, both at home and school. So, it's a good idea to include these things when we ask them to take a test.²¹ Based on this opinion, the researcher concludes that the assessment of children is, of course, different from that of adults. The assessment of young students is not the same because children still have different developmental ages. In general, there are two approaches in looking at assessment, as follows:

1. Authentic Assessment

Authentic assessment is also known as classroom assessment, alternative assessment, or performance-based assessment. This type of assessment occurs throughout the child's activities in class. Information was obtained from various ways, especially from the observations of educators during the children doing meaningful activities, with different times and different activities.

2. Formal assessment

In the formal assessment, there is a Standard Test. Standardized tests are designed to measure individual characteristics. Implementation

²¹ Gwendydd Caudwell, *Assessing Young Learners*,
www.britishcouncil.org/exam/aptis/research/assessment-Literacy

of the test can be done individually or in groups. There are various kinds of test objectives, including to measure abilities, achievements, interests, and personality characteristics. Test results can be used to design further assignments, to study differences between individuals and groups and for guidance and counseling activities. This test is related to the understanding of a child regarding certain information or skills. This test is also adapted to the child's age and development.

c. Types of Assessment

The type of assessment must relate to the learning outcome and depends on the decisions that have been set regarding the validity and relevance with the educational objectives although it must place students in certain positions, especially for those who need special attention because of their weaknesses so they can equate with students who have met the criteria. There are three types of assessment.

According to Carin and Gega, there are three types of assessment according to content. (1) Diagnostic assessment, which applies to students who experience disruption in following certain lessons. Teachers can approach with a thoughtful approach so that students have confidence. (2) Formative assessment, carried out during learning to find out what the students are learning as well as

to get feedback from students, whether it is necessary to modify the learning method or lesson design. Formative assessment also provides feedback in guidance to students in completing their assignments. (3) A summative assessment is carried out after the learning process is complete. The use of summative assessment is to assess how much the student has absorbed and to get a final grade.²²The three types of assessments are very important for the teacher so that students can achieve better learning abilities.

But, the researcher only discussed two types of assessment, formative and summative assessments because these two types are considered the most important for assessment in schools, especially those related to teaching. The following is an explanation of the formative and summative assessments:

1. Formative Assessment

Formative assessment is a short-term assessment carried out by teachers at the end of the teaching and learning process. The main objective of formative assessment is not to determine the learning outcomes achieved by students, but rather to emphasize the improvement of the teaching and learning process. For example: If the results of the

²²Erna Febru Aries, *Asesmen dan Evaluasi*, (Yogyakarta : Aditya Media Publishing, 2011), p. 1-2

assessment given to students at the end of the teaching and learning process are still low, the teacher is obliged to repeat the teaching and learning process until the goal is fully mastered by the students.

2. Summative Assessment

Summative assessment is a long-term assessment that carried out by teachers after the teaching and learning process has taken place several times or after taking a certain period, for example, a midterm assessment or an assessment at the end of the semester. Summative assessment is more aimed at the interests of students. That is, to determine the success of students in mastering instructional or curricular goals. The results of summative assessments cannot be used to directly improve the teaching and learning process. For example; if the learning outcomes achieved by students at the end of the semester have experienced many failures, the teacher can't repeat the teaching and learning process for the semester concerned. Even if you want to improve, it is limited to other materials or materials that will be given in the following semester.²³

From the explanation above, the researcher concludes that the two types of assessment are carried out in stages; Formative assessment assesses, in the short term, meaning that formative assessment is carried out at an ongoing learning process, aimed at students understanding the material taught to them. Whereas summative

²³ Drs. Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, (Bandung: Penerbit Sinar Baru ALGENSINDO), 2010, p.112

assessment is a long-term assessment that does not assess directly but is carried out in the final examination, both midterm and final semester exams. Therefore, the two types of assessment are most often used because they are carried out in stages.

d. Types of Assessment Technique (Classroom Assessment Technique)

The assessment technique for children is an assessment technique for children in general. The English assessment technique for early childhood is the Classroom Assessment Technique. The technique used by educators to students in class is the classroom assessment technique. According to K. Patricia Cross and Thomas Angelo, Classroom assessment techniques are the name we give to instruments and methods designed to inform teachers what students are learning in the classroom and how well they are learning.²⁴ The following assessment techniques can be applied for effective and practical measurements of students' abilities, progress, and achievement in a variety of educational settings for young learner.

1. Nonverbal Responses: At the early stages of learning, before the emergence of speech, children should be instructed and assessed largely through the use of physical performance responses and pictorial products (Tannenbaum 1996). These tasks require simple directions to carry out. As an assessment technique, this type of response may help lower the level of anxiety normally associated with evaluation, as students see it as a natural extension of learning

²⁴K. Patricia Cross, Thomas Angelo, Classroom Assessment Technique (A Handbook for Faculty), (Washington DC: The national centre for research and improvement), 1988

activities. At a later stage, students may perform hands-on tasks. For example, they may be asked to "produce and manipulate drawings, dioramas, models, graphs, and charts" (Tannenbaum 1996:1). This technique fits very well within the Total Physical Response methodology for early language development (Asher 1988).

2. Oral Interview: Pierce and O'Malley (1992) suggest using visual cues in oral interviews at the early stages of acquisition. Thus a student may be asked to choose pictures to talk about, and the teacher's role is to guide the student by asking questions that require the use of related vocabulary. This technique works well during the early speech and speech emergence stages.
3. Teachers can take advantage of this interest in stories and have their students write narratives that relate to personal experiences, retell or modify nursery stories and fairy tales, or retell historical events from different perspectives. Oller (1987) suggests the use of a narrative development technique in an integrated process of teaching and assessment..
4. Presentations: Presentations are important for assessment because they can provide a comprehensive record of students' abilities in both oral and written performance. Furthermore, presentations give the teacher some insights into student's interests, work habits, and organizational abilities. Presentations cover a wide range of

meaningful activities, including poetry readings, plays, role-plays, dramatizations, and interviews.

5. Student-Teacher Conferences: Student-teacher conferences, including structured interviews, can be an effective informal way of assessing a student's progress in language learning. Conferences and interviews provide opportunities for one-on-one interactions where the teacher can learn about a student's communicative abilities, emotional and social well-being, attention span, attitudes, pace of learning, and strengths and weaknesses (Smith 1996; Allerson and Grabe 1986). A conference can be most effective when they follow focused observations. Observations could be done in class, for example, in cooperative learning groups, or out of the classroom, for example, on the playground. Gomez, Parker, Lara-Alecio, Ochoa, and Gomez, Jr. (1996) have developed an observational instrument for assessing learners' oral performance in naturalistic language settings, which focuses on these seven language abilities: understanding by others, providing the information needed by the listener, absence of hesitations, willingness to participate in conversations, self-initiated utterances, accuracy (in grammar, usage, and vocabulary), and topic development. Tambini (1999) also recommends the use of conferences to assess the oral and written abilities of children. He, too, favors conferences that follow observations and concentrate directly on the learning processes and strategies employed by the

student. For assessing oral skills, he suggests that children be evaluated primarily on their ability to understand and communicate with teachers and classmates. In an assessment of writing tasks, conferences could be used to discuss drafts of essays and evaluate progress.

6. Self-Assessment: Young learners may also participate in self-assessment. Although self assessment may seem inappropriate at first, it can yield accurate judgments of students' linguistic abilities, weaknesses and strengths, and improvement (McNamara and Deane 1995). Self-assessment could be done using one of the following two techniques:

- K-W-L charts: With this type of chart, individual students provide examples of what they know, what they wonder, what they have learned. K-W-L charts are especially effective when used at the beginning and at the end of a period of study. At the start of a course, the completed charts can help the teacher learn about students' background knowledge and interests. At the end of a course, the charts can help the students reflect on what they have learned as well as gain awareness of their improvements (Tannenbaum 1996).

7. Learning logs: A learning log is a record of the students' experiences with the use of the English language outside the classroom, including the when and the where of language use and why certain experiences were successful and others weren't.

Students may also use logs to comment on what they have studied in class and to record what they have understood and what they haven't (Brown 1998). An advantage of learning logs is that they can contribute to the teacher's understanding of the students' use of meta cognitive learning strategies.

8. Peer and Group Assessment: Recent trends in EFL/ESL teaching methodology have stressed the need to develop students' ability to work cooperatively with others in groups. For assessment, for example, students can write evaluative, encouraging notes for each member of their team emphasizing their positive contribution to team work. The role of the teacher would be to provide guidance, to explain to the students what they have to evaluate in one another's work, and to help them identify and apply properly the evaluation criteria. At the end of group tasks, if necessary, the teacher can give each student a test to check their individual performance. Proponents of cooperative learning suggest the teacher should give a group grade to help reinforce the merits of group work
9. Student Portfolios: The concept of portfolio was borrowed from the field of fine arts where portfolios are used to display the best samples of an artist's work (Brown 1998). The purpose of a portfolio in the context of language teaching is to demonstrate the extent of a student's communicative competence in the target language through samples of oral and written work (Wolf 1989).

Student portfolios may be defined as "the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities" (Pierce and O'Malley 1992:2). Arter and Spandel argue that portfolios must include "student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student reflection" (1992:36). As a systematic collection of a student's work, which may be shown to parents, peers, other teachers, and outside observers, a portfolio requires close cooperation between the teacher and the student in identifying the samples of that student's work to be included. Since portfolios trace a student's progress over time, it is imperative that revisions and drafts be included and that all samples be dated.

As for the contents of portfolios, they should be multi-sourced and include a variety of the written and oral work that illustrates students' efforts, progress, achievements, and even concerns. Therefore, the portfolio of a young EFL/ESL learner might include the following: audio taped or videotaped recordings, writing samples (such as entries made in journals, logs, and book reports), conference or observation notes, and artwork (such as drawings, charts, and graphs). The portfolio could also include self assessment checklists (such as K-W-L charts) and anecdotal records. Finally, the portfolio could

include samples of the tests and quizzes that are periodically used by teachers as part of assessing the achievement and overall performance of their students in relation to others or to standards.²⁵

e. Assessment Activities

According to Chittenden, there are four things assessment activities in the learning process should be directed. The first, Search, it is activities undertaken to trace whether the learning has been underway in accordance with the planned or not. For this interest, the educator collects various information through out the semester or the less on year through various forms of measurement to obtain an overview of learning advances learners, the second is checking, to find information whether there is a shortage of shortcomings in learners during learning process. By doing various forms of educational measurement seeks to obtain an illustrating concerns the ability of learners, what has been successfully controlled and what also unsuccessful, the third is revision, to search and find the cause of the shortcoming that appear during the learning process take place.²⁶ the four structured assessment activities procedures proposed by Chittenden above are things that a teacher needs to do in an assessment activity to make the assessment process more optimal.

²⁵ Khaasim Shaaban, *Assessment of Young Learner*, Vol 39. No.4, (2001): P:16

²⁶ Suyanto – Asep Jihad, *Menjadi Guru Profesional: Strategi meningkatkan kualifikasi dan kualitas guru di era global* (Jakarta: Erlangga, 2013), 194

B. Review of the Related Findings

Related of this research, especially about Assessment Technique that have been done investigate by the researcher are:

Research conducted by Suci Anugrah 2016 titled An Analysis of Teachers 'Assessment (Assessment Technique) on English Subjects at' Aisyiyah Islamic Primary School (SDITA) Taman Harapan Curup. This study discusses evaluation and assessment techniques at SDITA Taman Harapan Curup. Researchers have made observations in several Islamic elementary schools in Rejang Lebong by directly seeing teaching and learning activities and interviewing English teachers at these schools to find the most suitable schools to be studied.

The purpose of this study is to determine the following: the test format, assessment criteria, and assessment schemes used by the teacher in assessing students' English language skills. This assessment is carried out with a descriptive design. The respondents were two English teachers at the Aisyiyah Integrated Islamic Elementary School (SDITA) Taman Harapan Curup. The data is taken from observation, interview, and document analysis.

The results of this study are: 1) The test format used by the teacher is taking notes, listening to tapes and listening comprehension for listening tests, interviews, picture descriptions, and presentations for speaking tests, text + comprehension questions, transfer of information, and matching information from dialogue to tests reading, composition, short descriptions, writing interview results and writing expressions for the writing test 2) The criteria used by the teachers were pronunciation, vocabulary, and fluency for

speaking assessment, grammar, vocabulary, and mechanics for writing assessment, understanding/identifying information for reading and listening assessment. 3) Both teachers assessed students' reading and listening skills by using an objective test where there was a fixpoint for each question. Meanwhile, for speaking and writing skills they used a scoring scale to score students' work and performance. The scale itself depends on the criteria or language components that were being assessed and each scale of the score has its own description. Virtually, the teachers can modify the test format especially for the listening test based on students' needs, and show the description of criteria in students' scores in the hope the students can analyze their weaknesses and improve their ability.

Jumatul Hidayah.2015. "Speaking and Writing Assessment Applied by English Lecturers of STAIN Curup- Bengkulu". Thesis. Graduate Program of Padang State University. Assessing Speaking and Writing are some of the important works for teachers after teaching. An appropriate type of assessment and rubric gave the best description of students' progress and achievement as well.

Therefore, the aims of this research were to find out: 1) speaking and writing assessment implemented by English lecturers related with the types of Assessment 2) the way lecturers constructed speaking rubric in assessing students' speaking 3) the way lecturers constructed writing rubric in assessing students' writing 4) the use of information from speaking and writing assessments for lecturers as feedback to students. This research was conducted under descriptive design. The respondents were five lecturers of STAIN

Curup-Bengkulu who teach speaking and writing subjects. The data was taken from observation, documents, and interviews. The results of this research were:

- 1) There were nine types of speaking assessment used consists of questions and answers, instruction and direction, paraphrasing, role play, conversation, discussion, picture-cued storytelling, and retelling stories, all of which were used by the lecturers in assessing students' speaking ability. There were five types of assessment used by the writing lecturer; paraphrasing, paragraph construction, strategic option, editing task, and essay writing.
- 2) All lecturers who taught speaking I, II, III constructed and used an analytic rubric for speaking assessment.
- 3) Most lecturers who taught writing used an analytic scoring rubric, and
- 4) the feedback was mostly used by the lecturers for assigning grades and motivating students to study.

CHAPTER III

RESEARCH METODOLOGY

A. Type of the Research

This study is a descriptive study. The researcher manages the qualitative side of the data in this study, afterward, it would be defined on the descriptive side so that the research is named descriptive qualitative research. According to Denzin and Lincoln, Qualitative research uses a natural setting to interpret phenomena that occur and is carried out by involving various existing methods. In other words, the researcher reports the data with what is found in the field without additional assumptions from the researcher. After analyze and reported it just as it was found, The researcher collected the data needed.

Using this method, the researcher needs to get clear information from the assessment applied by an English teacher in teaching English. In addition, this research described the latter-day condition of what the types of test, task, scoring, and feedback are used by English teacher at Chariyatamsuksa Foundation School Songkhla, Thailand.

Moreover, it can be said that this research is descriptive research which is presented qualitatively since this research described the current condition of the assessment system of English subject applied by an English teacher in Chariyatamsuksa Foundation School Songkhla Thailand. Denim states that

the characters of qualitative are the data, which come from the words pictures, non-numerical. Even though, there is numerical data, but it just the supporting data.²⁷ To investigate the research problem, the researcher involved an interview.

B. Subject of the Research

According to Jack R. Fraenkel, Norman E. Wallen, the subject was someone or something that hits the wish obtained information.²⁸ The subject of this research is an Indonesian English teacher at Chariyatamsuksa Foundation School Thailand which consists of one teacher who teaches English at the elementary school level, Especially focus on teaching third grade at the elementary school level.

C. Technique Collecting Data

a. Interviewing

In this research, the researcher used semi-structured interviews. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with the information gained in other interviews.²⁹ Moreover, Catherine states that in a semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.³⁰ The entire question were

²⁷ Sudarman Denim, *Menjadi Penelitian Kualitatif*, (Bandung: Pustaka Setia, 2002), P.16

²⁸ Jack R. Fraenkel, Norman E. Wallen, *How Design and Evaluate Research In Education*, (Graw Hill: International Edition, 1998), P.78

²⁹ Catherine Dawson, *Practical Research Method*, (United Kingdom: Deer Park Production, 2002), P.28

³⁰ Dawso. Op. Cit, P.28

constructed based on the theories of writing assessment including types of test, task, scoring and feedback used by the researcher as the indicator.

The time of doing interview adjust based on the teachers schedule after the researcher did observation. Besides, in doing interview, the researcher used tape recorder to get the result of interview.

b. Observation

The researcher used observation to identify the actual conditions of the English Assessment Technique for the Young learner at Chariyatamsuksa Foundation School Thailand. There are two kinds of Observation There are participant observation and non-participant observation. In non-participant observation, the researcher tries to understand the world, relationships, and interactions in a new way. Without prevalent categorizations and evaluations.³¹ Thus, researchers do not go directly to the field but make observations through videos provided by respondents. The researcher watches and observes the English assessment technique used by the teacher on the children at the school.

c. Documentation

³¹ Malgorzata Ciesielka, Katarzyna W. Bostrom, Magnus Ohlander, *Observation Method*, retrieved on <https://www.researchgate.net/publication/321806239> at December 2018

Document was a written, drawn, presented or recorded representation of thoughts. A document was usually used to describe a primarily textual file, a log with its structure and design, such as fonts, color, and additional images.³² It means that by using the documentation, it can make the data clear and can be a proof in examining the data.

D. Research Instruments

a. Interview guidance

The researcher used interview guidance that means a list of questions to investigate the assessment system in evaluating students' ability applied by English Teachers in students assessing English subjects. Interview guidance is a set of questions to be answered by the subjects of the study. The advantage of this instrument for the respondent is to expand on answers particularly important or revealing.³³ The interview guidance consists of the question to finding out the rubric used by teacher and find out the use of feedback by teacher in English subject.

No.	Variable	Aspect	Indicators	Questions (English)	Questions (Indonesian)
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³² Lexy J Moleong, *Metodologi Penelitian*, (Bandung: Remaja Rosda Karya, 2006), p.217

³³ Jack R. Fraenkel Norman E. Wallen, *Op.Cit*, P.119

Assessment Types	Formative Assessment (The assessment used during learning takes place to determine students' progress and get feedback from students)	- Observing the learners' works	1. Do you always check your students' progress in the learning process? 2. What activities do you do to check your students' learning progress?	1. Apakah Anda selalu mengecek kemajuan siswa Anda dalam proses belajar? 2. Apa yang Anda lakukan untuk memeriksa kemajuan belajar siswa Anda?
	Summative Assessment (The assessment that is carried out at the end of the learning process and is used to assess how much learning is absorbed by students)	- Conducting test at specific times - Doing an assessment at the end of reporting period	3. Do you provide a mid-test for your students? 4. What kinds of tests do you design for your students' mid-test? 5. Do you always provide final exams at the end of semester? 6. What kinds of tests do you prepare for your students' final exams?	1. Apakah Anda menyediakan mid-test untuk siswa Anda? 2. Jenis tes apa yang Anda rancang untuk mid-test siswa Anda? 3. Apakah anda selalu memberikan ujian akhir semester 4. Jenis tes apa yang Anda persiapkan untuk ujian akhir siswa Anda?
Classroom Assessment Technique Types	Nonverbal Responses	Physical performance assessment and pictorial products	5. Do you apply assessments for students' non-verbal responses? 6. What do you know about non-verbal response assessment?	7. Apakah Anda menerapkan penilaian untuk tanggapan non-verbal siswa? 8. Apa yang Anda ketahui tentang penilaian respons non-verbal?

		<p>Oral Interview</p> <p>Looking for topics to talk to the students, such as asking the child to choose a picture to talk about</p>	<p>9. Do you engage students in direct talk as part of the assessment?</p> <p>10. What are the media that you use to trigger your students to talk during oral the interview assessment?</p>	<p>9. Apakah Anda melibatkan siswa dalam pembicaraan langsung sebagai bagian dari penilaian?</p> <p>10. Apa media yang Anda gunakan untuk memicu siswa Anda berbicara selama penilaian wawancara lisan?</p>
		<p>Written Narratives</p> <p>Assessment of the written communicative abilities of children</p>	<p>11. Do you assess your students' written communicative abilities?</p> <p>12. Please explain what you know about assessing written communicative abilities!</p>	<p>11. Apakah Anda menilai kemampuan komunikasi tulis siswa Anda?</p> <p>12. Jelaskan apa yang Anda ketahui tentang penilaian kemampuan komunikasi tertulis!</p>
		<p>Presentations</p> <p>Increased access to educational technology</p>	<p>13. Do you assess your students when they present the materials using technological tools?</p> <p>14. What is the function of assessing students' presentations?</p>	<p>13. Apakah Anda menilai siswa Anda ketika mereka mempresentasikan materi menggunakan alat teknologi?</p> <p>14. Berdasarkan pemahaman</p>

				presentations based on your understanding?	Anda, apa fungsi menilai presentasi siswa?
	Student-Teacher Conferences	Teacher-planned structured interview		15. Do you assess your students by preparing structured interviews? 16. What is the function of assessing students using a structured interview technique?	15. Apakah Anda menilai siswa Anda dengan mempersiapkan wawancara terstruktur? 16. Apa fungsi penilaian siswa dengan teknik wawancara terstruktur?
	Self-Assessment	students self-assess to improve their learning outcomes		17. Do you guide your students to do self-assessment on their own learning? 18. What is the purpose of self-assessment?	17. Apakah Anda membimbing siswa Anda untuk melakukan penilaian mandiri atas pembelajaran mereka sendiri? 18. Apa tujuan penilaian mandiri?
	Learning logs	Students' keep with them logs containing notes of their English use outside classrooms		19. Do you give students a sheet to take some notes of their English use outside classrooms? 20. What is the purpose of giving students a sheet or a note log?	19. Apakah Anda memberi siswa selembar kertas untuk mencatat penggunaan bahasa Inggris mereka di luar kelas? 20. Apa tujuan memberi

			siswa selembar atau lembar catatan seperti itu?
er and Group Assessment	Guide children to work well with their groups and ensure that children can contribute to the assigned tasks	21. Do you apply peer and group assessments? 22. What is the essence of peer and group assessments?	21. Apakah Anda menerapkan penilaian sejawat dan kelompok? 22. Apa inti dari penilaian sejawat dan kelompok?
udent Portfolios	The use of student work records, both oral and written works to determine student progress	23. Do you use portfolios as a type of assessment? 24. What are the criteria of English performance that you assess using portfolios?	23. Apakah Anda menggunaka n portofolio sebagai salah satu jenis penilaian? 24. Apa kriteria performa bahasa Inggris yang Anda nilai dengan menggunaka n portofolio?

b. Observation Checklist

Checklist Observation is a list of things that an
observer is going to look at when observing in a class.³⁴

This list may have been prepared by the observer. then, the
researcher observed the video that the respondent gave to.

The following is an observation checklist made by the

³⁴ Robert, Checklist Observation in Research Paper, retrieved on
<https://www.teachingenglish.org.uk/article/observation-checklist> accessed at 27 April 2017

researcher in accordance with the theory:

Observation Checklist

Assessment Technique and their implementation in teaching English

No	Assessment Technique	Indicators	yes	No	Notes
1	Nonverbal Responses	<ul style="list-style-type: none">- The teacher teaches students by using body language or gestures- The teacher assesses students mostly through the use of physical performance responses and pictorial products			
2	Oral Interview	<ul style="list-style-type: none">- The teacher asks students to choose a picture as a topic to be discussed- The teacher guides the students and asks questions using related vocabulary.			

3	Written Narratives	<ul style="list-style-type: none"> - Teacher assesses students' written communication skills - The teacher asks students to write and share their experiences with each other 			
4	Presentations	<ul style="list-style-type: none"> - The teacher pays attention and knows the students' interest from their presentation or performance 			
5	Student-Teacher Conferences	<ul style="list-style-type: none"> - The teacher invites students to conduct structured interviews to find out the progress of students in terms of emotional, social development, weaknesses and strengths of students and others - The teacher 			

		interacts with students and observes each student during interactions			
6	Self-Assessment	<ul style="list-style-type: none"> - The teacher involves students in assessing themselves to know students' abilities more reflectively - The teacher uses the K-W-L (Know-Want-Learn) chart to learn about the background knowledge and interests of students. 			

7	Learning logs	<ul style="list-style-type: none"> - The teacher pays attention to the development of students in using English outside the classroom - The teacher asks students to take notes on the learning materials they understand and to take notes on English communication they hold outside the classrooms 			
8	Peer and Group Assessment	<ul style="list-style-type: none"> - The teacher asks students to make groups in performing performance activities - The teacher assigns students to work collaboratively to assess their communicative performance 			

E. Data Analysis Technique

After the data of the research were collected from the techniques of collecting

data, describing. The researcher continued to analyze the data:

a. Managing

Before the data from observation and interview is ready to read and interpret, they will be managed by envisioning what the data from observation of the research will look like. The researcher divides the data based on the resources. From field note, they will be saved in one folder, Besides that, the folders of data will be divided also by the date are gotten.

b. Reading/Memoing

After managing the data, the researcher read the data from observation by using field notes. The researcher reads what is the implementation of the Assessment Technique used by Indonesian Teachers toward Thai Students in English Subjects at Chariyatamsuksa Foundation School Thailand.

c. Classifying

Classifying data is done after reading the data observation every day. The data are classified based on the implementation of the Assessment Technique used by Indonesian Teachers toward Thai Students in English Subject at Chariyatamsuksa Foundation School Thailand.

d. Description

The description is based on the observation to provide the true picture of the setting and events that took place in it. The researcher and the reader will have an understanding of the context in which the study took place. In this step, the researcher to do the next step in analyzing the data.

e. Interpreting

Data interpretation is continuous after the data collection, analysis, and interpretative stage of a study. Interpretation is the reflective, integrative, and explanatory aspect of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher interprets data whenever he or she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other.

CHAPTER IV

FINDING AND DISCUSSION

In This Chapter, the researcher presents findings of the English Assessment Technique applied by Indonesian Teachers at Chariyatamsuksa Foundation School Thailand, Especially for young learners. The Teacher from Indonesia who teaching English To Thai Students Used some kind of Classroom Assessment Technique. The types of Classroom Assessment Techniques used by the teacher are; Nonverbal Responses, Oral Interview, Written Narratives, Students-Teacher Conferences, Self-Assessment and Peer and Group

Assessment. This is known through the data taken after conducting interviews and observation checklist.

A. Research Finding

To obtain data on assessment techniques used by Indonesian teachers for young Thai students in English subjects at Chariyatamsuksa Foundation School Thailand, researchers used interviews, observations, and documentations. The following findings are presented by researchers from the results of video observations given by respondents, results of interviews with respondents and researchers also analyze documents regarding the assessment given by respondents in the form of curriculum and teaching materials:

1. The types of Classroom Assessment Technique That used by Indonesian teacher toward Thai Students in Chariyatamsuksa Foundation School Thailand

To obtain data on assessment techniques used by Indonesian teachers for young Thai students in English subjects at Chariyatamsuksa Foundation School Thailand, researchers used interviews, observations, and documentations. The following findings are presented by researchers from the results of video observations given by respondents, results of interviews with respondents and researchers also analyze documents regarding the assessment given by respondents in the form of curriculum and teaching materials.

In this study, the researcher used interview questions to answer the first research question "What Assessment techniques do Indonesian

teachers use to Thai students at Chariyatamsuksa foundation school Thailand". In this case, the researcher has conducted interviews with teachers from Indonesia who teach English to young Thai students at Chariyatamsuksa Foundation School Thailand. The questions that the researcher provided to the teacher were based on the theory of various types of assessment techniques for young children as indicators.

Based on what has been stated in Chapter III, the researcher used interviews using the WhatsApp social media application to collect the data. Researchers have interviewed respondents on July 6, 2021. The respondents are Indonesian teachers who teach young students in English subjects at Chariyatamsuksa Foundation School Thailand. The following are the results of interviews by researchers to respondents:

1) Type of Assessment Technique

a. Formative Assessment

In the interview results obtained, it turns out that the teacher uses formative assessment. This was revealed from the interview, the researcher asked the respondents "Do you always check your students' progress in the learning process?" the teacher answered "Yes, I often check the progress of my students in learning English".

In the interview results obtained, it turns out that the teacher uses formative assessment. This was revealed from the interview, the researcher asked the respondents, "What activities do you do to check your students' learning progress?" the teacher answered "I

often ask children direct questions about the lessons I have given in class to see if they can answer them or not. Sometimes I also give homework to the children then I correct them and if there is a wrong answer I teach the material that is not understood again".

b. Summative Assessment

In the interview results obtained, it turns out that the teacher uses summative assessment. This was revealed from the interview, the researcher asked the respondent "Do you provide a mid-test for your students?" the teacher answered "yes, of course I provide tests for students".

In the interview results obtained, it turns out that the teacher uses summative assessment. This was revealed from the Interview, the researcher asked the respondents "What kinds of tests do you design for your students' mid-test?" the teacher answered "I use an objective type of test, such as multiple choice".

In the interview results obtained, it turns out that the teacher uses summative assessment. This was revealed from the Interview, the researcher asked the respondents "Do you always provide final exams at the end of the semester?" the teacher answered "Yes, because like Indonesia, here also use the midterm exam and the end of the semester exam. so the teacher is to make the end of the semester exam questions"

In the interview results obtained, it turns out that the teacher uses summative assessment. This was revealed from the Interview, the

researcher asked the respondents "What kinds of tests do you prepare for your students' final exams?" the teacher answered "Just like the mid-test, final exam also uses multiple choice"

2) Classroom Assessment Technique Types

a. Nonverbal Responses

In the interview results obtained, it turns out that the teacher said that he did not conduct an assessment of Nonverbal Responses but only as an additional value for children. This was revealed from the interview, the researcher asked the respondents "Do you apply the assessment to students' non-verbal responses?" The teacher answered "there is no special assessment for non-verbal, but if non-verbal children are good, such as using good gestures and intonation, they will get additional points". but this statement is not in line with the answer to the question about presentation, where the teacher also assesses the gesture at the time of the presentation, the researcher concludes that the teacher also uses nonverbal responses assessment.

The teacher can give a good explanation about Nonverbal Response. This was revealed from the interview, the researcher asked the respondent "What do you know about non-verbal response assessment?" The teacher replied "In my opinion, non-verbal is body language, so when making judgments, I can see from their words and body language that they are directional or not"

b. Oral Interview

In the interview results obtained, it turns out that the teacher uses the Oral Interview. This was revealed from the interview, the researcher asked the respondent "Do you engage students in direct talk as part of the assessment?" The teacher answered "Yes, because in addition to mid-test scores and final exams, I also apply speaking assessments for children, but usually children who often greet me using English will increase their scores"

In the interview results obtained, it turns out that the teacher also uses the media in the Oral Interview. This was revealed from the interview, the researcher asked the respondent "What media do you use to trigger students to speak during the oral interview assessment?" The teacher answered "I often use flashcard media to teach children."

c. Written Narratives

In the interview results obtained, it turns out that the teacher uses Written Narrative but only for children who are already in grades 3-6 while children in grades 1-2 do not use written narrative assessments. This was revealed from the interview, the researcher asked the respondent "Do you assess your students' written communicative ability?" The teacher answered "for writing skills, for grades 1-2 SD I don't pay much attention, they can write well or not, the important thing is that I focus on them being able to speak first, but for grades 3-6 I also focus on spelling and methods. they

write in English, how can they write correctly or not."

This can also be strengthened because, based on interviews, researchers also know that teachers can explain written narratives well. This was revealed from the interview, the researcher asked the respondent "Please explain what you know about assessing written communicative ability!" The teacher answered "I think written communication assessment is like an essay test, so written communication assessment is an assessment whose answer requires the main idea or idea from the child"

d. Presentations

In the interview results obtained, it turns out that teachers use Presentation even though they have not used technological tools. This was revealed from the interview, the researcher asked the respondents "Do you rate your students when they present material using technological tools? The teacher answered, "I still assess how the children present, but I have never judged students using technology tools, only presentations using paper and so on".

The teacher can also explain well about the presentation. This was revealed from the interview, the researcher asked the respondents "What is the function of assessing student presentations based on your understanding? The teacher answered, "I think from the presentation questions I was able to collect data about the children, what I did not get the test to be more complex, basically I judged from their speech, from their knowledge, from the way they used

their gestures."

e. Student-Teacher Conferences

In the interview results obtained, it turns out that the teacher uses the Student-Teacher Conferences. This was revealed from interviews, the researcher asked the respondents "Do you assess your students by preparing structured interviews?" The teacher answered "Yes, I usually write interview questions first"

In the interview results obtained, the teacher can also explain the Student-Teacher Conferences well. This was revealed from the interview, the researcher asked the respondent "What is the function of student assessment using structured interview techniques?" The teacher answered "to make it easier to assess, so it doesn't take longer or faster because the questions are already provided, I also don't need to ask questions other than the questions that I have made. So basically its function is to speed up the interview."

f. Self-Assessment

In the interview results obtained, it turns out that the teacher uses the Self-assessment. This was revealed from the interview, the researcher asked the respondents "Do you guide your students to do self-assessment on their own learning?" The teacher answered, "Yes, for grades 1-2 I still guide them in self-assessment because they are still confused and need guidance from the teacher, while for grades 3-6 they can already guide themselves so I only monitor

their learning activities but if the children ask I will definitely answer."

In the interview results obtained, the teacher can also explain the self-assessment well. This was revealed from the interview, the researcher asked the respondent "What is the purpose of self-assessment?" The teacher answered "I think the goal is to find out how far the children understand the material that I have taught them."

g. Learning logs

In the interview results obtained, it turns out that the teacher does not use learning logs assessment. This was revealed from the interview, the researcher asked the respondents "Do you give students a sheet to take some notes of their English use outside classrooms?" The teacher answered "No, I'm not." Therefore, the researcher did not ask further questions about learning logs.

h. Peer and Group

In the interview results obtained, it turns out that the teacher uses Peer and Group. This was revealed from the interview, the researcher asked the respondents "Do you apply peer and group assessment? The teacher answered "Yes, I have also used group assessment but I have never used peer assessment" The researcher said the teacher used Peer and Group assessment because according to the researcher, Peer and Group Assessment was carried out by assessing children of the same age in a group and the respondents

themselves. He answered that he used group assessment and the assessment must be done in the same class, so the researcher concluded that teachers also used Peer and Assessment assessment.

In the interview results obtained, the teacher can also explain the Peer and Group assessment well. This was revealed from the interview, the researcher asked the respondent "What is the essence of peer and group assessment?" The teacher answered "I think the goal is to motivate children to be more active in discussions, because if they know the teacher judges in discussions they will be more enthusiastic."

i. Student Portfolios

At the beginning of the interview, the teacher said not to use students. This was revealed from the interview, the researcher asked the respondents "Do you use the student portfolio as a type of assessment?" The teacher answered "No, I'm not" but to be sure again about whether the teacher used the student portfolio assessment, the researcher asked again the question that the researcher thought was more understandable to the respondent. The researcher asked, "Do you collect data or a collection of student work documents systematically to be assessed?" The researcher answered "Yes, I quoted the results of their homework to be assessed" So, in the results of the interview, it turns out that the teacher uses the Student Portfolio.

In the interview results obtained, the teacher can also mention the

criteria for student performance well. This was revealed from the interview, the researcher asked the respondent "What are the English performance criteria that you assess using a portfolio?" The teacher answered, "The assessment criteria are in accordance with the topic being taught and the task is given, such as if the child is presenting, the first assessment indicator is; confidence 3 points, pronunciation 4 points, expressions/movements 3 points, so a total of 10 points and a total score of 100 students because I gave some assignments."

These results are based on the indicators of the results of interviews conducted by researchers to respondents. Interviews were not conducted face-to-face but were conducted via social media through the WhatsApp application.

Based on the interview results from indicators used to answer the first research question, namely "What Assessment techniques do Indonesian teachers use to Thai students at Chariyatamsuksa foundation school Thailand?" from the results of interviews of researchers to respondents, it can be concluded that teachers use formative and summative assessments as they should. it can be concluded that the teacher uses the Classroom Assessment Technique, and the teacher uses eight of the nine types of assessment technique; Nonverbal Responses, Oral Interviews, Written Narratives, Presentations, Student-Teacher Conferences, Self Assessment, Peer and Group Assessment, and Students portfolios. Teachers do not use Learning Logs in assessing children.

Respondents also provided documents to researchers in the form of the curriculum used at Chariyatamsuksa Foundation School Thailand. Respondents said Chariyatamsuksa Foundation School Thailand uses The Basic Education Core Curriculum (BE 2551 (A.D 2008)), which is a revised curriculum from Basic Education 2001 and is under the strict supervision and wise guidance of the Office of the Basic Education Commission (OBEC). The curriculum also contains assessments with basic principles to develop student capacity and to assess student achievement. Relevant indicators are used to strengthen and assess students so that the quality of their learning develops so that learning with specified standards is achieved.

The desired characteristics of learners are the main objective of measuring and evaluating learning outcomes at all levels; namely class level, educational institution level, regional level, and national level. As already mentioned, learning assessment can be divided into four levels namely grade level, educational institution level, regional level, and national level. The following are the details of the four levels of learning assessment:

1. Classroom Assessment

Teachers regularly and continuously measure and evaluate student performance in learning activities using various assessment techniques. For example, asking questions, observing, checking homework, assessing projects, assignments and portfolios, using written tests and others. Teachers will conduct their own evaluations

or provide opportunities for students to conduct self-evaluations, peer-to-peer evaluations and evaluations by parents. Learners who do not succeed in meeting the standards specified in the indicators will require remedial action to brake teaching and learning.

The class assessment aims to verify whether and to what extent students have achieved development and progress in learning. Through the teaching and learning process, activities are provided that determine what needs to be improved and which areas need to be strengthened. In addition, the evaluation also provides the data that teachers need to improve their own abilities, the performance that must comply with standards, and learning indicators that must comply with predetermined learning standards and indicators.

2. School Assessment

Evaluation is conducted to assess learners' quality at a national level, based on the learning standards prescribed in the Basic Education Core Curriculum. Educational institutions are required to arrange for the assessment of all students in Grades 3, 6, 9, and 12. The evaluation results will provide relevant data for comparing educational quality at different levels, which will be useful for planning in order to raise the quality of education provided. The data obtained will also support decision-making at national policy level.

3. Local Assessment

Evaluation is carried out to assess the quality of students in the

educational services regional level, based on the learning standards specified in the Core of Basic Education Curriculum. It aims to obtain the basic information needed to develop quality education organized by the education service area as mandated. Student evaluation achievement can be done by utilizing standardized exam papers prepared and organized by the education office or in collaboration with the parent agency. In addition, the results of the assessment are also obtained from verification and review of data obtained from evaluations at the level of educational institutions in the area of education services.

4. National Test

Evaluation is carried out to assess the quality of students at the national level, based on the learning standards set out in the Basic Education Core Curriculum. Educational institutions are required to arrange the assessment of all students in Grades 3, 6, 9, and 12. The results of the evaluation will provide relevant data to compare the quality of education at different levels, which will be useful for planning to improve the quality of education provided. The data obtained will also support decision making at the national policy level. From the curriculum document, it can be seen that at Chariyatamsuksa Foundation School Thailand, Classroom Assessment is also used as one of the learning assessments. where the four assessments are learning outcomes that are measured and evaluated to realize students with the desired characteristics. This further strengthens that the

classroom assessment technique is an assessment technique used by Indonesian teachers who teach English subjects to young Thai students at Chariyatamsuksa Foundation School Thailand.

2. The Implementation of Assessment Technique Used by Indonesian Teacher Toward Thai Student in English Subject at Chariyatamsuksa Foundation School Thailand

The researcher observed an Indonesian teacher who teaches English at Chariyatamsuksa Foundation School Thailand, where the teacher teaches third-grade elementary school students. Researchers examined nine videos or nine meetings of learning activities conducted by Indonesian teachers, to find out the implementation of assessment techniques for Indonesian English teachers at Chariyatamsuksa Foundation School Thailand. The researcher used an observation checklist for the English teacher. The results of the video observation research show that the teacher applies several types of assessment techniques for young learners (Classroom Assessment Technique) which are described in the table below:

1. Nonverbal Responses :

In the observations made, the teacher uses body language or gestures because from the videos I have seen the teacher explains the material to children more often using English than Thai so that students can understand the teacher using gestures or body language according to the sentences or vocabulary that the teacher has said. For example, in

the video respondents gave to the researcher when the teacher asked the children about the weather the teacher pointed outside and said "How is the weather like?" The children answered "It is sunny" followed by the teacher pointing down and nodding his head expressing that the children's answers were correct. and seen children pointing downwards expressing the word "it's" and waving one hand once to express "sunny".

From the video, the teacher can also see asking "this is hot or cool?" students answered "hot" while waving their hands at themselves. and the teacher asked again "How about raining?, Hot or Cold" the students answered "Cold" while rubbing their shoulders with their hands. The teacher says "Hand's up" students raise their hands. The teacher said "Hand's down" the students lowered their hands.

Teachers assess students largely through the use of physical performance responses. The teacher observes the students whether they express and use their gestures by using English well or not.

2. Oral Interview

The teacher did not ask students to choose a picture as a topic to be discussed. according to what the researcher saw from the video. Teachers more often determine the topic to be discussed. However, according to the researcher, the conversation with the children went quite well and was interactive because the children could understand and respond to what the teacher was talking about using English well.

Students can speak English well.

The teacher guides the students and asks questions using related vocabulary. The teacher applies it because according to what the researcher saw from the video given by the respondent. The teacher asked questions according to the vocabulary or more precisely the topic to be discussed as can be seen in the video when the teacher explained the "my school" material the teacher asked about the existing room. at school. The teacher said "What is this?" while displaying pictures of classrooms, computer rooms, and so on.

In this case, the teacher observes students' responses to the teacher's questions related to pictures or flashcards as the medium.

3. Written Narrative

The teacher assesses students' written communication skills. the teacher applies it because according to what the researcher saw from the video given by the respondents, for grades 3-6 the teacher also assessed the students' writing ability as well, this can be seen in the video when the teacher asked students to write a topic about "as a student I must ...", The researcher believes that the teacher asks students to make their own writing before the teacher asks the children to come forward to present the results of the children's writing.

The teacher asks students to write and share their experiences with each other. The teacher applies it, in the video provided by the respondent, the teacher asks students to present their writing about "as a student, I must" to share with their classmates.

4. Presentation

The teacher pays attention and knows the students' interest from their presentation or performance and applies it. According to researchers, teachers can observe and know students when they are present. This is because in the video shown by the teacher about "safari adventure" it can be seen the ability of students to make picture book works, students' abilities in reading and English pronunciation, and also from the video of a child who is telling a story the researcher sees the child with confidence and feel comfortable conveying it.

5. Student-Teacher Conferences

The teacher invites students to conduct structured interviews to find out the students' progress in terms of emotional, social development, weaknesses, and strengths of students and others. the teacher applies it, according to observations from researchers, the teacher prepares questions to children in a structured manner to children from the beginning of learning activities asking for news, asking the weather to asking questions when the core learning activities begin.

In another video, the teacher is seen explaining the "preposition" material but he or she was interrupted and asked about the media used including boxes and scissors. The teacher was first asked about the vocabulary while showing a pair of scissors "what is this?" the student answered "eraser", because the student answered incorrectly, the teacher expressed it by shaking his head and indicating that the object

was "scissors". next, the teacher asked "what is the first letter" the students answered "S", then the teacher started to explain about the preposition material, it turned out that the teacher did not use "scissors" but used "a picture of a cat that has been cut out" to explain the preposition material. The teacher puts the picture of the cat in the box and asks the students "where is the cat?" students answered "the cat is in the box" and the same for other prepositions

The teacher interacts with students and observes each student during interactions. the teacher applies it, from the video given by the respondent, the researcher saw the teacher interacting with each student. The teacher also pays attention to students who are active or who are less focused in learning activities. If the children are not focused, the teacher asks questions according to the learning material that has just been studied.

6. Self Assessment

The teacher involves students in assessing themselves to know students' abilities more reflectively. the teacher applies it, from the video given by the respondent, the researcher saw the teacher, after explaining the material, the teacher immediately asked questions to the children, this made the children have to take the initiative to understand the material explained by the teacher first in order to answer the questions correctly. In the video, it can also be seen that the children took the initiative to take notes on the explanation of the material from the teacher. From this, the researcher concluded that the children had

implemented self-assessment. And it can also be concluded that the teacher has given reflection to the children to participate in self-assessment.

The teacher uses the K-W-L (Know-Want-Learn) chart to learn about the background knowledge and interests of students and applies it, in the video provided by the respondent, for grades 3-6 the teacher has used the KWL (Know-Want-Learn) chart, as in the video when the teacher explains "preference" after explaining the material and believes that the children have understood the material the teacher says "right now I want you each student make one question using prefer and one question using like after that come here, then ask the question to your friend" This shows that the teacher invites the children to make each example from the material that has been explained. From these activities the teacher can see the child's interest; such as the ability to make sentences, read, speak and listen to the interlocutor.

7. Learning Logs

The teacher pays attention to the development of students in using English outside the classroom and did not apply it from the video given by the respondent, the teacher does not show that the teacher pays attention to the development of children outside the classroom, the teacher only shows learning in the classroom. The teacher does not ask students to make notes on the use of English outside the classroom, so the teacher does not apply or use learning logs as an assessment technique.

8. Peer and Group Assessment

The teacher asks students to make groups in performing performance activities. the teacher applies it, in the video given by the respondent, the teacher asked the children to make groups in performance activities, this can be seen from the video when a group of students presented the work of a "safari adventure" picture book.

The teacher assigns students to work collaboratively to assess their communicative performance.the teacher applies it, although it is not shown in the video given by the respondent, it can be seen in the children's performance that they look compact and collaborative.

Lesson Plan is one of the important activities or processes carried out by the teacher.The purpose of making or compiling lesson plans is as a guide or reference in the implementation of learning activities so that they are directed and learning objectives can be achieved properly.However, the respondent said, "for Lesson Plan, I did not prepare it formally, because the school did not ask me to prepare Lesson Plan". However, as a guide for learning activities, respondents used the book "My First Language Adventure". The book is a teacher's manual designed for learning English for young learners. It is also a story-based book organized around topics of interest and relevance to young learners.

Because the teacher's guide is in the form of a book, the researcher concludes that the teacher's guide is a teaching material. Tomlinson said teaching materials are things that teachers or students use to facilitate

language learning, increase knowledge and language experience.³⁵ The functions of teaching materials are: 1) teacher guidelines in directing all activities of the learning process; 2) student guidelines in directing all activities of the learning process (substances of competence that should be mastered by students) include students being able to learn: (a) without having to have a teacher or friend (b) anytime and anywhere, (c) at their respective speeds, (d) in an order of his own choosing, and (e) help develop students' potential to become independent learners; 3) Evaluation tool for achievement/mastery of learning outcomes.³⁶ Thus, even though the teacher does not make a formal Lesson Plan design, there are guidelines or media that can assist teachers in implementing targeted young learner learning and learning objectives can be achieved properly.

The teacher's manual "My First Language Adventure" also contains Lesson Procedures which also contain materials and plans for teaching and learning activities in the classroom the learning process more well-directed. The lesson procedure itself is almost the same as the lesson plan although it is less detailed than the lesson plan. Lesson Procedure only contains designs, learning materials, and learning activities in the classroom, does not contain assessments in it like the Lesson Plan. However, in unit 5 the teacher manual "My first Language Adventure" contains a Summary Sheet for Assessment Activity, which contains assessment tables that teachers can use in assessing students. Through Lesson Procedure, researchers can analyze

³⁵Eni Dewi Kurniawati "Pengembangan Bahan Ajar Bahasa dan Sastra Indonesia dengan Pendekatan Tematis", Program Pascasarjana Universitas Sebelas Maret Surakarta, P.27

³⁶ Eni Dewi Kurniawati, P. 30

"Implementation of Assessment Techniques Used by Indonesian Teachers on Young Thai Students in English Subjects at Chariyatamsuksa Foundation School Thailand". Because previously it was known that the Classroom Assessment Technique is one of the techniques used by Indonesian teachers who teach English to Thai students at Chariyatamsuksa Foundation School Thailand based on the curriculum used by the school, namely "The Basic Education Core Curriculum". The following are the types of Classroom Assessment Techniques used by respondents:

1. Nonverbal Responses:

In Lesson Procedure from the book given to respondents, the researcher received several instructions that showed non-verbal responses. As the researchers found in the first Lesson Procedure "Introductions and Greetings" the teacher was instructed to greet using the gesture "Do the special greeting with gestures". Nonverbal Responses are also found in lesson procedures with other materials, such as the "New parts of body" material. Teachers are instructed to draw body parts on the blackboard and explain them using gestures. Where in the activity instructions the teacher says, "We will learn about the body" accompanied by a sweeping movement of the teacher's body and Next, the teacher says "I have two hands clap, clap, clap" "Students repeat sentences and clap" as well as other body parts described using motion. And also in the lesson

procedure with the material "Body Movement," the teacher gives instructions to students to move different body parts from one another, and imitate the action. And also in the lesson procedure with the material: "Big/Small/Long/Short" where there is an instruction "Stress the adjective and make a hand gesture to illustrate the adjective" when explaining the adjective in the face image.

2. Oral Interview:

In Lesson Procedure from the book given by the respondent, the researcher found several instructions that showed the use of the Oral Interview. This is because the researcher catches that, in the lesson procedures given by the respondents, teachers are often instructed to use Flashcard media where students learn English vocabulary by looking at pictures. The Oral Interview is contained in the lesson procedure with the material "ABC: The letter F" the teacher points to a face image on the flashcard and "Tell the pupils: The name of the letter is F and the sound is /f/ (face). Do you know any words that begin with the sound /f/?". Not only flashcards with pictures of teachers' faces, they were also instructed to provide media related to the material "ABC: The Letter F" as well as Lesson Procedures

with other ABC materials. The Oral Interview is also contained in the lesson procedure with the material "Where is Harry?" where the teacher is instructed to draw two different faces and asks the students "Which face has 2 big eyes?" then there is an instruction, "Have a pupil come to the board, point the correct picture, say the correct picture number and describe the face" and so on. The teacher also asked the students which face pictures they liked.

3. Written Narratives:

In the book Procedure Lesson provided by the respondent, the researcher got instructions to show the use of Written Narratives. This can be seen in the lesson procedure with the material "The Story: Little Red Riding Hood", Where, in the instructions, the teacher asks three students to come to the front of the class, giving the students a storyboard. The teacher tells the students to look at the pictures on the storyboard. Then ask them to describe "their scene; who is in the picture, what they say/do. If students have difficulty, ask guidance questions (see above) and encourage the class to help."From the assignment, it can be seen that students are expected to be able to compose stories with their ideas based on what they have learned, but are still under the guidance of the teacher.

4. Presentations:

In Lesson Procedure from the book given by the respondent, the researcher found that several instructions showed the use of Presentation. This is because there are many activities that students can do in lesson

procedures such as singing while moving their bodies, making circles, and then describing their baby monsters, discussing, and other activities. And in one of "Reflection", the teacher was instructed "Ask them what they or did not like about the story" and there was an instruction "Ask pupils which activity they most enjoyed doing".

5. Student-teacher conferences

In the Lesson Procedure from the book given by the respondent, the researcher found that several instructions showed the use of Student-teacher conferences. This is because in every learning material the teacher has prepared questions to ask students in a structured manner. For example, as in the material "The story: Where is Harry?" in "discuss the cover" where the teacher has prepared questions for students about describing the cover, on the cover the teacher asks "What do you see?", "How does he feel?" while pointing at the picture of the penguin on the cover and "What do you think this book is about?" Teachers can observe and assess students' oral skills through these activities.

6. Self-Assessment:

In the Lesson Procedure from the book given by the respondent, the researcher found that several instructions showed the use of Self-Assessment. This is because according to the researcher, the lesson procedure given by the respondent has given instructions to the teacher to guide students to participate in assessing themselves by giving assignments regarding what they have learned, such as "Complete the page

according to instruction”, “Reread interactively. Encourage pupils to ask questions together with you and fill in the rhyming words”. In addition, teachers are often instructed to prepare questions that require students to understand the material that has been taught at each meeting.

7. Learning logs

In the Lesson Procedure from the book given by the respondent, the researcher did not get any instructions showing the use of Learning logs. This is because according to the researcher, in the lesson procedure given by the respondent the instruction for learning activities only describes learning in the classroom, students only study the material obtained from the teacher and there are no instructions for students to make notes of students' experiences with the use of English outside the classroom.

8. Peer and Group Assessment:

In the Lesson Procedure from the book given by the respondent, the researcher found that there were several instructions that showed the use of Peer and Group Assessment. Peer and Group Assessment can be seen in the lesson procedure in the game "ABC Beanbag Throw/Emotion Cube" where "This game can also be played as a group competition" and "Pass the Message" In this game the teacher asks students to form groups of five. person, the teacher provides a picture to be described by the first student by whispering to the next student and the last student is tasked with saying the sentence obtained from the previous student. Peer and Group Assessment can also be seen in the lesson procedure with the material "The story: Little Red Riding Hood" in the game "Trivia

Competition"where the teacher asks students to ask students to divide the class into four groups, the teacher provides flashcards and gives numbers one to twenty and is divided according to category, students from the first group roll the dice, and the group must answer questions according to the categories they get through the dice. questions can relate to the story, such as: Grandmother has two big_ and so on.

9. Student Portfolios:

In the Lesson Procedure of the book“My First English Adventure” given byrespondents, the researcher found that there were several clues that indicated the use of Student Portfolios. The Student Portfolios technique determines students' abilities from observations through their oral and written works. In the lesson procedure given, the respondent also instructs the teacher to give assignments to students, both oral and written works.As in the lesson procedure material "The Story: Little Red Riding Hood", where the teacher is instructed to ask students to read back the story "Little Red Riding Hood", then the teacher chooses five students to play the characters in the story, the teacher gives properties to the students who are selected according to with the characters obtained by each student, dividing the students into class, half of the students following the little red riding hood dialogue and the other half following the wolf dialogue. When the dialogue has been on the Little Red Riding Hood scene Says "Grandmother, What big eyes you have!" and the Wolf replied "So I can see you better, My dear" do the same with the ears, nose and mouth. Encourage students to be more dramatic and use facial expressions,

intonation, and gestures. when the story ends all the students sitting clapped and the teacher called the characters one by one and the students bowed and held hands, finally the teacher was instructed to distribute cakes to the students for the activity and not to forget the teacher was instructed to remind the students to say: "Thank You". These learning activities show students' oral work by role playing. Furthermore, researchers can look at the lesson procedure with the material "The Story: Little Red Riding Hood", Where, in the instructions, the teacher asks three students to come to the front of the class, giving the students a storyboard. The teacher tells the students to look at the pictures on the storyboard. Then ask them to describe "their scene; who is in the picture, what they say/do. If students have difficulty, ask guidance questions (see above) and encourage the class to help." These learning activities show students' written work by showing their ideas through writing. The book "My First English Adventure" also includes a self-assessment checklist, where students are encouraged to answer honestly, write down three things they do best and one or two things they want to do better and the teacher assures students that the information will help make teaching and learning is more effective and the teacher says it is not a test and is not graded. and there are other checklists such as; Early Reading/Writing Checklist, Where this checklist helps monitor the acquisition of the alphabet, pronounce words with the correct sound, students' understanding of classroom learning, reading and writing, Storybook Checklist, and Dan Group Work Checklist. the checklist can be used as a tool to track student progress over

time. as the purpose of the student portfolio technique.

B. Discussion

Researchers can present the results of this study, based on an explanation of these findings. The findings contain the assessment techniques used by Indonesian teachers to young Thai students in English subjects at Chariyatamsuksa Foundation School Thailand.

1. Assessment technique used by Indonesian teachers to young Thai students in teaching English at Chariyatamsuksa Foundation School Thailand

Assessment is an important component in improving the quality of learning because a good assessment system will encourage educators to determine good teaching strategies and motivate students to learn better. According to the general definition, assessment is defined as a process to collect information in any form for the basis of decision-making of students, both concerning curriculum, learning programs, and policy schools.³⁷

Some experts such as the ground and, Richard H, Lindean, Anas Sudiyono, and Suharsimi Arikunto have the same opinion. According to Richard H. Lindeman in Uno, "The assignment of one or a set of numbers to each of an asset of person or objects according to certain established rules". Anas said that assessing means making decisions on something based on oneself or holding on to good or bad, healthy or sick, smart or stupid, etc.³⁸ Based on the definitions that have been submitted by some experts, we

³⁷Hamzah B. Uno - Satria Koni, *Assessment Pembelajaran* (Jakarta: PT Bumi Aksara, 2018), 2

³⁸Dr. H. Fajri Ismail, M.Pd.I, *Pengantar Evaluasi Pendidikan*, (Palembang: Karya Sukses Mandiri), 2016 p.5

can conclude that assessment is an obligation of an educator in the process of finding information about student learning processes based on curriculum and school policies that aim to improve the quality of students in mastering learning materials and good attitudes and be able to apply them in real life

Based on the results of interviews and analysis of documents in the form of curriculum documents given by respondents to researchers, researchers found that teachers used Classroom Assessment Techniques in teaching English to young Thai students at Chariyatamsuksa Foundation School Thailand. According to Brown, Classroom assessment is a simple method that faculty can use to gather feedback, early and often, on how well students are learning and what they are learning. The purpose of classroom assessment is to provide students with information and insights needed to improve teaching effectiveness and learning quality. K. Patricia Cross and Thomas Angelo also explained Classroom assessment techniques are the name we give to instruments and methods designed to inform teachers what students are learning in the classroom and how well they are learning. There are nine types of techniques in the classroom assessment techniques; Nonverbal Responses, Oral Interviews, Written Narratives, Presentations, Students-Teacher Conferences, Self assessments, Learning logs, Peer and Group assessments, and Students Portfolios. However, based on the results of interviews with respondents, the teacher did not use any of the nine techniques. The technique that is not used is the learning log, so the teacher uses eight techniques in the Classroom Assessment, namely; Nonverbal

Responses, Oral Interviews, Written Narratives, Presentations, Students-Teacher Conferences, Self Assessment, Peer and Group Assessment, and Students Portfolio.

In general, it can be seen that there are three types of assessment. According to Carin and Gega in Aries, there are three types of assessment according to content. (1) Diagnostic assessment, which is given to students who experience disruption in following certain lessons. Teachers can approach with a thoughtful approach so that students have confidence. (2) Formative assessment, carried out during learning to find out what the students are learning as well as to get feedback from students, whether it is necessary to modify the learning method or lesson design. Formative assessment also provides feedback in guidance to students in completing their assignments. (3) A summative assessment is carried out after the learning process is complete. The use of summative assessment is to assess how much the student has absorbed and to get a final grade.³⁹For the type of assessment in general, teachers use formative assessment and summative assessment.

The researcher can conclude that the teacher uses formative assessment based on the results of interviews where the teacher always checks the progress of students in learning activities by giving direct questions to students to see students' understanding and also giving homework for students, while for the use of summative assessment, based on interviews, the teacher also conducts and In assessing the final exam, the researcher can

³⁹Erna Febru Aries, *Asesmen dan Evaluasi*, (Yogyakarta : Aditya Media Publishing, 2011), p. 1-2

conclude this based on the student's test score document given by the respondents.

The assessment technique in the first class assessment is nonverbal responses, Nonverbal Responses play an important role in the teaching process, because they can make students better understand the explanations from the teacher and make communication between teachers and students more comfortable in learning English, especially in teaching young learners. This is in line with Richmon and McCroskey in Maisarah who argue that in the context of classroom teaching, only a few percent of verbal communication can convey cognitive meanings to students, while more non-verbal communication (93%) can stimulate students' feelings and attitudes, about the lessons taught.⁴⁰ Based on interviews, the teacher also admitted to assessing students' nonverbal responses, where when students use gestures, good intonation, the teacher gives additional value to the student.

The assessment technique in the second class assessment is Oral Interview. Pierce and O'Malley suggest using visual cues in oral interviews at the early stages of acquisition. Thus a student may be asked to choose pictures to talk about, and the teacher's role is to guide the student by asking questions that require the use of related vocabulary.⁴¹ This technique works well during the early speech and speech emergence stages. This is in line with the results of interviews with respondents, where teachers also assess students' speaking or communication skills using flashcard media, so

⁴⁰ Maisarah, *Aplikasi Komunikasi Non-Verbal di Dalam Kelas*, Universitas Pesantren Tinggi Darul Ulum Jombang, P. 26

⁴¹ Khaasim Shaaban, *Assessment of Young Learner*, Vol 39. No.4, (2001): P:16

students are also involved in communication in class.

The assessment technique in the third class assessment is Written Narratives. To establish the basic facts, the teachers asks yes-no questions, then the teacher moves on to information questions.this is in line with the results of interviews with respondents, the teacher also assesses students' written narrative by looking at the students' ability to write essays and observing how students show their main ideas or ideas in the form of writing.

The assessment technique in the fourth class assessment is Presentations. Presentations are important for assessment because they provide a comprehensive record of students' abilities in both oral and written performance. Furthermore, presentations give the teacher some insights into student's interests, work habits, and organizational abilities. Presentations cover a wide range of meaningful activities, including poetry readings, plays, role-plays, dramatizations, and interviews. This is in line with the results of interviews with respondents, where teachers also assess student presentations to collect student data, teachers can observe their speaking abilities, students' knowledge, and how students use gestures from the presentation.

The assessment technique in the fifth class assessment is Students-Teacher Conferences. This is in line with interviews with respondents, where teachers use structured interviews to assess student progress. Respondents admitted that using structured interviews makes it easier and faster to carry out activities

The assessment technique in the sixth class assessment is Self Assessment. Young learners may also participate in self-assessment. Although self assessment may seem inappropriate at first, it can yield accurate judgments of students' linguistic abilities, weaknesses and strengths, and improvement. This is in line with the results of interviews with respondents, where respondents admitted that the teacher had asked students to assess themselves even though it was still under the guidance of the teacher. The teacher thought that by using self-assessment the teacher could find out the extent to which students understood the material that the teacher had taught.

The assessment technique in the seventh class assessment is Peer and Group Assessment. Recent trends in EFL/ESL teaching methodology have stressed the need to develop students' ability to work cooperatively with others in groups. For assessment, for example, students can write evaluative, encouraging notes for each member of their team emphasizing their positive contribution to team work. This is in line with the results of interviews with respondents, where teachers also assess the work of groups of students. The teacher admits that by assessing peer and assessment students can be more active and enthusiastic in learning activities.

The assessment technique in the last class assessment is Students-Portfolios. According to Brown, The concept of portfolio was borrowed from the field of fine arts where portfolios are used to display the best samples of an artist's work. While Wolf argues that, the purpose of a portfolio in the context of language teaching is to demonstrate the extent of a

student's communicative competence in the target language through samples of oral and written work. This is in line with the results of interviews with respondents, where the teacher collects student work both oral and written works and most of the teachers quote from homework.

The use of Classroom Assessment techniques is also strengthened because one level of assessment in the documents provided by respondents in the form of a curriculum is Classroom Assessment. where in the curriculum document, Class assessment aims to verify whether and to what extent students have achieved development and progress in learning. Through the teaching and learning process, activities are provided that determine what needs to be improved and which areas need to be strengthened.

2. The Implementation of Assessment Technique in Teaching English at Chariyatamsuksa Foundation School Thailand

The researcher used the observation checklist and document analysis to get more about the answers to the second research question. Based on the findings, the researcher concluded that the teacher applied the assessment technique in the classroom.

The first implementation of the technique used by the teacher is Nonverbal Responses, based on observations from several videos given by the teacher respondents explaining English material with students using gestures as well as students imitating the movements that the teacher does. such as clapping, waving, stomping, and so on. This is in line with the activity instructions contained in the lesson procedure in the teacher's manual given by the

respondent "My First English Adventure", where the teacher is instructed to teach students to use body language and students follow the teacher's movements as in the "Body Movement" material.

The second implementation of the technique used by the teacher is the Oral Interview. Because based on video observations given by respondents, the teacher guides students by asking questions, researchers see from the video, communication goes well between teachers and students, students try to answer questions asked by the teacher. Because based on video observations given by respondents, the teacher guides students by asking questions, researchers see from the video, communication goes well between teachers and students, students try to answer questions asked by the teacher.

The third implementation of the technique used by the teacher is Written Narratives because based on the video provided by the respondent, the teacher asked the students to write down and share their experiences by showing them in written form. this is in line with the lesson procedure in the teacher's manual "My First English Adventure" where the teacher instructs three children to come to the front of the class and make a story to show the class.

The fourth implementation of the technique used by the teacher is Presentations, because based on the video given by the respondent, the researcher can see the teacher also assessing student presentations, both group and individual presentations, such as telling stories about animals and students are asked to express their opinion "what students should do in their

role as students". This is in line with the lesson procedure given by the respondents, where the teacher is instructed to ask students to present "describing their baby monster" and so on.

The fifth implementation of the technique used by the teacher is Student-Teacher Conferences. because the teacher observes students and invites students to communicate to find out the strengths and weaknesses of each student, if there are students who have not focused the teacher immediately asks students so that students can focus on learning again. this is in line with the lesson procedure given by the respondent, wherein the material "The story: Where is Harry" the teacher is instructed to observe the students' speaking ability.

The sixth implementation of the technique used by the teacher is Self Assessment. because from the videos given by the respondents, the researchers found that students had reflected on their self-assessment, such as paying attention to what the teacher explained, taking notes on the material that had been taught, responding to questions the teacher gave and so on. in other words, students have participated in their own self-assessment. This is in line with the lesson procedure given by the respondent. where many teachers are instructed to invite students to independently understand learning by doing activities that encourage students to be more independent, such as making their own questions, teachers asking questions, students are required to understand the material well and so on.

The seventh implementation of the technique used by the teacher is

Peer and Group. Because based on the video given by the respondent, the researcher got activities that collaborated with his group such as in the video, when students presented books with their friends. this is in line with the lesson procedure given by the respondent. Where, students play the game "pass the message" by whispering the correct words to their respective groups.

The last implementation of the technique used by the teacher is student portfolio, researchers can get student portfolios in the teacher manual "My First English Adventure" where there are assessment criteria that students must achieve in the form of many checklists, such as self-assessment checklists, initial reading/writing assessment checklists and so on.

From explanation above, eightAssessment Technique were applied by the Indonesian teacher in teaching and learning process. The teacher has good enough implementation.

CHAPTER V

CONCLUSIONS AND SUGGESTION

After the researchers investigating and describing the data obtained in the previous chapter, the next section, in the form of conclusions and suggestions. Below are conclusions that answer the research questions, and suggestions made to provide information to readers who are interested in conducting further research in this field.

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that:

1. Teachers use both types of general assessment in the form of; formative assessment and summative assessment. This means that the teacher assesses students from their learning process and also assesses students from the midterm and final exams. For assessment techniques, teachers were found to use Classroom Assessment Techniques, where the assessment techniques used by Thai teachers were Nonverbal Responses, Oral Interviews, Written Narratives, Presentations, Students-Teacher Conferences, Self-Assessments, Peer and Group Assessments, and Student Portfolios. The teacher uses the Classroom

Assessment Technique to measure and evaluate student performance in teaching and learning activities and as a remedial action, if students fail to meet the standards specified in the indicators.

2. Teachers almost apply all types of Classroom Assessment Techniques based on Lesson Procedures in the book "My First English Adventure" that the English teacher uses. The teacher implements the assessment technique based on student needs to develop student capacity and improve student achievement.

B. Suggestion

Finally, the researcher would like to give some suggestions that are expected to be useful. The suggestion is especially proposed as below:

1. Academically

This research is expected to be used as additional information about assessment techniques in learning activities. The researcher also hopes that this research can be useful as an academic reference that discusses assessment techniques, especially in learning English.

2. The Teacher

The teacher expected to know and use more effective assessment techniques to the maximum and teachers can improve the assessment techniques used for student learning progress.

3. The Researcher

For further researchers, it is hoped that they can conduct research with different areas or types of research from this research. Peneliti berharap, peneliti selanjutnya dapat termotivasi dari penelitian ini dan

dapat melakukan penelitian yang lebih baik dan meneliti dengan lebih mendalam.

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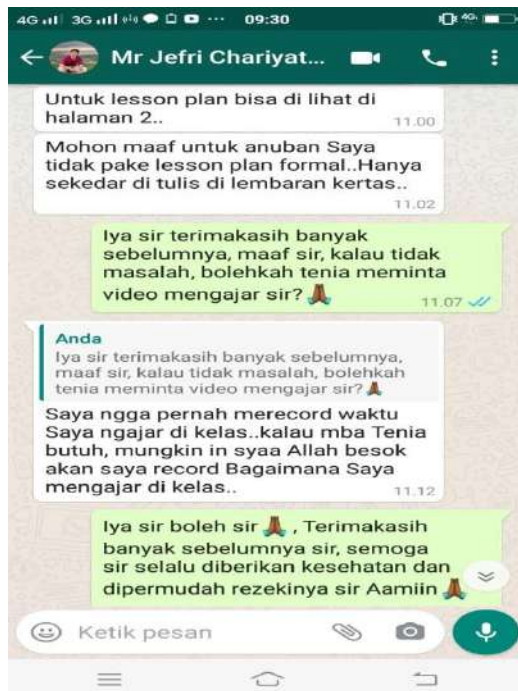
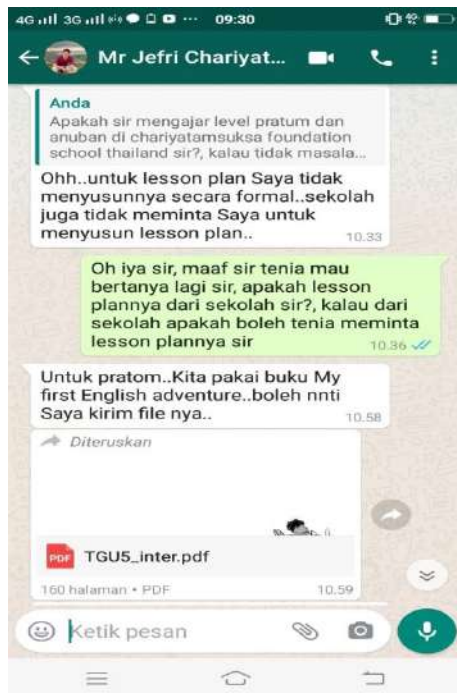
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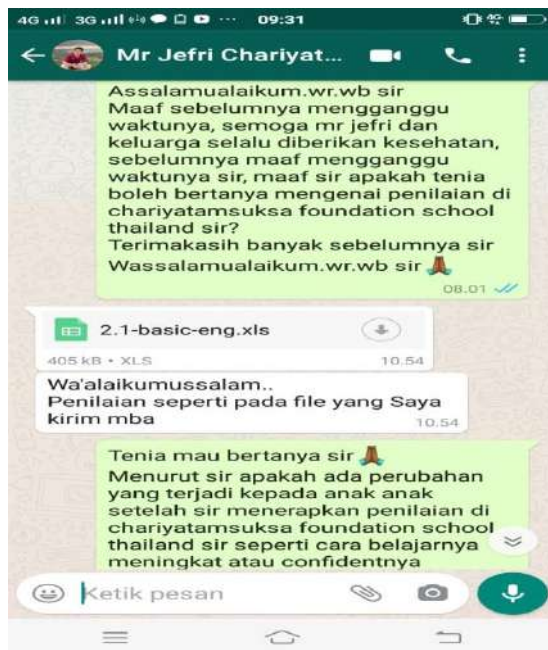
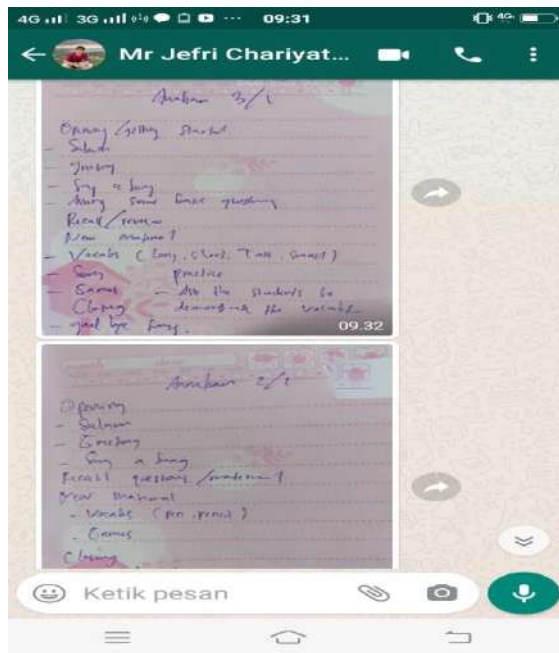
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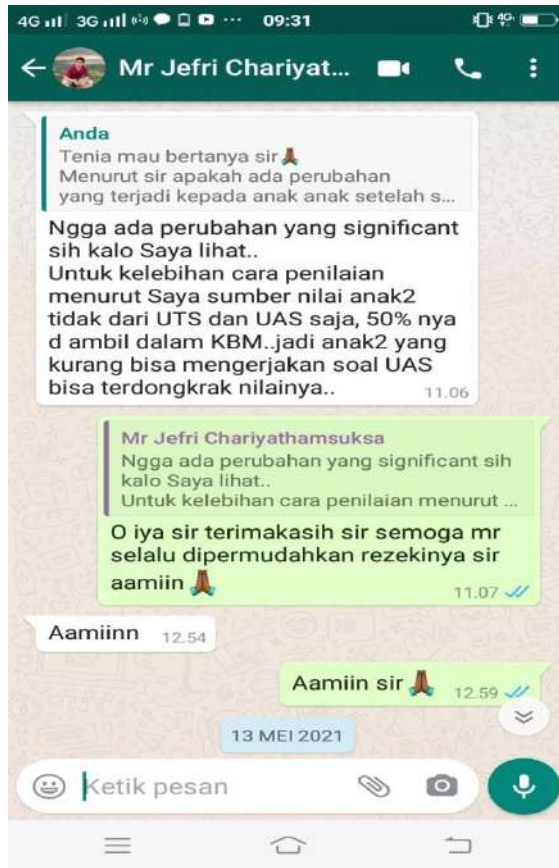
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Interview Indonesian Teacher who teaching English in Chariyatamsuksa Foundation School Thailand





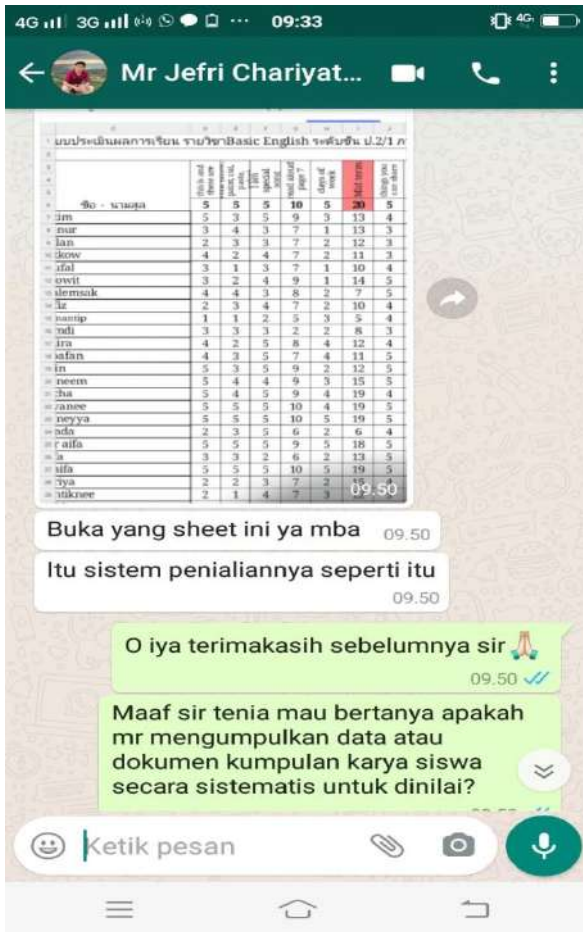


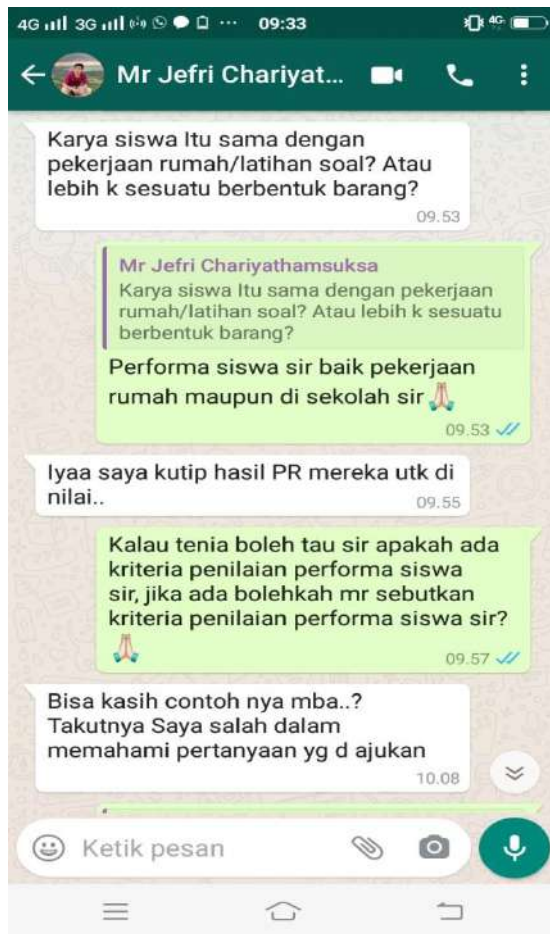


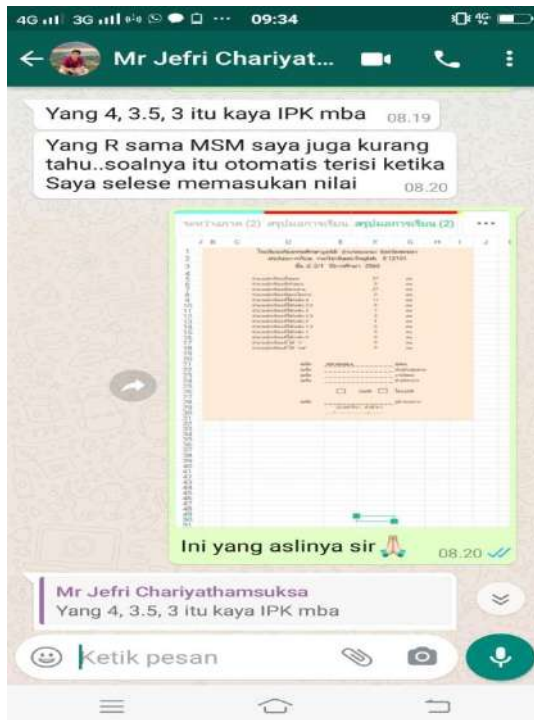
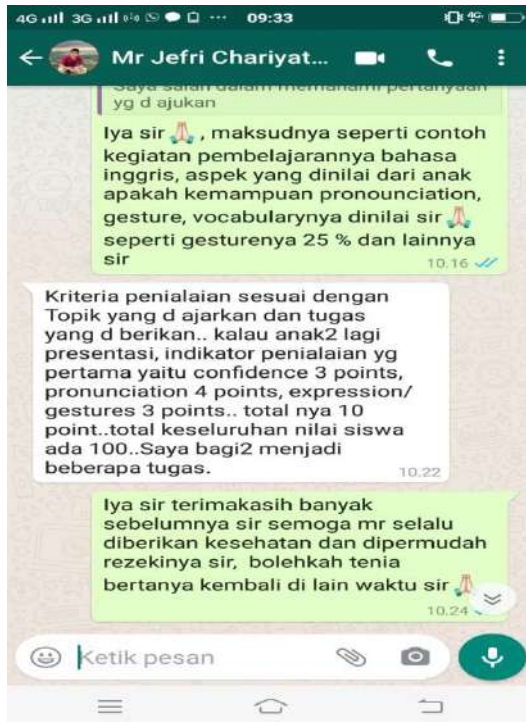


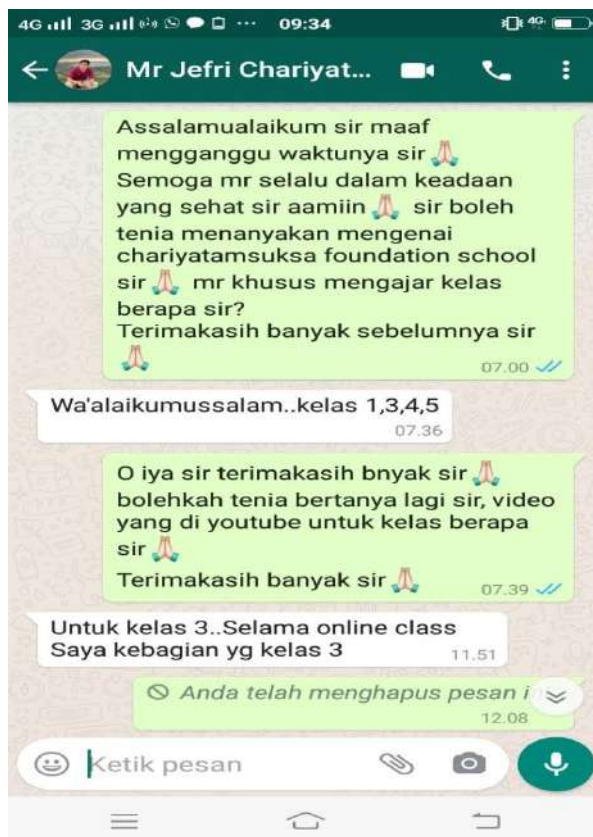
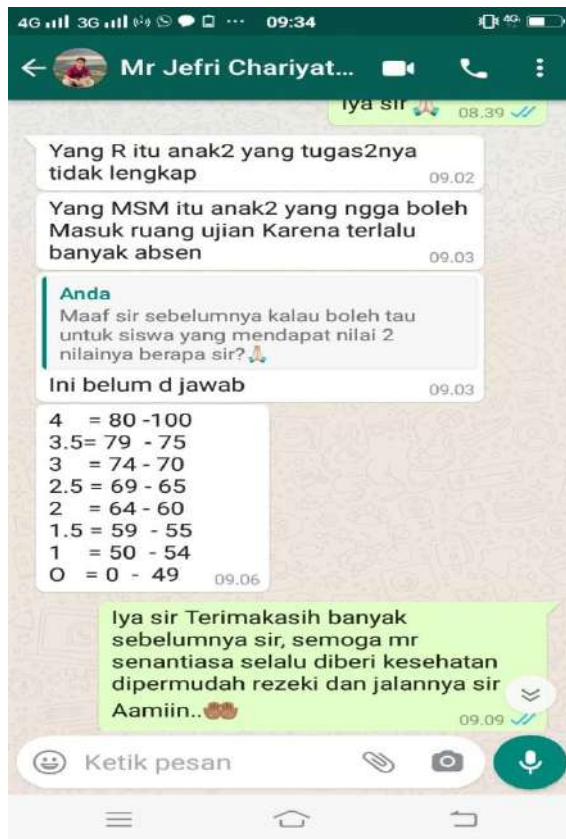












English Learning Videos in Chariyatamsuksa Foundation School Thailand





























Safari Adventure album II



Chariyathamsuksa Foundation School



letter c by students of Chariyathamsuksa ▾
Foundation School



letter c by students of Chariyathamsuksa
Foundation School



letter c by students of Chariyathamsuksa
Foundation School



letter c by students of Chariyathamsuksa
Foundation School

Third Grade Student Exam Scores
at Chariyatamsuksa Foundation School Thailand

โรงเรียนจริยธรรมศึกษามูลนิธิ อำเภอฉะนะ จังหวัดสงขลา
สรุปผลการเรียน รายวิชา Basic English E 12101
ชั้น ป. 2/1 ปีการศึกษา 2563


จำนวนนักเรียนทั้งหมด	27	คน
จำนวนนักเรียนที่เข้าสอบ	0	คน
จำนวนนักเรียนที่สอบผ่าน	27	คน
จำนวนนักเรียนที่สอบไม่ผ่าน	0	คน
จำนวนนักเรียนที่ได้ระดับ 4	11	คน
จำนวนนักเรียนที่ได้ระดับ 3.5	6	คน
จำนวนนักเรียนที่ได้ระดับ 3	7	คน
จำนวนนักเรียนที่ได้ระดับ 2.5	2	คน
จำนวนนักเรียนที่ได้ระดับ 2	1	คน
จำนวนนักเรียนที่ได้ระดับ 1.5	0	คน
จำนวนนักเรียนที่ได้ระดับ 1	0	คน
จำนวนนักเรียนที่ได้ระดับ 0	0	คน
จำนวนนักเรียนที่ได้ "ร"	0	คน
จำนวนนักเรียนที่ได้ "มส"	0	คน

ลงชื่อ Jefri Maulana ผู้สอน
 ลงชื่อ _____ หัวหน้ากลุ่มสาระ
 ลงชื่อ _____ งานวัดผล
 ลงชื่อ _____ ฝ่ายวิชาการ

อนุมัติ ไม่อนุมัติ

ลงชื่อ

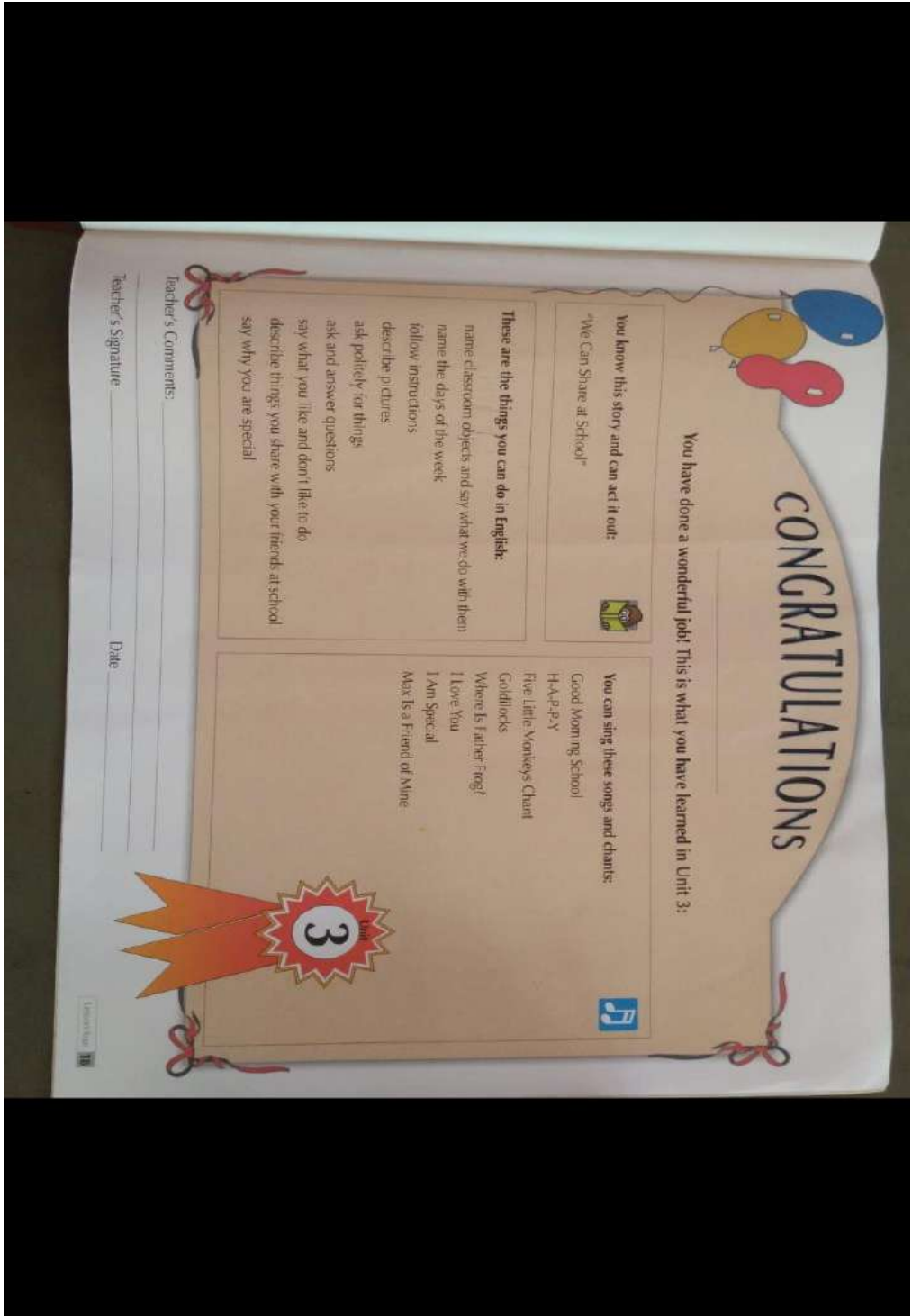
ผู้อำนวยการ


Setri Madhana

(นางซารีนา สำเภาะ)



Award for students for completing the subject at the end of the semester



Interview Protocol

(To answer RQ 1; to know what assessment techniques are used by the Indonesian English teachers at Chariyatamsuksa foundation school Thailand)

No.	Variable	Aspect	Indicators	Questions (English)	Questions (Indonesian)
	Assessment Types	Formative Assessment (The assessment used during learning takes place to determine students' progress and get feedback from students)	- Observing the learners' works	7. Do you always check your students' progress in the learning process? 8. What activities do you do to check your students' learning progress?	1. Apakah Anda selalu mengecek kemajuan siswa Anda dalam proses belajar? 2. Apa yang Anda lakukan untuk memeriksa kemajuan belajar siswa Anda?
		Summative Assessment (The assessment that is carried out at the end of the learning process and is used to assess how much learning is absorbed by students)	- Conducting test at specific times - Doing an assessment at the end of reporting period	9. Do you provide a mid-test for your students? 10. What kinds of tests do you design for your students' mid-test? 11. Do you always provide final exams at the end of semester? 12. What kinds of tests do you prepare for your students' final exams?	25. Apakah Anda menyediakan mid-test untuk siswa Anda? 26. Jenis tes apa yang Anda rancang untuk mid-test siswa Anda? 27. Apakah anda selalu memberikan ujian akhir semester 28. Jenis tes apa yang Anda persiapkan untuk ujian akhir siswa Anda?
	Classroom Assessment Technique Types	Nonverbal Responses	Physical performance assessment and pictorial products	29. Do you apply assessments for students' non-verbal responses? 30. What do you know about the non-verbal response	31. Apakah Anda menerapkan penilaian untuk tanggapan non-verbal siswa? 32. Apa yang Anda ketahui tentang penilaian

			assessment?	respons non-verbal?
	Oral Interview	Asking for topics to talk to the child, such as asking the child to choose a picture to talk about	<p>33. Do you engage students in direct talk as part of the assessment?</p> <p>34. What are the media that you use to trigger your students to talk during oral the interview assessment?</p>	<p>25. Apakah Anda melibatkan siswa dalam pembicaraan langsung sebagai bagian dari penilaian?</p> <p>26. Apa media yang Anda gunakan untuk memicu siswa Anda berbicara selama penilaian wawancara lisan?</p>
	Written Narratives	Assessment of the written communicative abilities of children	<p>27. Do you assess your students' written communicative abilities?</p> <p>28. Please explain what you know about assessing written communicative abilities!</p>	<p>35. Apakah Anda menilai kemampuan komunikasi tulis siswa Anda?</p> <p>36. Jelaskan apa yang Anda ketahui tentang penilaian kemampuan komunikasi tertulis!</p>
	Presentations	Increased access to educational technology	<p>37. Do you assess your students when they present the materials using technological tools?</p> <p>38. What is the function of assessing students' presentations based on your understanding?</p>	<p>29. Apakah Anda menilai siswa Anda ketika mereka mempresentasikan materi menggunakan alat teknologi?</p> <p>30. Berdasarkan pemahaman Anda, apa fungsi menilai presentasi siswa?</p>
			39. Do you assess	31. Apakah Anda

Student-Teacher Conferences	Teacher-planned structured interview	<p>your students by preparing structured interviews?</p> <p>40. What is the function of assessing students using a structured interview technique?</p>	<p>menilai siswa Anda dengan mempersiapkan wawancara terstruktur?</p> <p>32. Apa fungsi penilaian siswa dengan teknik wawancara terstruktur?</p>
Self-Assessment	students self-assess to improve their learning outcomes	<p>41. Do you guide your students to do self-assessment on their own learning?</p> <p>42. What is the purpose of self-assessment?</p>	<p>33. Apakah Anda membimbing siswa Anda untuk melakukan penilaian mandiri atas pembelajaran mereka sendiri?</p> <p>34. Apa tujuan penilaian mandiri?</p>
Learning logs	Students' keep with them logs containing notes of their English use outside classrooms	<p>43. Do you give students a sheet to take some notes of their English use outside classrooms?</p> <p>44. What is the purpose of giving students a sheet or a note log?</p>	<p>35. Apakah Anda memberi siswa selembar kertas untuk mencatat penggunaan bahasa Inggris mereka di luar kelas?</p> <p>36. Apa tujuan memberi siswa selembar atau lembar catatan seperti itu?</p>
Peer and Group Assessment	Guide children to work well with their groups and ensure that children can contribute to the assigned tasks	<p>45. Do you apply peer and group assessments?</p> <p>46. What is the essence of peer and group assessments?</p>	<p>37. Apakah Anda menerapkan penilaian sejawat dan kelompok?</p> <p>38. Apa inti dari penilaian sejawat dan</p>

				kelompok?
	Student Portfolios	The use of student work records, both oral and written works to determine student progress	47. Do you use portfolios as a type of assessment? 48. What are the criteria of English performance that you assess using portfolios?	39. Apakah Anda menggunakan portofolio sebagai salah satu jenis penilaian? 40. Apa kriteria performa bahasa Inggris yang Anda nilai dengan menggunakan portofolio?

Observation Checklist

Assessment Techniques and their implementation in teaching English (to answer RQ2)

No	Assessment Technique	Indicators	yes	No	Notes
1	Nonverbal Responses	<ul style="list-style-type: none"> - The teacher teaches students by using body language or gestures - The teacher assesses students mostly through the use of physical performance responses and pictorial products 			
2	Oral Interview	<ul style="list-style-type: none"> - The teacher 			

		<p>asks students to choose a picture as a topic to be discussed</p> <ul style="list-style-type: none"> - The teacher guides the students and asks questions using related vocabulary. 			
3	Written Narratives	<ul style="list-style-type: none"> - Teacher assesses students' written communication skills - The teacher asks students to write and share their experiences with each other 			
4	Presentations	<ul style="list-style-type: none"> - The teacher pays attention and knows the students' interest from their presentation or performance 			
5	Student-Teacher Conferences	<ul style="list-style-type: none"> - The teacher invites students to conduct structured 			

		<p>interviews to find out the progress of students in terms of emotional, social development, weaknesses and strengths of students and others</p> <ul style="list-style-type: none"> - The teacher interacts with students and observes each student during interactions 			
6	Self-Assessment	<ul style="list-style-type: none"> - The teacher involves students in assessing themselves to know students' abilities more reflectively - The teacher uses the K-W-L (Know-Want-Learn) chart to learn about the background knowledge and interests of students. 			

7	Learning logs	<ul style="list-style-type: none"> - The teacher pays attention to the development of students in using English outside the classroom - The teacher asks students to take notes on the learning materials they understand and to take notes on English communication they hold outside the classrooms 			
8	Peer and Group Assessment	<ul style="list-style-type: none"> - The teacher asks students to make groups in performing performance activities - The teacher assigns students to work collaboratively to assess their communicative performance 			

Catatan Validator

1. Sebelum divalidasi, validator melihat bahwa item-item pertanyaan wawancara sebagian besar mengandung pertanyaan “how” atau pertanyaan yang meminta jawaban implementasi. Sementara berdasarkan konsep metodologi di bab 3

dari penelitian ini, wawancara digunakan untuk menjawab research question 1, yaitu tentang “apa teknik assessment” namun bukan tentang “bagaimana penerapan teknik assesment”. Implementasi ditanyakan pada research question ke 2. Maka, berbasis pada research question 1 yang berorientasi pada “apa teknik assessment yang digunakan guru”, maka validator merubah semua pertanyaan wawancara yang mengandung “how” dengan alternatif pertanyaan kualitatif lainnya seperti “what is the purpose?, what is the function?, what kinds of assesment?, what is the essence?, dan lain-lain”. Dengan demikian, peneliti akan mendapatkan jawaban “Apa”.

2. Terkait dengan Observation checklist dan field note yang ditujukan untuk menjawab research question 2 (how are the assessments used by teachers?), sebelum instrumen ini divalidasi, validator amati bahwa peneliti merincikan indikator-indikator assessment ke dalam sub-indikator lagi. Bila dibenturkan dengan prinsip epistemologi kualitatif (epistemologi constructivism), membuat terlalu detail sub-indikator tidak dianjurkan karena **akan terlalu menggiring data seperti halnya penelitian kuantitatif yang epistemologinya berbasis realism**. Dalam penelitian kualitatif, yang kita harapkan adalah data berbasis apa yang terjadi sebenarnya di lapangan. Di sisi lain, kan peneliti sudah menyediakan ruang field note untuk mencatat apapun dan bagaimanapun bentuk aktivitas tindakan assessment yang dilakukan oleh guru. Jadi, nanti setelah semua hasil record observasi dicatat di field-note, maka hasil record dikelompokkan berdasarkan indikator saja (tidak perlu penggiringan data dengan sub-indikator lagi). Intinya, semakin besar peluang instrumen observasi kualitatif untuk merekam data berbasis lapangan (apa adanya), maka semakin bagus instrumen observasi kualitatif tersebut. Hasil rekam observasi nantinya dipeta-petakan berdasarkan tema-tema hasil coding data yang peneliti analisa secara kualitatif pula.
3. Semua bagian yang validator modivikasi diwarnai biru
4. Menurut validator, sekarang instrumen panduan wawancara dan panduan observasi ini sudah valid secara konten, selanjutnya silahkan peneliti lanjut untuk mengambil data menggunakan instrumen penelitian ini.

Curup, 3 Juli 2021

Validator

Ruly Morganna, M. Pd.



TENIA OKTARA HALIK was born in Tanjung Raja on October 25, 1999. She is the second daughter of Mr. Halik Sutrisno and Mrs. Sriprihatini. She has a brother and a sister. She completed elementary school at SDN 25 Tanjung Raja and graduated in 2012. Then, She continued his studies at SMPN 03 Muara Enim, and graduated in 2014. After that, She continued his studies at SMA at MAN Muara Enim and graduated in 2017. In 2017 She decided to enter the Curup State Islamic Higher Education Institute (IAIN) and chose the English Language Study Program as his Faculty.