

**The Implementation of Summative Assessment English Learning Teaching
in An Internship Program**

THESIS

**This Thesis is Submitted to Fulfill the Requirement
for “Sarjana” Degree In English of English Language Education**



By :

**Rita Heryani
NIM : 18551053**

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Di

Curup

Assalamualaikum, Wr. Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara:

Nama : Rita Heryani

Nim : 18551053

Judul : **The Implementation of Summative Assessment English Learning Teaching In An Internship Program**

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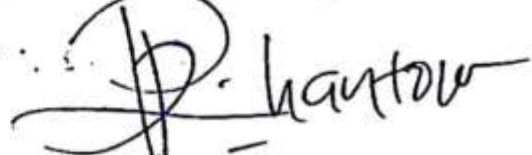
Curup, 26th January 2023

Pembimbing I



Hadi Suhermanto, M.Pd
NIP. 197411131999031003

Pembimbing II



Dr. Prihantoro, SS., M.Pd
NIP. 197508202008011004

THE STATEMENT OF OWNERSHIP

The writer who sign below:

Name : Rita Heryani

NIM : 18551053

Study program : English Study Program

Program : Tarbiyah

Stated that the thesis under the title ” **The Implementation of Summative Assessment English Learning Teaching In An Internship Program**” . This statement is made truly. If in the next day there are a lot of mistakes. The writer is ready to accept the punishment or other criticism from IAIN suitable with its regulation.

Curup, 26th January 2023

Writer

Rita Heryani

18551053



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN CURUP)

FAKULTAS TARBIYAH

Jl. Dr. AK Omni No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010 kode pos 39119
Website/facebook: FakultasTarbiyah IAIN Curup. Email: fakultastarbiyah@gmail.com

A P P R O V A L

Nomor : 669 /In.34/F.TAR/I/PP.00.9/r2/2023

Name : Rita Heryani
NIM : 18551053
Departement : English Tadris Study Program
Title : The Implementation of Summative Assessment English Learning Teaching In An Internship Program

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Tuesday, February 21th 2023
Time : 01.30 p.m – 03.00 p.m
At : Room 5 Munaqosyah Building IAIN Curup

Has been received to fulfill a partical requirements for the degree of Strata 1 in English *Tadris* Study Program of Tarbiyah Faculty IAIN Curup.

Examiners

Head

An *Expoli tbi*

Hadi Suhermanto, S. Pd., M. Pd
NIP. 19741113 199903 1 003

Secretary

P. Priantoro

Dr. Priantoro, SS., M. Pd
NIP. 19750820 200801 1 004

Examiner I

Sarwo Edy

Sarwo Edy, S. Pd. L., M. Pd.
NIDN. 2007068102

Examiner II

Henny Septia Utami

Henny Septia Utami, M. Pd
NIDN. 2016098903

Dean

Faculty of Tarbiyah

Dr. H. Hamengkubuwono

Dr. H. Hamengkubuwono, M. Pd.
NIP. 19650826 199903 1 001

PREFACE

With the permission of Allah SWT that the writer had finally finished writing her thesis entitled, " **The Implementation of Summative Assessment English Learning Teaching In An Internship Program**".

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that thesis will be really useful for those who are interested in this field of the study.

Curup, 26th January 2023

Writer



Rita Heryani

18551053

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Alhamdulillahirabbi' alamin, all of praises and thanks are due to Allah SWT the lord of all that exist. May the peace and blessing of Allah be upon Muhammad SAW, the messenger of Allah, and his family and companion and who follows them in righteousness until the Day of the Judgement.

Praise be to Allah Azza wa Jalla, who has given me the ability and skills to complete this thesis entitled” **The Implementation of Summative Assessment English Learning Teaching In An Internship Program**”. This thesis is presented in order to fulfill of the requirement for the degree of strata in English study Program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. This is an opportunity to thank everyone who helped me along my beautiful journey.

Prof. Dr. Idi Warsah, M.P.D., as chairman of IAIN Curup Mrs. Jumatul Hidayah, M.P.D., as head of the IAIN Curup English Study Program. Thank you very much for all the support while I was a Tadris English student and then for the support while I was finishing this thesis. Mr. Hadi Suhermanto, M.P.D., as my thesis supervisor, thank you for the support, guidance, and motivation since I decided on the title of my thesis. Without their support, I don't know how I could finish this thesis. It is a very extraordinary honor for me to be a student under his guidance. May Allah bless every step of your life. I want to say thank you very much to Dr. Prihantoro, SS, M.P.D., my co-advisor, who always helps and supports me. He is very enthusiastic

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Also on this occasion, I would like to express my deep love for my mother, Jauriah, and my father, Kohar, who have raised me with extraordinary love, care, and patience. My academic journey is enriched by their love, support, and prayers. Then to my older brother and sister, who have always been a source of support that means a lot to me.

Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the

development of education in the others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Wassalamualaikum,Wr.Wb

Curup, 26th January 2023

Writer

A handwritten signature in black ink, appearing to be 'Rita Hervani', written in a cursive style.

Rita Hervani

18551053

MOTTO

**"When the pain of an obstacle is too great, challenge yourself
to be stronger"**

ABSTRACT

Rita Heryani, 2023. “The Implementation of Summative Assessment English Learning Teaching In An Internship Program”.

Advisor : Hadi Suhermanto, M.Pd

Co-advisor: Dr. Prihantoro,SS., M,Pd

This study aims to determine the extent to which summative assessment is applied by students of the English Tadris Study Program at IAIN Curup for the 2021-2022 academic year when carrying out an internship program. Summative assessment is an assessment that is carried out when all subject programs have been completed in one period. This type of research is called qualitative research. Data collection techniques in this study included narrative inquiry, interviews, and document analysis. the number of students in the seventh semester of the 2018 IAIN Tadris English course is 54. the number of prospective teachers who were examined using a purposive sampling technique consisting of 12 students. The instruments used to obtain data in this study were narrative and interview guidelines. Where the question was how to apply summative assessment during their internship program. The place of this research was carried out at the school where the English Tadris Students did the internship program. The data analysis used by researchers is the interactive analysis model from Miles and Huberman. The results of the study showed that the application of summative assessment by English students at IAIN Curup was lacking; this was determined based on an analysis of the results obtained by the researcher.

Key term: Summative assessment, Internship, Implementation

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CHAPTER I

INTRODUCTION

This chapter provides a rationale for conducting a study on the implementation of summative assessment. The discussion includes: the background of the research, the research question, the objective of the research, the delimitation of the research, the significance of the research, the operational definition, and the research organization.

A. Background of the Research

Assessment is an important aspect of education. As mentioned below, assessment is an important element of learning since it allows you to see how well your students are doing on their learning goals.¹ According to Wynne Harlen, assessment is the process of obtaining evidence and making judgments about outcomes, such as student attainment of specific learning objectives or teacher comprehension.² As for another definition, it is stated that assessment is the process of gathering information in a comprehensive and continuous manner about the process and learning outcomes that have been achieved by each student through the learning process.³ From the definition above, it can be concluded that assessment is a very important process in education, where assessment is used to collect information thoroughly and continuously to obtain evidence about student achievement during the learning process.

¹ Yubali Ani. *Penilaian Autentik dalam kurikulum 2013*. (Jakarta: universitas Pelita Harapan, 2014), p. 742

² Wynne Harlen, *Assessment of Learning*. (London: SAGE Publication, 2007), p.12

³ Kadek Agus. *Merancang Penilaian Autentik*. (Bali : CV Media educations, 2019), p. 8

In education, a teacher has a very important role. because teachers are role models for their students. Therefore, a teacher must have sufficient behavior and ability to develop his students. A professional teacher must have several aspects to their brand. The teaching profession outlined in Law No. 14 of 2005 concerning teachers and lecturers outlines the main competencies that must be possessed by teachers. These competencies are: ⁴

1. Professional competence means that teachers are proficient in carrying out their profession. This competency is a basic ability that must be possessed. Such as having knowledge about learning and human behavior and having the right attitude about oneself, school, colleagues, and the field of study they are fostering.
2. Pedagogic competence is known as the ability to manage students, which includes understanding educational foundations and insights, understanding students, creating a curriculum or syllabus, planning lessons, putting them into practice, assessing learning outcomes, and helping students realize their various potentials.
3. Social competence is the teacher's ability to understand himself as part of society and be able to develop tasks as a member of society.
4. personality competence, where a teacher must have a steady, stable, mature, wise, authoritative, noble personality, be a role model for students and the community, evaluate their own performance, and develop themselves in a sustainable manner.

⁴ Inayatul Khadijah. Peranan Serta Komponen Kompetensi Penting Yang Harus Di Miliki Seorang Guru Profesional. (Banjarmasin: Universitas Lambung Mangkurat, 2022), p. 11

From the explanation above regarding the law governing the main competencies that must be possessed by a teacher, in the implementation of assessment, pedagogical competence is a competency that must be possessed. As explained, pedagogic competence is the ability to manage students. One of the skills that must be possessed is the ability to assess learning outcomes. A student-teacher must be smart in making assessments so that there are no mistakes in giving an assessment. A student-teacher must be able to consider what must be assessed and must be professional in assessing student performance during the learning period.

There are two types of assessment: formative and summative. Formative assessment, often known as "evaluation for learning," has the simple and obvious goal of providing the student and the teacher with relevant feedback on their current performance so that they can improve or increase it in the future. Formative assessment, according to Wynne Harlen, is a type of evaluation that takes place when students are involved in learning activities.⁵ Feedback is exchanged between teachers and students during this evaluation. This feedback helps teachers meet learning objectives. So, it can be concluded that this assessment is to provide feedback and important information needed so that learning activities are in accordance with teaching objectives.

Summative assessment is an assessment of learning outcomes that is carried out after the entire teaching program has been given. According to Dante D. Dixson and Frank C. Worrell, summative assessment is a high-risk assessment

⁵ Ibid, p. 50

that is used to obtain a final score in order to identify a student's degree of achievement and competency over a period of time.⁶ So, it can be concluded that the summative assessment is carried out when the entire teaching program has been completed and this assessment is carried out in order to determine the progress of students during the learning process within a certain period of time.

This assessment includes some risk because there are several steps that must be considered by a teacher or student-teacher in assessing learning outcomes. In conducting a summative assessment, the assessment must be in accordance with the elaboration of core competencies and graduate competencies, which include full competencies that reflect knowledge, skills, and attitudes.⁷ In making the question grid, there are rules, as seen from the lesson plans and syllabus, where the explanation is in the form of indicators. Indicators of achievement of learning outcomes that are formulated or developed by teachers must take into account the situation and conditions of each school or region. Things that must be considered in making the grid are the material, time, level of difficulty, and number of questions.

In the Regulation of the Minister of National Education of Indonesia, Number 22, 2006, concerning Content Standards for Primary and Secondary Education Units, the scope of English subjects is threefold.⁸ First, the ability to communicate or comprehend written and spoken words, which is divided into four

⁶ Dante D. Dixon, et al. *Formative and Summative Assessment in the Classroom*. (Ohio: Routledge Taylor & Francis Group, 2016), p. 156

⁷ Abdul Majid. *Penilaian autentik, Proses dan Hasil Belajar*. (Bandung : PT Remaja Rosdakarya, 2014), p. 45

⁸ Mutiara O. Panjaitan. *Penilaian Mata Pelajaran Bahasa Inggris*. (*Jurnal Pendidikan dan Kebudayaan*, Vol. 16, Nomor 3, Mei 2010), p. 313

language skills: listening, speaking, reading, and writing. Second, the capacity to comprehend and compose a variety of brief functional texts, monologues, and essays. Third, there are supporting competencies, such as linguistic, sociocultural, strategic, and discourse-forming competence.

In relation to the 2013 Curriculum, educators' assessment of learning outcomes is governed by Permendikbud Number 104 of 2014 on Assessment of Learning Outcomes by Educators in Primary and Secondary Education (Ministry of Education and Culture, 2014), which was later revised to Permendikbud Number 53 of 2015 on Assessment of Learning Outcomes by Educators and Education Units in Primary and Secondary Education (Ministry of Education and Culture, 2015).⁹

“The process of gathering data/evidence about student learning outcomes in the competence of spiritual attitudes and social attitudes, knowledge competencies, and skills competencies is known as assessment of learning outcomes by educators. This data collection is done in a planned and systematic manner both during and after the learning process. Education professionals evaluate student learning outcomes in order to track learning progress, evaluate learning outcomes, and identify areas in which student learning outcomes need to be improved consistently and sustainably.”

From the opinion above, it can be concluded that the graduation standards for English subjects are formulated based on oral actions (listening and speaking) and written actions (reading and writing). The assessment function is a tool to measure the extent of the skills and knowledge of students. The assessment of these four English skills is carried out both informally and formally. Informal assessments are conducted during the teaching and learning process, whereas

⁹ : Dr. Mahdiansyah, MA, et al. *Penilaian Kependidikan: Sistem Penilaian, Hasil Belajar dan Kemampuan Guru Melaksanakan Penilaian Berdasar Kurikulum 2013*. (Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Balitbang, Kemendikbud, 2017), p. 8

formal assessments, such as tests and exams, are usually specially designed. Then, in the 2013 curriculum, applying authentic assessment to assess the learning progress of students consists of attitudes, knowledge, and skills.

The teacher plays an important role in this evaluation method. A teacher who is skilled in this field already understands and has expertise in giving exams to his students. Things are a little different in student-teacher relationships. They are people who are new to joining the world of education as teachers. As a result, not much can be said about the experience. Bulent Tarman defines potential teachers as students who enroll in a teacher education program. They have learned how to be teachers; they have the knowledge; they also know how to pursue, and all they need to get started as teachers is a strategy.¹⁰

An internship is a program that helps students measure their ability to design assessments. An internship is a sort of experiential learning that integrates in-class knowledge and theory with practical experience and skill development in a professional context. Internships give students the chance to gain practical experience in fields they are interested in pursuing as a career while simultaneously giving businesses a chance to coach and assess talent.¹¹ Institutions of higher education offer student internship programs as an academic component of learning as an efficient strategy to equip students with hands-on practical experience while also increasing their employability after graduation.

¹⁰ Bulent Tarman. Prospective teachers' belief and perceptions about teaching as a profession. (Educational Consultancy and Research Center, 2012), p. 2

¹¹ Narendra H. Patel. Undergraduate Internship Program Structures for Effective Postgraduation Employability: A Case Study of a Mass Media Arts Internship Program. (Georgia: Clark Atlanta University, 2015), p. 3

Implementation is the process of putting an idea, concept, policy, or invention into action in such a way that it has an impact on knowledge, skill, value, and attitude. In this study, the authors wanted to know how the summative assessment was implemented by the apprentices. Then what obstacles did they face during the internship? And the researcher also wanted to know how to overcome the obstacles they faced. Given that teaching and learning activities are still very limited at this time, such as the shortened time and group division to enter school.

Based on initial interviews of student teachers, many stated that when subject teachers gave assignments to make exam questions, they had difficulty making questions. In the process of making questions, there are techniques for making them. For example, for each question, we have to determine the weight of the assessment, and then the question is appropriate or not included in the exam questions. There are several things that must be considered in preparing questions and grids, such as having to comply with indicators and basic competency standards. Then it is possible that one indicator can be measured by several assessment techniques because it contains cognitive, affective, and psychomotor domains.

Then we must adjust to the abilities of the students. The level of intelligence of students in a class varies. So, in posing this question, careful consideration must be given. Remembering back, this activity was the first experience for a student teacher whose knowledge or experience is still very lacking. As a result, the researcher wishes to look into how internship students implement summative

assessment during internships, as well as the challenges they faced. Researchers are also interested in learning how they overcome these challenges.

B. Research Question

Therefore, the research questions are formulated as:

1. How is the summative assessment being implemented by student-teachers?
2. What are the obstacles faced by student-teachers in the implementation of summative assessments?
3. How do the student-teacher overcome these obstacles in applying summative assessment?

C. Objective of Research

The purpose of this research consists of the following:

1. This study aims to find out how the summative assessment is implemented for the internship program.
2. Researcher want to know what obstacles are faced by interns in implementing summative assessments.
3. The researcher also wants to know how to overcome the problems faced by interns when applying this assessment.

D. Delimitation of Research

Researcher in this study focused on the application of summative assessment by student teachers majoring in English at IAIN Curup, to find out how to apply

summative assessment, difficulties, and how they overcome obstacles during internships at the school where they are assigned.

E. Significance of Research

The findings of this study are likely to be of use to prospective teachers in the English Tadris Studies program, students, schools, and teachers.

1. Student-teacher

In this study, it can be shown that when a student-teacher is doing an internship program, they already have an idea of how to implement a summative assessment. It is important for prospective teachers to use this assessment in the world of education. Because with this method, we can monitor the developments that occur in students. As a result, this assessment method is very useful; teachers can use it to determine whether the teaching method being used is beneficial to students or not; as a result, this assessment method is very useful.

2. Students

With this research can help students in knowing the weaknesses and strengths they have. With this research they can find out which parts need to be improved.

3. School and Teachers

With this research, it can help schools evaluate the applied teaching system. Whether there is anything to improve in the teaching system or not, the existence of an assessment system like this can provide reciprocity between the

school, teachers, and students in evaluating both in terms of systems, methods, and assessments that are applied.

F. Definition of Key Term

1. Summative Assessment

This study refers to summative assessment. Summative assessment is an assessment that is applied at the end of the teaching period to measure student learning outcomes. These assessments play a critical role in driving course improvement, assessing teaching effectiveness, and assessing program-level accreditation.¹² After a series of educational segments have been completed, summative assessments are attempts to use information about the student or program. They serve as a summary of a student's, a class of students', or a teacher's performance on a set of learning criteria or goals. Teachers use information from summative assessments to assign marks and explain results to students and their parents.

2. Internships Program

A student or advanced graduate in a professional field who receives practical teaching experience under the supervision of a supervisor is considered to be enrolled in an internship program.¹³ The internship program is intended to provide students with opportunities as student-teachers to put their knowledge into practice. The purpose of the internship is to give student-

¹² Jonathan D. Kibble. Best practices in summative assessment. Journal (College of Medicine, University of Central Florida, Orlando, Florida Submitted 22 July 2016; accepted in final form 9 January 2017), P. 110

¹³ Sarika Joshi. A study on student's Perception about Internship program and Its Impact on their Personality. (India : Journal of Hospitality, 2019), p. 85

teachers the opportunity to try their hand at the art of teaching before actually entering the world of teaching.¹⁴

3. Analysis

In this study, researcher looked at how student instructors implemented summative assessments based on real-world scenarios without modifying the information they discovered in the field.

G. Research Organization

The explanation of the research organized from chapter I until chapter III. Chapter I is introduction, in this chapter describe about: background of the research, research question, objective of research, delimitation of research, significance of research, operational definition, and research organization. Chapter II is review of the related theories. Chapter III is kind of the research, subject of the research, place of the research, techniques of collecting data.

¹⁴ Intani Ratu Maulina. An Analysis of Reflective Teaching Journal about Classroom Management (CM)

By Students' Teachers in Their Practice of Teaching Internship. Journal (Universitas Syiah Kuala, Banda Aceh, 166-172, December 2021), p. 167

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical foundation of the study. The discussion elaborates on some basic concepts of the literature and its significant correlation to this study. There are explanations of assessment with subtopics: definition of assessment, the importance of assessment in education, some basic principles of assessment, types of assessment, and the internship program.

A. Review of the Related Theories

1. Assessment

a. Definition of Assessment

There are several definitions of assessment in the field of education. The first definition explains that the process of collecting and evaluating data for a specific purpose is known as an assessment. Decisions on what evidence to utilize, how to collect that data in a systematic and planned manner, how to evaluate the evidence to make a judgment, and how to communicate and use that judgment are all part of assessment.¹⁵

Assessing or judging the degree or size of some attribute of a person is what judgment is. In educational practice, assessment is a continual process that makes use of several methodological techniques. The teacher is unconsciously assessing the student's performance whenever they answer to questions, comment, or try out new phrases or structures. Whether the

¹⁵ Wynne Harlen.Op.Cit, p. 12

assessment was made accidentally or on purpose, a good teacher never quits judging students.¹⁶

According to 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 program, and schools policy.¹⁷ So it can be concluded that the assessment is a process of collecting data for a particular purpose. In this assessment the teacher monitors student performance.

From some of the definitions above, it can be concluded that assessment is an evaluation used to assess a process or student performance during the learning process by collecting information in any form using methodological tools to achieve certain goals in an education system.

After decades of research revealed the limitations of teachers' assessment knowledge and practice, the American Federation of Teachers (AFT), the National Council on Measurement in Education (NCME), and the National Education Association (NEA) joined forces to develop the Standards for Teacher Competence in Educational Assessment of Students in 1990. Teachers should possess the following seven assessment competences, according to the standards:¹⁸

1. Selecting evaluation techniques that support instructional choices.
2. Establishing assessment techniques suitable for guiding instructional decisions.

¹⁶ H. Douglas Brown. *Language Assessment*. (San Fransico, 2018), p. 3

¹⁷ Hamzah B, et al. *Assessment Pembelajaran* (Jakarta: PT Bumi Aksara, 2018), p. 2

¹⁸ James H. McMillan. *Research on Classroom Assessment*. (Uniteds States of America : Virginia Commonwealth University, 2013), p. 77

3. Administering, evaluating, and analyzing the outcomes of assessment techniques created by teachers as well as other sources.
4. Using assessment data to guide decisions regarding specific students, lesson planning, curriculum development, and school improvement.
5. Creating effective student grading procedures that utilize student assessments
6. Delivering assessment results to students, parents, other lay audiences, and other teachers.
7. Identifying unethical, prohibited, or otherwise unsuitable evaluation methods and practices.

From the explanation above regarding teacher competency standards, it can be concluded that a teacher must master teacher competency standards in assessment, one of which is that a teacher must be able to choose the right assessment method. The teacher must then be able to develop an appropriate assessment method, as well as combine the results of the assessment method produced. Once combined, a teacher must also be able to make decisions on each individual based on the results of the grades that have been obtained. After the results of valid tests have been developed, they can only be communicated to students, parents, and the school. Then, in assessment, a teacher must be able to recognize and comprehend unethical, illegal, and inappropriate assessments.

b. The Important of Assessment In Education

The primary goal of assessment is to gauge students' understanding of the topic and to notify the teacher of their progress. Assessment, according to Brown, defines what kids value, how they spend their time, and how they grow to consider themselves as people. According to Gibbs and Simpson, assessment has a significant impact on students' learning, their level of engagement with learning tasks, and their knowledge and future learning through feedback.¹⁹

From the explanation of the purpose of the assessment above, it can be concluded that the purpose of the assessment is to find out the level of knowledge, understanding, and responsibility of students. Then, to determine the extent to which the level of achievement has been attained, as well as the deficiencies that students must correct.

Before making an assessment. There are three aspects to the assessment, including cognitive aspects, affective aspects, and psychomotor aspects.²⁰

1. **Cognitive Aspect**, In the cognitive aspect, which is centered on intellectual assessment, it includes six areas of assessment, including knowledge, comprehension, application, analysis, syntesis, and evaluation. Knowledge in this aspect, students are asked to recall names, terms, formulas, concepts, principles and so on without having to

¹⁹ Alastair Irons. *Enhancing Learning Through Formative Assessment and feedback.*(Abingdong,Oxon: Routledge, 2008), p. 11

²⁰ Nana Sudjana, *Penilaian Hasil Proses Belajar Megajar.* (Bandung: Remaja Rosdakarya, 2011), p. 22

understand or use them. Comprehension in this ability, students are asked to understand what is being taught, understand what is being communicated, and what can be used. Application, It refers to a person's ability to apply or employ abstract concepts, procedures, methods, principles, formulas, theories, and the like in fresh and concrete situations. Analysis, Students must be able to compare and contrast a situation or certain factors with other factors or situations. Synthesis is the process of combining information into a conclusion, creating new things by processing shared ideas. Evaluation is the ability to consider a situation, condition, concept, or reality based on right or wrong, good or bad.

2. **Affective aspect.** In the realm of covering several emotional aspects, such as feelings, attitudes, moral and social values, respect. The affective domain is a description of students' attitudes toward lessons, education, and other activities. The level of ability in the affective domain, namely receiving, responding, valuing, and organization. Receiving: At this level, students are expected to be sensitive to the existence of certain phenomena or stimuli. This sensitivity begins with the awareness of the ability to receive and pay attention. Responding, at this level, students have the willingness to answer voluntarily and read without being assigned. When valuing, students are expected to be able to fairly consistently assess an object, phenomenon, or certain behavior. In an organization, this level deals with bringing together different values, solving or solving problems, and forming a value system.

3. **Psychomotor aspect.** The psychomotor aspect is a physical activity related to mental and psychological processes, which is related to skills, this aspect is contained in practical subjects, where subjects are more movement-oriented and emphasize physical reactions and hand skills. The skill itself shows the level of expertise of a person in a particular task or set of tasks.

Three psychomotor learning outcomes: specific response, motor chaining, and applying rules are categorized by Buttler.²¹ At the specific response, The ability to respond to physical stimuli that can be heard, seen, or touched exists in students, ora single skill. Motor chaining, students have been able to combine more than two basic skills into one combined skill. At the level of rule using, Students can already do complex abilities using their experience.

c. **Some Basic Principles of Assessment**

A good judgment must be supported by assessment principles, so that there are clear guidelines for developing judgments. In the assessment, there are six principles for the assessment:²²

1. **Validity**, assess what should be assessed using appropriate tools to measure competence. Validity helps teachers to make reasonable and appropriate conclusions from the results of the assessment.

²¹ Abdul Majid. *Penilaian Autentik, Proses dan Hasil Belajar.* (Bandung : PT Remaja Rosdakarya, 2014), p. 52

²² Abdul majid, p. 43

2. **Reliability**, the consistency of the evaluation outcomes is connected to reliability. Consistency and reliable comparisons are made possible through dependable assessment. For instance, if a teacher grades based on performance, the assessment will be trustworthy if the outcomes are mostly the same when the performance is repeated under largely the same circumstances.
3. **Comprehensive**, each basic competency must be properly assessed, encompassing each of its domains.
4. **Sustainable**, to get an overview of the development of student competencies over a specific time period, the assessment is done in a planned, gradual, and ongoing manner.
5. **Objective**, the evaluation needs to be conducted impartially. Because of this, the evaluation must be fair, well-planned, and use precise grading standards.
6. **Educate**, the procedure and findings of the assessment can serve as a foundation for motivating, enhancing teacher learning, enhancing learning quality, and promoting optimal student growth and development.

d. Types of assessment

Basically, every human behavior always undergoes a process of evaluation. Students are evaluated as part of the learning process. Assessment is the activity of collecting information in various ways to monitor the development and performance of students. In conducting assessments of students, there are several types of assessments, including the following:

1. Summative Assessment

Summative assessment is an assessment carried out at the end of the semester after the subject matter is considered complete. This assessment aims to be able to see the success of students in mastering the subjects they are taking. So, the summative assessment must be carried out in the correct stages. Summative evaluation, the final step in the assessment process, is a verdict that takes into account all available data up to a specific point. This point is regarded as a finality at the moment of the verdict. Numerous reasons unrelated to the process may be served by a summative assessment.

Summative assessment is a long-term assessment conducted by teachers after the teaching and learning process has occurred numerous times or after the completion of a certain period, such as a midterm or end-of-semester examination. Summative assessment is more focused on the students' interests. that is, determining whether or not students have mastered instructional or curricular objectives. Summative evaluation data cannot be used to improve the teaching and learning process directly. For example, if students' learning outcomes at the end of the semester have a high number of failures, teachers will be unable to repeat the teaching and learning process for that semester. Even if you wish to improve, you will be confined to the resources provided in the following semester.²³

²³ Nana Sudjana. *Dasar – Dasar Proses Belajar Mengajar*, (Bandung: Penerbit Sinar Baru Algensindo), p. 112

Summative assessment occurs at the end of a long period of study. The end outcome is mostly for the use of the teacher or school. Summative assessment, according to Albert, is frequently done after students have had a chance to practice, at the end of a unit or semester, or at the end of the reporting period.²⁴ This assessment can be used by teachers or schools to highlight areas of curriculum and instruction that need to be improved for the current term's students. Paper and pencil tests, standardized tests, unit tests, grading of student assignments, presentations and projects, and grading of student portfolios are all examples of summative assessment.

According to the definition above, summative assessment is an assessment performed after all students have completed the learning process and practice exams in a single period. Then, this assessment is used to determine student mastery and is used by teachers and schools to find out what curriculum or teaching needs to be improved.

The types of summative assessment are Examinations, Final examinations, Term papers, Project, portfolios, Performance, Students evaluation of the course. Continuous evaluation of learning outcomes is done with the goal of tracking student learning progress and enhancing learning efficiency. Assessment of learning outcomes pays attention to several things, as follows:²⁵

- a. To create the design and assessment criteria at the start of the semester, the assessment process starts by studying the syllabus as a source of

²⁴ Albert. English as a Second Language. (Canada: Albert Education, 2007), p. 113

²⁵ Op.cit., Abdul Majid, P. 81

inspiration. Then, build scoring tools and guidelines in accordance with the selected assessment technique after selecting an evaluation technique based on the indicators.

- b. Make question cards based on indicators that have been made. Then the question is tested to see if it is worthy of being used as a test question.
- c. To identify progress and learning challenges, additional analysis of the assessment findings conducted by educators was conducted.
- d. report on the outcomes of the assessment by providing students with grades or descriptions of their competency progress. For the findings of the assessment of knowledge and skill proficiency, including the evaluation of learning outcomes. Regarding the findings of the evaluation of the efficacy of spiritual attitudes and social attitudes.
- e. Reports on the results of the assessment by educators are submitted to the principal and other related parties (e.g., homeroom teachers, guidance and counseling teachers, and parents) within the specified period.
- f. All educators evaluate their students' spiritual and social attitude skills once a semester. The class teacher compiles the findings and presents them as a competency description

There are three purposes of summative assessment:²⁶

- a. Student success and learning development as part of program evaluations and accountability frameworks at the school, district, and state levels.
- b. A valid, accurate, and fair assessment of a student's progress toward and attainment of the information and skills necessary for college and career preparedness is provided by this test.
- c. Profit from computer adaptive testing's advantages of accurate and efficient measurement throughout the whole accomplishment spectrum. Using a more balanced approach.

Summative assessment is used to measure the different ways learners use and apply knowledge, understanding, and skills. Teachers can use one of three resources to adopt CAR. DepEd Order 8, S. 2015, comes first, It offers a glossary of key concepts, recommendations for formative and summative evaluation, instructions for calculating the final grade, and a report card template and The Excel template for calculating the quarterly and final grade based on the components:²⁷

- a. Written work. This component ensures that learners can express skill and ideas in written form through : essays, written reports, and other written output.

²⁶ Dante D. Dixon, et al. Formative and Summative Assessment in the Classroom. (The College of Education and Human Ecology, The Ohio State University, 2016), p. 156

²⁷ Sterling Plata. DepEd's 2015 Classroom Assessment Reform: A Policy Analysis.(manila, De La Salle University, vol 6, 2016)
<https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2016/LLI/LLI-II-03.pdf>

- b. Performance tasks. in the next assessment. Student-teachers can also use assessment through group presentations, oral work, research projects, and other methods; this component allows students to demonstrate their knowledge and skills. With this method, we can find out what knowledge and skills exist in each individual student.
- c. Quarterly assessment. Quarterly assessment. Through objective tests, in this objective test questions will usually be presented in the form of multiple choice and essays. where the questions had previously been designed in such a way according to the syllabus and the material that had been taught. then use performance-based evaluation, and finally both. Usually this assessment is done during the end of semester exams. this component assesses student learning at the end of the quarter.

2. Formative Assessment

Formative assessment is a type of short-term evaluation that teachers conduct at the end of the teaching and learning process. The major goal of formative assessment is to highlight the improvement of the teaching and learning process rather than determining the learning outcomes attained by students. If the results of the assessment given to students at the end of the teaching and learning process are still poor, for example, the teacher is required to repeat the teaching and learning process until the students have fully understood the aim.²⁸ When teachers utilize assessment to check on their students' progress and see how far they have mastered what they should

²⁸ Emma febru Aries. *Assessment dan Evaluasi*. (Yogyakarta: Aditya Media Publishing, 2011), p. 1-2

have learnt, they are doing formative assessment. They can then use this knowledge to improve their future teaching plans.²⁹

Regularly evaluating students' learning and progress is known as formative assessment. This method helps teachers identify areas for improvement and adjust their instruction accordingly. By varying and adjusting their instruction to promote student performance and increase equality in student outcomes, teachers who employ formative assessment methods and tactics are better able to address the needs of a wide range of students.³⁰ Methods of formative evaluation have been crucial in boosting overall levels of student accomplishment. The categories of formative assessment are as follows:

- a. Student non-verbal feedback was observed during in-class activities and during lectures.
- b. Exercises for homework serve as a review for tests and class discussions.
- c. Journals of reflection that are periodically read during the course of the semester.
- d. Both formally scheduled and informally unplanned questions and answers
- e. Meetings between the teacher and the class at various points during the semester.

²⁹ Arthur Huges. *Testing for Language Teachers*. (New York: Cambridge University Press, 1992), p. 5

³⁰ Caroline St. John-Brooks. *Formative Assessment*. (French: OECD Publishing, 2005), p.

- f. During classroom exercises when students formally present their findings.
- g. Feedback from students is gathered by asking them specific questions regarding the lesson and their own assessments of their performance and progress on a regular basis.³¹

Based on the two definitions above, it can be concluded that formative assessment is a short-term assessment carried out during the teaching and learning process. These assessments aim to assess students' progress and knowledge on a regular basis and highlight learning processes rather than outcomes. Then, this assessment is used to identify learning needs and adapt teaching accordingly.

Formative assessment's main objective is to increase students' learning while it is still being created by them. By continually attempting to strengthen and consolidate student comprehension and skill during the course evaluation, it serves as a feedback loop in which teachers and students can both play active roles in fostering learning.

2. Internship Program

According to Furco, internships are initiatives that include students in volunteer work primarily to give them practical experience that improves their learning or grasp of problems relevant to a particular subject of study.³²

³¹ Formative and Summative Assessment. (Chicago: Northern Illinois University of Chicago, 2008), Unpublished. Retrieved from WWW.HOI Science.com, on January 26 2022

³² Richard Bukaliya. The Potential Benefits And Challenges Of Internship Programmes In An Odl Institution: A Case For The Zimbabwe Open University. (Marondera, Zimbabwe :Ijonte, 2012), p. 120

On the other hand, according to McMahon and Quinn, internships are supervised work experiences in which students leave their institutions and take part in career-related activities while being closely monitored by seasoned job holders.³³

The internship program is designed to give students the opportunity to put their knowledge learnt and acquired from theories, discussions, and practice at the university over the previous three or four years into practice as candidate teachers. The goal of a teaching internship or magang program, is to give a student-teacher the opportunity to test out teaching before entering the real world.³⁴ Teacher education programs send student instructors to internships to strengthen their pedagogical competency and other associated competence, knowledge, and experience.

So, based on the definition of an apprenticeship program, it can be concluded that an apprenticeship is a program carried out by an institution that engages students to seek work experience where they are supervised by experienced job holders, with the goal of providing opportunities for student-teachers to try to become teachers before entering the real world of work.

This teaching internship program is an important and crucial phase that allows them to get more familiar with and better prepared for teaching employment by allowing them to immerse themselves in a real classroom setting. A teaching internship is a continuous learning experience that

³³ Ibid, p. 121

³⁴ Intan Ratu. An Analysis of Reflective Teaching Journal about Classroom Management (CM) By Students' Teachers in Their Practice of Teaching Internship. (Banda Aceh: Universitas Syiah Kuala,2021), p. 167

enhances the pedagogical and instructional abilities of student teachers. It helps students retain the knowledge they have learned in the classroom. Under the supervision and direction of a tutor teacher, student teachers can practice the art of teaching in a real teaching and learning environment so that they will be able to perform well when they are placed in a real teaching job with real and true obligations.³⁵

According to article 142 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, every educator must have the qualifications and certifications required by the teaching authority, be physically and mentally healthy, and be capable of achieving national education goals.³⁶ Then, according to article 8 of the Law on Teachers and Lecturers, the Teacher Professional Education process leads to the acquisition of a variety of competences and certifications.³⁷

The internship program's teaching practice sets the foundation for student teachers' preparation to enter the teaching profession. It allows them to experience the real-life intersection of studenthood and professional membership in a classroom and school setting. By studying actions, aims, and expectations, student instructors will observe and learn about the intricacies of teaching. Students will be able to improve instructional competence, topic knowledge, and professional knowledge in this manner.

³⁵ Irani Manasikana. Teaching Internship Program for the Development of Student Teachers' Pedagogical Competence: Students' Voices.(Semarang: English Education Department, Faculty of Languages and Communication Science, UNISSULA.2021), p. 54

³⁶ Panitia PPL. Buku Pedoman Praktik Pengalaman Lapangan (Ppl) Angkatan Iv Fakultas Tarbiyah (IAIN Curup, 2021), p. 2

³⁷ Ibid, p. 2

The Tarbiyah Faculty of IAIN Curup arranges teaching practice in the form of Field Experience Practice (PPL) activities in order to train aspiring teachers to be competent in the classroom. In this activity, students are required to be able to practice the knowledge and Islamic values obtained during education and teaching at College. In this course, it is manifested in the form of teaching practices in schools, madrasas, or educational administration. The requirements for participating in the internship are that you must complete Microteaching courses with a minimum passing grade of 70 and complete theoretical courses.³⁸ Internship program activities are intracurricular teaching practices carried out by students in order to apply and develop pedagogic, personality, social, and professional competencies that are realized in internship practices with a weight of 4 credits.

B. Review of Related Studies

Some research have been conducted to investigate summative assessment. The research has yielded some intriguing results. “Best practices in summative assessment.” By Jonathan D. Kibble. The purpose of this review is to highlight key elements underpinning excellent high-stakes summative assessment. This research also focuses on the practical steps needed to build a robust tool to measure ultimate learning outcomes from an instructor perspective.

This study states that the type of test that is commonly used to carry out assessments is a written assessment. In this assessment, there should be documentary evidence in the form of outlines and test plans that show in detail

³⁸ Ibid, p. 3

what topics are tested, how they relate to learning outcomes, and what cognitive levels are tested. to produce a good appraisal process by means of a quality assurance plan. It starts with clear testing instructions for students and practical opportunities for examinees regarding the format of the test. There should then be a documented process for checking the final answer key and grading procedures. in this assessment using validity and reliability. The findings from this study are to use a backwards design by defining learning outcomes and what type of assessment is most suitable for measuring these outcomes. Provide a testing plan with all stakeholders that details the domains that will be tested and how they relate to the learning objectives. Participate in faculty peer review as much as feasible while developing the test to prevent the introduction of construct underrepresentation and construct irrelevant variation. Provide a sufficient number of high-quality items to ensure acceptable test reliability and score justification. Employ methods for standardization. Give students with clear instructions and practice resources and design a plan to protect the integrity of data throughout the testing process. It is possible to monitor the fairness, acceptability, and impact of testing over time via regular stakeholder surveys and the comparison of test results with other indicators of student outcomes.

The difference between the previous study and this study is that the first study focused on the key elements that underlie high-stakes summative assessments into good judgments and built a robust tool to measure the final assessment outcome. while this research focuses on the application of summative assessment by student-teachers who are doing internship programs. Second,

research subjects In the previous study, the subjects were medical faculty lecturers, while in this study the subjects were English student-teachers.

The second findings from Harlen W, Deakin Crick R, “ A systematic review of the impact of summative assessment and tests on students' motivation for learning.” This study was conducted to conduct a systematic review of the impact of summative assessment and testing on student motivation. have a positive or negative impact on students' motivation to learn. This study used a systematic review procedure, applying inclusion and exclusion criteria. The subjects of this study were students aged 4 years and 18 years.

the findings in this study are, Only 19 articles addressing the effect of summative evaluation on learning motivation were found when a search was conducted, indicating a lack of study in this area. There is a substantial body of study on the cognitive effects of educational practice, including assessment, evaluation, and testing. In contrast, there are very few studies that focus on the affective and conative (i.e., mental activity) outcomes of evaluation. One reason is that these results are linked to developing attitudes and releasing energy that promote continuous learning throughout life. Research shows that the development of broad understanding and applicable skills occurs when students learn in a particular way and use their energy to develop understanding rather than rote memorization. Literacy achievement was found to be positively related to students' interest in what they learned, the extent to which their learning strategies helped them to make connections between new and existing knowledge, and the degree to which they felt in control of their learning. All of

these are features of learning that the research reviewed here shows can be jeopardized by certain aspects of summative assessment.

The difference between the previous study and this study is that the first study focused on the impact of summative assessment and testing on student motivation. while this research focuses on the application of summative assessment by student-teachers who are doing internship programs. Second, research subjects In the previous study, The subjects of this study were students aged 4 years and 18 years, while in this study the subjects were English student-teachers.

Third finding from Peter T. Knight, “ Summative Assessment in Higher Education: practices in disarray.” The article begins by presenting a perspective on learning and what evaluation of it comprises, making the case that it is useful to make a distinction between assessment systems primarily meant to offer feedback and those intended to provide feedback. The purpose of this research study is to find out if the summative assessment disorder at the first level is so confusing that it is difficult to know the meaning of the value and it is risky to consider this assessment reliable.

the findings in this study are, Summative judgment on this study is messy. The problems found are teachers who are less competent and have few resources or failures to apply the linear systems thinking of rational management practice. to explore assessment as a complex communication system, namely by reassessing the practice of assessment as a primary communicative practice.

The difference between the previous study and this study is that the first study focused on the summative judgment errors that exist in college. while this research focuses on the application of summative assessment by student-teachers who are doing internship programs. second, Place of research In the previous study, the place of this research was Lancaster University, UK, while in this study it was located at IAIN Curup.

CHAPTER III

RESEARCH METODOLOGY

This chapter discusses things related to the way this study is conducted. The discussion covers: the kind of research, the subject of the research, the place of the research, the techniques of collecting data, the research instrument, and the techniques of data analysis.

A. Kind of the Research

This research used qualitative research. The approach in this study used the narrative inquiry method. Research based on individual experiences over time based on context reported in detail. Narrative inquiry is that stories are collected as a means of understanding experience as lived and told, through both research and literature.³⁹ It can be concluded that this inquiry method is a research method used to collect information by retelling someone's experience that they have had. The narrative inquiry method is suitable for obtaining information from student-teachers who have completed apprenticeship programs regarding the application of summative assessment and what obstacles they are experiencing. The researcher uses this method because the research that has been done has already happened or has passed. so the researchers used the narrative inquiry method.

This method is very appropriate for the information retrieval needs of student-teachers because the data are presented in the form of written or spoken words. This form of narrative inquiry approach uses a top-down approach, and

³⁹ Maggi savin Baden, et al. Narrative Inquiry: Theory and Practice. (Journal of Geography in Higher Education University of Worcester, 2007), p. 459

this approach is very influential in the fields of education and cognitive psychology. By using this qualitative research, the researcher looked at the phenomena that occur in prospective English teachers in the English Study Program. In this case, the researcher used narrative inquiry research to learn about the implementation of the summative of the student-teacher internship, as well as the obstacles they encountered and how they overcame them.

B. Subject of the Research

The subjects in this study were students of Internship Program Tadris English at IAIN Curup. To meet the nature of qualitative research, the researcher used narrative inquiry, interviews, and document analysis with students of the English Tadris Study Program at IAIN Curup. Here, the researcher used a purposive sampling technique, which is a method used to ensure research illustrations with certain considerations that aim to make the information obtained later more representative. This means that researcher takes samples based on considerations related to research objectives. All students in the seventh semester of the 2018 IAIN English Tadris Program were included in this study. The number of Tadris English students in the Class of 2018 is 54. The number of students who took part in the internship program was 51. The number of students who have academic grades and internship program scores above the average is 12 people, so the number of student-teacher used by researcher in this study was 12 people. In accordance with the research objective, which is to discover how student-teachers implement summative assessments during the internship program.

C. Techniques of Collecting Data

The data collection technique in this study is adjusted to the type of research undertaken by the researcher. The techniques used are narrative inquiry, interviews, and document analysis.

1. Interview

An interview is a direct communication event or process between the interviewer and the source of information, or the person being interviewed. Interviews were used as a data collection technique carried out by researcher through a series of question-answer activities for several questions that then provided data on the problems being studied by the researcher.⁴⁰

In collecting data, researcher used open and closed interview techniques. Open interview is the main data collection technique that allows researchers to obtain as much data as possible that is complete and in-depth. Closed interview is the interviewer determines the problem and the questions to be asked. This interview answered the first question regarding the implementation of summative assessment.

2. Narrative Inquiry

The first method used by researcher to collect data is narrative inquiry. Narrative inquiry is a method used to understand and then present real experiences from the stories of research participants.⁴¹ It is in the researcher's interest to answer research questions about the applicability and difficulties

⁴⁰ Farida Nugrahani. *Metode Penelitian Kualitatif*. (Surakarta, 2014), p. 124

⁴¹ Carol Chunfeng Wang, Sara Kathleen Geale. *The power of story: Narrative inquiry as a methodology in nursing research*. (Australia: School of Nursing and Midwifery, Edith Cowan University, 2015), p. 195

encountered when implementing summative assessments and how they can overcome these difficulties.

Researcher want to investigate experiences in a narrative manner and allow in-depth studies of individual experiences in applying summatic judgments, then the difficulties they encounter and how they overcome these difficulties when collecting research data.

D. Research Instrument

In this study, the instruments used by researcher are:

1. Interview

The researcher used interviews to gather information regarding The Implementation of Summative Assessment (A case Study of EFL Student Teacher in Internship Program). Here the researcher uses open-interview and closed-interview techniques. The researcher then used interview guidance and a tape recorder to capture the results of the interview. Interview guidance is a list of several questions in interview to get the information from subject of the research.⁴² In this study, the making of this interview indicator is examined using the development method. which involves creating an entirely new instrument while staying true to existing theory. This instrument was created based on Sterling Plata's theory of classroom assessment reform. which in this theory says that there are three assessments used to carry out summative assessments, including written work, performance tasks, and quarterly assessments.

⁴² Catherine Dawson, *Practical Research Method*, (united kingdom : Deer park production, 2000), p. 292

Interview Blueprint for the Implementation of Summative Assessment

Table 3.1

| No | Variable | Indicator | Sub-indicator | Questions |
|----|----------------------|--------------|---------------|---|
| 1 | Summative assessment | Written work | Essay | <ol style="list-style-type: none"> 1. Do you use essay in conducting summative assessment? <i>(Apakah kamu menggunakan esai dalam melakukan penilaian sumatif?)</i> 1. How do you design the rubric of the essay assessment? <i>(Bagaimana anda mendesain rubric penilaian esai?)</i> 2. What are aspects/indicators assessed in essay assessment? <i>(apa saja aspek/indicator yang dinilai dalam penilaian esai?)</i> 3. How do you determine the grade of an essay? <i>(Bagaimana cara anda menentukan penilaian essay?)</i> 4. Are there certain points in evaluating essays? <i>(Apakah ada point-point tertentu dalam melakukan penilaian essay?)</i> 5. When will the essay assessment take place? <i>(Kapan penilaian esai akan dilakukan?)</i> 6. How do you administer essay assessment? <i>(Bagaimana anda mengelola penilaian esai?)</i> |

| | | | | |
|--|--|--|-----------------|---|
| | | | | <p>7. What are the difficulties faced when doing essay assessment? <i>(Apa kesulitan yang dihadapi ketika melakukan penilaian essay?)</i></p> <p>8. How do you overcome obstacles when evaluating essays? <i>(Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?)</i></p> |
| | | | Written reports | <p>1. Do you use written reports in conducting summative assessment? <i>(Apakah kamu menggunakan written reports dalam melakukan penilaian sumatif?)</i></p> <p>2. Are there certain criteria for making a written report assessment? <i>(Apakah dalam membuat laporan tertulis terdapat kriteria tertentu dalam melakukannya?)</i></p> <p>3. What are aspect/indicators assessed in the assessment of the written report? <i>(Apa saja aspek/indicator yang dinilai dalam penilaian laporan tertulis?)</i></p> <p>4. How do you determine the mark and grade of the written reports?</p> |

| | | | | |
|--|--|-------------------|--------------------|---|
| | | | | <p><i>(Bagaimana cara menentukan nilai laporan tertulis?)</i></p> <p>5. When will the written reports assessment take place? <i>(Kapan penilaian laporan tertulis akan dilakukan?)</i></p> <p>6. How do you evaluate written reports? <i>(Bagaimana anda melakukan penilaian laporan tertulis?)</i></p> <p>7. What are the difficulties in determining the assessment of the written report? <i>(Apa kesulitan yang terdapat dalam menentukan penilaian pada laporan tertulis ?)</i></p> <p>8. How do you overcome these difficulties? <i>(Bagaimana cara anda mengatasi kesulitan tersebut?)</i></p> |
| | | Performance tasks | Group presentation | <p>2. Do you use group presentation in conducting summative assessment? <i>(Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?)</i></p> <p>3. How do you determine the assessment of group presentations? <i>(Bagaimana cara anda menentukan penilaian presentasi kelompok ?)</i></p> <p>4. What are aspect/indicator assessed in group presentation</p> |

| | | | | |
|--|--|--|--|---|
| | | | | <p>assessment? (<i>Apa saja aspek/indicator yang dinilai dalam penilaian presentasi kelompok?</i>)</p> <p>5. How do you determine the mark and grade of group presentation? (<i>Bagaimana cara menentukan nilai dalam presentasi kelompok?</i>)</p> <p>6. When will this group presentation assessment be conducted? (<i>Kapan penilaian presentasi kelompok ini dilakukan?</i>)</p> <p>7. How do you administer group presentation? (<i>Bagaimana anda melaksanakan penilaian presentasi kelompok?</i>)</p> <p>8. What are the steps involved in assessing this group presentation? (<i>apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?</i>)</p> <p>9. How would you rate each individual in the group? (<i>Bagaimana cara anda menilai setiap individu dalam kelompok?</i>)</p> <p>10. What are the difficulties encountered in assessing group presentations? (<i>Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?</i>)</p> <p>11. How do you overcome difficulties in assessing group presentations?</p> |
|--|--|--|--|---|

| | | | | |
|--|--|--|-----------|---|
| | | | | <i>(Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?)</i> |
| | | | Oral work | <ol style="list-style-type: none"> 1. Do you use oral work in conducting summative assessment? <i>(Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?)</i> 2. How do you design the oral work assessment? <i>(Bagaimana anda merancang penilaian oral work?)</i> 3. What are the aspects/indicators assessed in oral work assessment? <i>(Apa saja aspek/indicator yang dinilai dalam penilaian oral work?)</i> 4. How do you determine the mark and grade of the oral work? <i>(Bagaimana anda menentukan nilai oral work?)</i> 5. When will the oral work assessment take place? <i>(Kapan penilaian oral work dilakukan?)</i> 6. Are there steps that must be considered in conducting this oral work assessment? <i>(Apakah dalam melakukan penilaian oral work ini ada langkah-langkah yang harus diperhatikan?)</i> 7. What are the steps that must be considered in |

| | | | | |
|--|--|--|-------------------|--|
| | | | | <p>conducting an oral work assessment? <i>(Apa saja langkah-langkah yang harus diperhatikan dalam melakukan penilaian oral work?)</i></p> <p>8. How do you determine the theme or question regarding this oral work? <i>(Bagaimana cara anda menentukan tema atau soal mengenai oral work ini?)</i></p> <p>9. How is the assessment system carried out in oral work? <i>(Bagaimana system penilaian yang dilakukan dalam oral work?)</i></p> <p>10. Are there any difficulties experienced when conducting an oral work assessment? <i>(Apakah ada kesulitan yang dialami ketika melakukan penilaian oral work?)</i></p> <p>11. What difficulties did you face and how did you overcome them? <i>(Apa kesulitan yang dihadapi dan bagaimana cara anda mengatasinya?)</i></p> |
| | | | Research projects | <p>1. Do you use research projects in conducting summative assessment? <i>(Apakah kamu menggunakan research projects dalam melakukan penilaian sumatif?)</i></p> <p>2. In conducting assessments on</p> |

| | | | | |
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| | | | | <p>research projects, are there points set for the assessment? (<i>Dalam melakukan penilaian pada research projects, apakah ada point-point yang ditetapkan untuk melakukan penilaian?</i>)</p> <p>3. What are the points used in assessing research projects? (<i>Apa saja poin-poin yang digunakan dalam menilai research projects?</i>)</p> <p>4. How do you evaluate a research project? (<i>Bagaimana cara anda melakukan penilaian pada research project?</i>)</p> <p>5. How do you determine assessments for research projects? (<i>Bagaimana cara anda menentukan penilaian pada research projects?</i>)</p> <p>6. How do you determine the mark and grade of the research project? (<i>Bagaimana anda menentukan nilai research project?</i>)</p> <p>7. When will the research project assessment take place? (<i>Kapan penilaian research project akan dilakukan?</i>)</p> <p>8. What difficulties do you experience when conducting an assessment on a research project?</p> |
|--|--|--|--|---|

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|--|--|----------------------|-----------------|---|
| | | | | <p><i>(Apa kesulitan yang ada alami ketika melakukan penilaian pada research project?)</i></p> <p>9. How do you overcome the difficulties you face when doing the assessment? <i>(Bagaimana cara anda mengatasi kesulitan yang anda hadapi ketika melakukan penilaian?)</i></p> |
| | | Quarterly assessment | Objective tests | <p>1. Do you use objective tests in conducting summative assessment? <i>(Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?)</i></p> <p>2. How do you arrange objective test questions? <i>(Bagaimana cara anda menyusun soal objective test?)</i></p> <p>3. How do you evaluate the objective test? <i>(Bagaimana cara melakukan penilaian pada objective test?)</i></p> <p>4. How would you rate each question? <i>(Bagaimana anda memberi penilaian untuk setiap soal?)</i></p> <p>5. How do you determine the mark and grade of the objective test? <i>(Bagaimana anda menentukan nilai objective tes?)</i></p> <p>6. When will the objective test take place? <i>(Kapan objective tes akan dilakukan?)</i></p> |

| | | | | |
|--|--|--|-------------------------------|--|
| | | | | <p>7. What are the difficulties encountered when assessing the objective test? <i>(Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?)</i></p> <p>8. How do you overcome the difficulties found in the assessment of objective tests? <i>(Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?)</i></p> |
| | | | Performance-based assessments | <p>1. Do you use performanc-based assessment in summative assessment? <i>(Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?)</i></p> <p>2. How do you do a performance-based assessment? <i>(Bagaimana anda melakukan penilaian pada performance-based assessment?)</i></p> <p>3. What are the things that must be considered when conducting a performance-based assessment? <i>(Apa hal-hal yang harus diperhatikan ketika melakukan penilaian performance-based assessment?)</i></p> <p>4. How do you determine the mark and grade of</p> |

| | | | | |
|--|--|--|--|---|
| | | | | <p>the performance-based assessment? (<i>Bagaimana anda menentukan nilai dalam penilaian performance-based?</i>)</p> <p>5. What will the oral performance-based assessments take place? (<i>Kapan penilaian performance-based akan dilakukan?</i>)</p> <p>6. What are the difficulties encountered when conducting a performance-based assessment? (<i>Apa kesulitan yang dihadapi ketika melakukan penilaian performance-based assessment?</i>)</p> <p>7. How do you overcome these difficulties? (<i>Bagaimana cara anda mengatasi kesulitan tersebut?</i>)</p> |
|--|--|--|--|---|

2. Narrative Inquiry

Researcher used narrative inquiry to collect information about the implementation of summative assessments. Narrative inquiry is used to understand and present real experiences from the stories of research participants because it allows researcher to review and evaluate research results.

Format of narrative inquiry questions

Make a story about your experience when compiling a summative assessment during your internship program.

1. How do you plan a summative assessment?
2. How do you create and implement a summative assessment?
3. How do you evaluate a summative assessment?
4. What are the problems encountered when carrying out a summative assessment?
5. How do you overcome problems that occur during a summative assessment?

E. Technique of Data Analysis

In analyzing the data, the researcher used an interactive analysis model from Miles and Huberman. The interactive model in this qualitative research consists of three components, including:⁴³

1. **Data Reduction.** The information gathered by field researcher through interviews, observations, and recording is condensed by selecting, focusing, and summarizing the information on issues that are consistent with the goals of the study. At this stage, the researcher reduced the data by categorizing and making abstractions from interview notes and documentation.
2. **Data Display.** The data is reduced to a manageable size or is summarized before being shown. The information gathered through observations, interviews, and documentation was examined before being presented as Interview Notes, Field Notes, and Documentation Notes. The data is coded to organize it and make it

⁴³ Ahmad Rijali. Nalalisis Data Kualitatif 17, no. 33 (2018), p. 93

straightforward for researcher to study when it is delivered as interview notes, field notes, and documentation notes. Following the norms for recording, observation, and interview, the researcher came up with a preliminary set of codes. Each piece of coded data is examined and given as text after being examined in the form of reflection.

3. Conclusion Drawing/ Verification. Making inferences from verification is the last step in the qualitative data analysis of the interactive model. At the data collecting stage, the researcher draws conclusions supported by substantial evidence based on the data that has been condensed and presented.

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the findings and discussion of this study, where the details provided are based on the focus formulated in the formulation of the research problem.

A. Finding

To find out more about the application of summative assessment by IAIN Curup students, the researcher presented findings from narrative stories, interviews, and document analysis taken from 12 students. In this case, 12 students made narrative stories about their experiences and were interviewed by recording. Therefore, the researcher only analyzed 12 narrative stories and 12 audio recordings, along with analyzing documents. This research was conducted in October 2022. The purpose of this study was to find out the extent to which summative assessments were carried out by apprentice students of the IAIN Curup English Study Program for the 2021 - 2022 academic year.

1. The implementation of summative assessment

The researcher presents the results of the data obtained from narrative inquiry, interviews, and document analysis. The following results are presented in tabular form.

a. Data from narrative inquiry

Table 4.1

| No | Respondent | The Implementation of Summative Assessment |
|----|------------|--|
|----|------------|--|

| | | |
|----|--------------|--|
| 1 | Respondent 1 | <p>a. Done after all subjects are completed.</p> <p>b. An assessment is carried out.</p> <p>c. The results of the assessment are used as the final value.</p> |
| 2 | Respondent 2 | <p>a. Complete all subjects.</p> <p>b. Make a question grid.</p> <p>c. designing an assessment form.</p> <p>d. do the test.</p> <p>e. do an assessment.</p> |
| 3. | Respondent 3 | <p>a. Complete all subjects.</p> <p>b. Make a grid of questions that are guided by the KD and syllabus.</p> <p>c. Create an assessment form.</p> <p>d. tests were carried out on students.</p> <p>e. do an assessment.</p> |
| 4. | Respondent 4 | <p>a. Make questions based on the syllabus and lesson plans.</p> <p>b. Create an assessment form.</p> |
| 5. | Respondent 5 | <p>a. Pay attention to the teaching materials based on the syllabus and lesson plans.</p> <p>b. designing assessments</p> <p>c. do an assessment.</p> |
| 6. | Respondent 6 | <p>a. make a grid of questions in accordance with the syllabus and lesson plans.</p> <p>b. design the assessment format.</p> <p>c. conduct tests on students.</p> <p>d. do an assessment.</p> |
| 7. | Respondent 7 | <p>a. designing an assessment based on the syllabus and lesson plans.</p> <p>b. Make a question grid.</p> <p>c. Create an assessment form.</p> <p>d. students take exams.</p> <p>e. do an assessment.</p> |
| 8. | Respondent 8 | <p>a. Make questions according to the subject.</p> <p>b. Create an assessment form.</p> <p>c. do an assessment.</p> |
| 9. | Respondent 9 | <p>a. Create questions to be tested.</p> <p>b. Create an assessment form.</p> <p>c. do an assessment.</p> |

| | | |
|-----|---------------|--|
| 10. | Respondent 10 | a. Create a question grid format. b. create an assessment plan. c. do an assessment. |
| 11. | Respondent 11 | a. Create question formats. b. create a grid of questions and c. do an assessment. |
| 12. | Respondent 12 | a. Create a question grid. b. Create an assessment form. c. do an assessment. |

Based on the researcher's analysis, the application of summative assessment can be seen in Diagram 4.1. Based on the table above, it can be seen that this assessment is applied after all subjects have been completed, then make exam questions according to the syllabus and lesson plan guidelines. Then make a question grid as a teacher's guide. After the test is conducted, an assessment is made.

b. Data from interview

Table 4.2

| No | Respondent | The Implementation of Summative Assessment |
|----|--------------|--|
| 1 | Respondent 1 | b. Create questions to be tested. c. make an assessment rubric in accordance with the RPP. d. do an assessment.a. using essays, oral work, and objective tests. b. Create questions to be tested. c. make an assessment rubric in accordance with the RPP. d. do an assessment. |

| | | |
|-----|---------------|--|
| 2 | Respondent 2 | a. using objective tests, essays, and oral work. b. Create questions to be tested. c. Create indicators to be assessed. |
| 3. | Respondent 3 | a. using essays, group presentations, oral work, and objective tests. b. Create a rubric or assessment indicator. c. make a question grid. |
| 4. | Respondent 4 | a. using objective tests and essays b. Create questions based on the syllabus and lesson plans. c. create a scoring rubric. |
| 5. | Respondent 5 | a. using oral work, an objective test, and an essay. b. Create indicators to be assessed. c. create a scoring rubric. |
| 6. | Respondent 6 | a. using objective tests and essays b. make inquiries. c. create an assessment plan. |
| 7. | Respondent 7 | a. Using essay, oral work, objective tests. b. Create a rubric and indicator to be assessed. |
| 8. | Respondent 8 | a. using objective tests and essays b. Create questions to be tested. c. develop indicators and assessment rubrics. |
| 9. | Respondent 9 | a. using objective tests and essays b. Create questions to be tested. c. develop indicators and assessment rubrics. |
| 10. | Respondent 10 | a. using objective tests and essays b. Create questions to be tested. c. develop indicators and assessment rubrics. |
| 11. | Respondent 11 | a. using oral work, objective tests and essay. b. Create questions to be tested. c. develop indicators and assessment rubrics. |
| 12. | Respondent 12 | a. using objective tests and essays b. Create questions to be tested. c. develop indicators and assessment rubrics. |

Based on the researcher's analysis, the application of summative assessment can be seen in Diagram 4.2. Based on the table above, it can be seen that each student-teacher uses objective assessment tests, and oral work for the final assessment or daily reassessment in each subject chapter.

2. The obstacles faced by student-teacher in the implementation of summative assessment.

The data obtained regarding the obstacles encountered in implementing summative assessments is presented in tabular form below.

a. Data from Narrative inquiry

Table 4.3

| No | Respondent | The obstacles faced in the implementation of summative assessment |
|----|--------------|---|
| 1 | Respondent 1 | a. Different student abilities necessitate a more in-depth analysis. b. It is difficult to understand the character of students. |
| 2 | Respondent 2 | The difference between the daily value and the final value |
| 3. | Respondent 3 | The questions that are posed must be appropriate for the students' abilities. |
| 4. | Respondent 4 | a. Questions that are made must be in accordance with the abilities of students. b. variations in student answers. c. determine scoring points. |
| 5. | Respondent 5 | internal problems |

| | | |
|-----|---------------|--|
| 6. | Respondent 6 | a. difficult to determine questions b. difficult to understand student writing c. evaluate student grades. |
| 7. | Respondent 7 | a. Determine the questions to be asked. b. The daily value and final value are much different. |
| 8. | Respondent 8 | Hard to do essay questions. |
| 9. | Respondent 9 | a. It is difficult to understand the character of students. b. It is difficult to evaluate student grades. |
| 10. | Respondent 10 | a. It is difficult to understand the character of students. b. difficult to determine questions. c. very different values. |
| 11. | Respondent 11 | Give points for each essay question. |
| 12. | Respondent 12 | a. when the daily and final values are significantly different. b. when evaluating student grades. |

Based on the researcher's analysis, the obstacles to applying summative assessments can be seen in Diagram 4.4. Based on the table above, it can be seen that the difficulties experienced by students are related to the difficulty in understanding student character and that it is difficult to determine which questions used as exam questions in each chapter. If a difference is found between the student's daily score and the final score.

b. Data from interview

Table 4.4

| No | Respondent | The obstacles faced in the implementation of summative assessment |
|-----|---------------|---|
| 1 | Respondent 1 | a. Different student abilities necessitate a more in-depth analysis. b. It is difficult to understand the character of students. |
| 2 | Respondent 2 | The difference between the daily value and the final value |
| 3. | Respondent 3 | The questions that are posed must be appropriate for the students' abilities. |
| 4. | Respondent 4 | a. Questions that are made must be in accordance with the abilities of students. b. variations in student answers. c. determine scoring points. |
| 5. | Respondent 5 | internal problems |
| 6. | Respondent 6 | a. difficult to determine questions b. difficult to understand student writing c. evaluate student grades. |
| 7. | Respondent 7 | a. Determine the questions to be asked. b. The daily value and final value are much different. |
| 8. | Respondent 8 | Hard to do essay questions. |
| 9. | Respondent 9 | a. It is difficult to understand the character of students. b. It is difficult to evaluate student grades. |
| 10. | Respondent 10 | a. It is difficult to understand the character of students. |

| | | |
|-----|---------------|---|
| | | b. difficult to determine questions. c. very different values. |
| 11. | Respondent 11 | Give points for each essay question. |
| 12. | Respondent 12 | a. when the daily and final values are significantly different. b. when evaluating student grades. |

Diagram 4.5 depicts the constraints in using summative assessment based on the researcher's analysis. Based on the table above, it can be seen that the difficulties experienced by students are that the questions that are made must be in accordance with the abilities of students, while each student has different abilities. then it is difficult to understand the character of students. the difference between the daily value and the final score obtained by students. There are internal problems within oneself, namely not really understanding the concept of this assessment.

3. Overcome the obstacles in implementation of summative assessment

The data obtained regarding how to overcome the obstacles encountered in the implementation of summative assessments are presented in table form below:

a. Data from narrative inquiry

Table 4.5

| No | Respondent | Overcome the obstacles in implementation of summative assessment |
|----|--------------|--|
| 1 | Respondent 1 | a. recalling students' everyday abilities, b. then observe the exercise's outcomes. c. consultation with the supervising teacher |

| | | |
|-----|---------------|--|
| 2 | Respondent 2 | a. identify students' abilities. b. design or create questions based on KD and identified student abilities. c. Create an answer key. |
| 3. | Respondent 3 | ask for the help of a tutor. |
| 4. | Respondent 4 | a. Ask the tutor for advice. b. re-analyze student character |
| 5. | Respondent 5 | a. read some of the reference books that I have. b. to recall the character and activities of students during the learning process. c. compare student grades d. Ask for advice and input from the supervising teacher. |
| 6. | Respondent 6 | a. re-evaluate students' grades. b. ask the guiding teacher |
| 7. | Respondent 7 | consult with the tutor. |
| 8. | Respondent 8 | a. Read the assessment manual. b. re-evaluate student grades |
| 9. | Respondent 9 | a. re-evaluate students' everyday abilities. b. results of student practice during the learning process c. ask other teachers about students' abilities. |
| 10. | Respondent 10 | a. consult with my tutor. b. reassess student assessment |
| 11. | Respondent 11 | a. identify student abilities. b. develop or design questions based on KD and assess student abilities. c. Make answer keys to hold on to when conducting assessments, then student answers |
| 12. | Respondent 12 | a. re-evaluate the results of student scores while recalling the student's character. b. consult with the tutor. |

Based on the researcher's analysis, how to overcome obstacles in the application of summative assessment can be seen in Diagram 4.7.

Based on the table above, it can be seen that the way they overcome

obstacles in summative assessment is by consulting with the supervising teacher, re-analyzing students' characters and activities during the learning process, and making answer keys as a guide for conducting assessments.

c. Data from interview

Table 4.6

| No | Respondent | Overcome the obstacles in implementation of summative assessment |
|----|--------------|--|
| 1 | Respondent 1 | a. recalling students' everyday abilities, b. then observe the exercise's outcomes. c. consultation with the supervising teacher |
| 2 | Respondent 2 | a. identify students' abilities. b. design or create questions based on KD and identified student abilities. c. Create an answer key. |
| 3. | Respondent 3 | ask for the help of a tutor. |
| 4. | Respondent 4 | a. Ask the tutor for advice. b. re-analyze student character |
| 5. | Respondent 5 | a. read some of the reference books that I have. b. to recall the character and activities of students during the learning process. c. compare student grades d. Ask for advice and input from the supervising teacher. |
| 6. | Respondent 6 | a. re-evaluate students' grades. b. ask the guiding teacher |
| 7. | Respondent 7 | consult with the tutor. |
| 8. | Respondent 8 | a. Read the assessment manual. b. re-evaluate student grades |

| | | |
|-----|---------------|---|
| 9. | Respondent 9 | a. re-evaluate students' everyday abilities. b. results of student practice during the learning process c. ask other teachers about students' abilities. |
| 10. | Respondent 10 | a. consult with my tutor. b. reassess student assessment |
| 11. | Respondent 11 | a. identify student abilities. b. develop or design questions based on KD and assess student abilities. c. Make answer keys to hold on to when conducting assessments, then student answers |
| 12. | Respondent 12 | a. re-evaluate the results of student scores while recalling the student's character. b. consult with the tutor. |

Based on the researcher's analysis, how to overcome obstacles in the application of summative assessment can be seen in Diagram 4.8. Based on the table above, it can be seen that the way they overcome obstacles in summative assessment is to re-read books that explain summative assessment, consult with supervising teachers, re-analyze students' characters and activities during the learning process, and make answer keys as a guide for conducting assessments.

From the narrative stories obtained, it turns out that the students involved in implementing summative assessments said that this summative assessment was carried out after a set of subject programs had been given. Some of these learning programs have also produced assessments that will later be used to make decisions about student performance. Then, in designing a summative assessment, the first is done by making concepts and formulas for implementing assessments based on learning objectives, making test grids according to KD and syllabus, designing assessment

formats, conducting tests according to the grid, and the last one is making an assessment. This is in accordance with the results of the narrative story the researcher asked Respondent 1. "How do you plan a summative assessment?"

Student-teachers said, "I usually carry out summative assessments at school after a set of lesson programs have been given, which then, from several programs or teaching plans that I provide, produce scores that I use as a decision on student performance."

The results of this assessment determine the classification of awards at the end of the lesson or program described in the report card. This assessment is designed to systematically determine the overall achievement of students." as well as the results of interviews and the obtained. where they use essays, oral work, and objective tests, create questions to be tested, create assessment rubrics in accordance with lesson plans, and carry out assessments. This is in accordance with the results of the interviews obtained with the informants.

Then respondent 2 said, "The way I apply summative assessment is in several steps, namely, first I complete all subjects, then make a test grid for summative assessment according to the subject to be assessed." Then I also designed the assessment format so that I found it easier and faster to make an assessment, and after that I did the test according to the test grid that I had made earlier.

According to the results of interview respondents used objective tests, essays, and oral work to create questions to be tested and indicators to be assessed.

Respondent 3 said, "The method I use in implementing summative assessment is to complete all subjects first."

After the subjects were completed, they were given according to the achievements I expected. I'll make a grid using KD and existing ones. syllabus, and when looking at KD, it is also designed with content aspects, then making an assessment format, then students take the test according to the questions made, and after that, the assessment stage is carried out according to the existing assessment format. Then came the results of interviews obtained. Respondents used essays, group presentations, oral work, and objective tests. They then developed rubrics or scoring indicators and created a grid of questions.

Respondent 4 said, "That summative assessment is an assessment that is done in the middle of the semester (UTS) and at the end of the semester (UAS). This assessment will certainly look at students' abilities and understanding during the learning process. multiples or essays in developing these questions by examining the KD in each chapter studied, what competencies exist, and the indicators that will be assessed. Then create an assessment format that will be used when assessing student question sheets. Later, the results will be the final value that is obtained by students."

Then the results of interviews obtained. Respondents used objective tests and essays, made questions based on the syllabus and lesson plans and made assessment rubrics.

Respondent 5 said, "I designed this assessment by paying attention to the teaching materials that I taught based on the syllabus and lesson plans. Then I also designed an assessment that I would use later to evaluate student answer sheets. Then carry out an assessment, and the results of the assessment will be the value that is obtained by students."

Results of interviews. Respondents used oral assignments, objective tests, and essays; they made indicators to be assessed and made assessment rubrics.

Respondent 6 said, "As is well known, a summative assessment is an assessment that is carried out when all learning programs have been completed. In designing this summative assessment, the first thing I did when I was an intern student was to make a grid of questions according to the syllabus and lesson plans. Next, designing the assessment format and conducting tests on students. After the test is completed, the results will be assessed, and the results of the assessment will be used as the student's final grade."

Results of interviews. Respondents used objective tests and essays, then made questions and made an assessment plan.

Respondent 7 said, "When I was an intern student, the way I designed the summative assessment was guided by the syllabus, KD, and lesson plans that I had. Then, at the direction of my supervising teacher, I made a grid of questions and an assessment format. After students carry out the exam, their answer sheets will be assessed according to the existing format. And the results of the assessment that have been accumulated with their daily values will be the final value."

From the results of interviews. Respondents use essays, oral work, objective tests, respondents use essays, oral work, objective tests, rubrics, and indicators to be assessed.

Respondent 8 said, "during my internship program. When I designed a summative assessment with directions from my supervising teacher, The design that is done is to create questions according to the subjects that have been studied. Then make an assessment format, and the last step is to do an assessment."

From the results of interviews. Respondents use objective tests and essays, create questions to be tested, and develop indicators and rubrics.

Respondent 9 said, "I designed the first summative assessment by making questions that would be used to test students. Next, create an assessment form. Finally, after students carry out the exam, an assessment is carried out to get the final score."

From the results of interviews. Respondents use objective tests and essays, create questions to be tested, and develop indicators and rubrics.

Respondent 10 said, "When I became an intern student, The design of the summative assessment that I did first was to make the format of the question grid, then to design the assessment format to be used later, and finally, after the students carried out the exam, they carried out the assessment to get the final student results."

From the results of interviews. Respondents use objective tests and essays, create questions to be tested, and develop indicators and rubrics.

Respondent 11 said, "Summative assessments are usually carried out after all subjects have been given. Then I will make several formats or learning designs to determine the value that I will later use for the final decision on student performance. The results of this assessment will later be written in the student report card to find out the students' overall achievement."

From the results of interviews. Respondents used oral assignments, objective tests, and essays; they created questions to be tested and developed indicators and scoring rubrics.

Respondent 12 said, "In planning a summative assessment, I made a grid of questions that would later be tested on students. Then create an assessment format, and then conduct an assessment of student performance results to get the final results, which will later be used to determine student achievement."

From the results of interviews. Respondents used oral assignments, objective tests, and essays; they created questions to be tested and developed indicators and scoring rubrics.

From the narrative stories obtained, it turns out that student-teachers who were encountered in implementing summative assessments said that the problem was when they found that the grades obtained by students did not match their abilities, or miscalculations such as giving a value that was too high or not in accordance with the supervising teacher, then problems in determining the exam questions according to the abilities of students. This is in accordance with the results of the narrative story. The researcher asked respondent 1, "What are the problems that occur during a summative assessment?"

The student-teacher said, "In the application of a summative assessment, the students' initial abilities are different, so in preparing the assessment it is necessary to analyze the student's condition appropriately. The difficulty is that I do not really understand the student's character due to my lack of experience. So, I have to be really careful in analyzing it so that the assessment made later is precise and optimal."

From the results of interviews. Respondents reported that the most difficult obstacles they encountered were when students' varying abilities necessitated a more in-depth analysis and it was difficult to understand student character.

Respondent 2 said, "My difficulty in conducting a summative assessment is when the results of previous and current student abilities are very different, so it needs to be reviewed or researched in order to find out what the student's actual abilities are like. or what causes a decrease in the ability of these students."

From the results of interviews. Respondents said that the constraints they experienced were when there was a difference between the daily value and the final value.

Respondent 3 said, "The problem I face is that when we are going to give description questions, we have to really give questions that students can answer and reach; if they are not appropriate, then many students' grades do not reach the KKM. So, we must be clever in determining the questions to be tested."

From the results of interviews. Respondents said that the obstacles experienced when making the questions asked must be in accordance with the abilities of the students.

Respondent 4 said, "Choosing questions according to students' abilities is important because each student has different abilities, so we must be good at determining the questions to be tested." Then the students' answers varied, and here I had a little difficulty determining the value because of the different answers and then determining the value of each student's answer. In my opinion, it is difficult to give points for each student's answer."

From the results of interviews. Respondents said that the constraints they experienced were when making questions that were made according to students' abilities. then the students' answers varied, and it was difficult to determine the point score.

Respondent 5 said, "The difficulties I experienced were internal problems because there were differences in the value given between the supervising teacher and those of us who were apprentices, and I often felt that I was wrong in giving an assessment."

From the results of interviews. Respondents said that the obstacles they experienced were internal problems or a lack of self-understanding.

Respondent 6 said, "The difficulty I experienced was the difficulty in determining the questions to be used as questions. because we have to adjust to the abilities of students. Then it is difficult to understand the writing of different students. And the next difficulty is evaluating student assessments, because here we must be able to understand the character of students and compare the grades obtained during study with their final grades."

From the results of interviews. Respondents said that the obstacles they experienced were that it was difficult to determine the questions to be asked, it was difficult to read student writing that was difficult to understand, and it was difficult to evaluate student scores.

Respondent 7 said, "During my internship, my difficulty with conducting a summative assessment was determining the questions to be used as questions—how do we choose the questions for each chapter? Then, when it is found that the results of students' abilities during the learning process and the end result are much different. So that we can repeat the analysis correctly and identify what is wrong, it will not harm the student in the future."

From the results of interviews. Respondents said that the obstacles they experienced made it difficult to determine the questions to be asked when the daily values and final values were far different.

Respondent 8 said, "The problem I face is that when we are going to make description questions, we really have to provide questions that students can answer and reach according to their abilities, because each student has different abilities. What will be said later is that if it is not appropriate or we make the wrong judgment, then many student scores do not reach the predetermined average score (KKM)."

From the results of interviews. Respondents said that the obstacles experienced were that it was difficult when we were going to make description questions because we really had to provide questions that students could answer and reach according to their abilities because each student has different abilities. What will be said later is that if it is not correct or we judge wrongly, then many students' scores do not reach the predetermined average value.

Respondent 9 said, "The problem we face is when we have to understand the character of each student so we can give the right

assessment. Then, when doing an evaluation of the assessment, we must be able to provide the best results and not harm all parties.”

From the results of interviews. Respondents said that the obstacles they experienced were that it was difficult to understand student character and to assess student grades.

Respondent 10 said, "During my internship, the difficulty was having to be able to understand the character of the students, then when making questions, we had to choose and determine the questions to be tested according to the abilities of the students, whereas each student has different abilities. Then, when we find student scores that differ greatly from their daily scores, we really have to be able to analyze them so that fatal mistakes don't occur later.”

From the results of interviews. Respondents said that the obstacles they experienced were that it was difficult to understand student character and to determine questions. Then, when the values were very different.

Respondent 11 said, "The difficulty I experienced was giving points for each description question, where we have to give points based on the level of difficulty of the question and the way we give points for different student answers."

From the results of interviews. Respondents said that the constraints they experienced were that it was difficult to give points for each essay question.

Respondent 12 said, "I experienced difficulties when the student's final score did not match his daily value; here we must be able to draw conclusions about what caused it and must be able to analyze it properly. Then, when evaluating grades, we must be able to give the best grades for students and according to their abilities.”

From the results of interviews. Respondents stated that the difficulties they encountered were difficult when the daily and final scores differed significantly, as well as when assessing student scores.

From the narrative stories obtained, it turns out that in order to overcome the obstacles that occur, student-teachers do a re-analysis of the character and abilities of their students. This is in accordance with the results of the narrative story. The researcher asked respondent 1, "How did you overcome the problems that occurred during a summative assessment?"

The student-teacher said, "The way I overcome the problem when the summative assessment takes place is to recall the student's daily abilities, then look at the results of these exercises, and then I also ask other teachers about the student's abilities."

From the results of interviews. Respondents said that the way to overcome the obstacles that occurred was by recalling students' daily abilities, then observing the results of the exercise, and not forgetting to consult with the supervising teacher.

Respondent 2 said, "Identify student abilities. Then, design or create questions based on KD and the identified student abilities. Create answer keys so that later they can be used as guidelines, and then student answers are matched and given the appropriate value."

From the results of interviews. Respondents said that the way to overcome the obstacles that occurred was to identify student abilities, design or create questions based on KD and identify student abilities and create answer keys so that later it would be easy to assess.

Respondent 3 said, "I usually ask for help or ask my supervising teacher to help solve the problem so that the problem is quickly and properly resolved."

From the results of interviews. Respondents said that the best way to overcome the obstacles that occurred was to ask the tutor for help.

Respondent 4 said, "The way I deal with it, I will ask my supervising teacher for advice on the right solution to this problem. Then I will re-analyze the character of the students I teach."

From the results of interviews. Respondents said that the way to overcome the obstacles that occurred was to ask for advice from the tutor, then re-analyze the student's character. Students whose score differ from the daily average or who do not meet the average will be given a remedial to improve their grades.

Respondent 5 said, "When I was doing an internship, when I had problems doing the assessment, I would read some of the reference books that I had. Then I would recall the character and activity of students during the learning process. Then I would compare student scores very carefully. Then I asked for advice and input from the supervising teacher regarding the solution."

From the results of interviews Respondents said that the way to overcome the obstacles that occurred was to read some of the reference books that I had, recall the character and activities of students during the learning process, compare student scores, ask for advice and input from the supervising teacher.

Respondent 6 said, "When I was doing an internship, when I had problems making an assessment, I would re-evaluate student scores so that there were no mistakes. Then I would ask the supervising teacher whether the results of my evaluation were correct or not. Then, for students who were still getting If the value is below the KKM, then I will do remedial work."

From the results of interviews. Respondents said that the best way to overcome the obstacles that occurred was to re-evaluate student scores and consult the supervising teacher.

Respondent 7 said, "My solution is in overcoming the problems that occur. I will consult with the supervising teacher and ask for

suggestions on what I should do to overcome the problems I face. Then I will show the results of my performance to the supervising teacher, so he knows what I have to do to fix it so that this problem is resolved.”

From the results of interviews. Respondents said that the way to overcome the obstacles that occurred was to consult the supervising teacher.

Respondent 8 said, "I overcame this problem by going back and reading the assessment manual, and I would re-evaluate student scores to get the correct grades. Then I would ask the supervising teacher about my problem. Then, for students whose grades were still below the KKM, I will do a re-examination so that their scores can be improved.”

From the results of interviews. Respondents said that the best way to overcome the problems that occurred was to read the assessment manual, and I would re-evaluate student scores to get the correct grades. Then I will consult my problem with the supervising teacher. "For students whose scores are not sufficient, I will do a re-examination so that their grades can be increased."

Respondent 9 said, "The way I overcome the problem when the summative assessment takes place is to remember and re-evaluate the student's daily abilities, then look at the results of student exercises during the learning process, and then I also ask other teachers about student abilities."

From the results of interviews. Respondents said that the way to overcome the obstacles that occurred was to re-evaluate students' daily abilities, analyze the results of student practice during the learning process, and consult the supervising teacher about student abilities.

Respondent 10 said, "The way I overcome obstacles in implementing assessments is by consulting my supervising

teacher. Then I will reassess student assessments. Then I will ask again with the supervising teacher while bringing the results of our assessment.”

From the results of interviews. Respondents said that the best way to overcome the problems that occurred was to consult with my tutor and reassess student assessments.

Respondent 11 said, "I identified student abilities. Then they created or designed questions based on KD and identified student abilities, created answer keys for holding on to when conducting assessments, then student answers were matched and given a value according to the number of correct questions. Then I will give the results to the supervising teacher while asking about the results of the assessment that I did.”

From the results of interviews. Respondents said that the way to overcome the obstacles that occurred was to identify students' abilities. developing or designing questions based on KD and assessing students' abilities. Then make an answer key to hold when doing the assessment.

Respondent 12 said, "The solution I took to overcome this obstacle was to re-evaluate the results of student scores while recalling the student's character. Then consult the supervising teacher about the results I obtained, whether there were errors or not. Then, in making questions, I would again ask the supervising teacher whether this question is suitable for use or not.”

From the results of interviews. Respondents said that the way to overcome the obstacles that occurred was to re-evaluate the results of student scores while recalling student characteristics and consulting tutors.

B. Discussion

Researcher presents the results of this study based on an explanation of these findings. The findings contain information on the implementation of summative assessment, obstacles, and how to overcome these obstacles. summative assessment is

an assessment performed after all students have completed the learning process and practice exams in a single period. Then, this assessment is used to determine student mastery and is used by teachers and schools to find out what curriculum or teaching needs to be improved.⁴⁴

1. Implementation of Summative Assessment by Student-Teacher

In a summative assessment, there are several things to note. such as making a design and assessment criteria at the beginning of the semester, the assessment process begins by studying the syllabus as a source of inspiration, making question cards based on the indicators that have been made, and creating an assessment rubric.⁴⁵ based on these findings, the application of summative assessment consisted of several things to be assessed, based on the results of narrative inquiry and interviews provided by the researcher of 12 student-teachers who became respondents. The first is from the narrative inquiry analysis, which is that all subjects must be completed. then create questions by selecting questions in each chapter based on the syllabus, lesson plans, and material that has been studied. In choosing questions, prospective teachers must pay attention to the ability of each student so that these questions can later be worked on during the exam. Prospective teachers then make a grid of questions as a guide and create an assessment rubric that will later be used when conducting an assessment.

⁴⁴ Albert. English As a Second Language. (Canada : Albert Education) p. 113

⁴⁵ Abdul Majid. Penilaian autentik, proses dan hasil belajar. (Bandung : PT. Remaja Rosdakarya), p. 81

Based on chapter 2 regarding three assessment sources that can be used by prospective teachers in conducting final assessments, including written work assessments, performance tasks, and quarterly assessments.⁴⁶ It is clear from the analysis of the results of the interviews that the application of summative assessment was carried out after all subjects in one period had been completed. Then the assessment methods used are objective tests, essay assessments, and oral work assessments. where each of these assessments is used during final exams, semester exams, or daily exams to determine students' abilities. Make questions that are guided by the syllabus and lesson plans. Then design an assessment rubric that would later be used when conducting the assessment. As a handle, create a grid of questions.

2. The obstacles faced in the implementation of summative assessment

Based on the results of data collection from narrative inquiry and interviews provided by the researcher, there were several obstacles experienced by the 12 student-teachers who were respondents during the student internships. First, from the results of the narrative inquiry analysis, the obstacles encountered in making the questions are that the questions must be made according to the students' abilities, and each student has different abilities. It is also difficult to compile the format of the assessment, especially the assessment of the description, and to determine the exam questions taken in each chapter. The difficulty in understanding student character that occurs when conducting assessments. It often occurs when scores differ significantly

⁴⁶ Sterling Plata. DepEd's 2015 Classroom Assessment Reform: A policy Analysis, (Manila, De La Salle University, vol 6, 2016)

between daily scores and final grades, making it difficult to evaluate student performance.

Second, from the analysis of the interview results, it was found that the obstacle experienced by student-teachers in carrying out this assessment was the difficulty in choosing the questions for each chapter because they had to choose questions according to the students' level of ability. while each student has different abilities. the difficulty in determining the assessment points on the description questions. It is difficult to evaluate the scores of students whose values differ greatly between their daily scores and the final grade. The next difficulty occurs within the prospective teacher himself. where prospective teachers still have difficulty understanding the summative assessment method itself.

3. Overcome the obstacles in implementation of summative assessment

Based on the results of the data collected through narrative inquiry and interviews obtained, it turns out that for all student-teachers who overcame obstacles when carrying out summative assessments, they received guidance from supervising teachers during their internships, where they asked the supervising teacher about the obstacles they faced. This can be seen from the results of interviews, a form of narrative inquiry in which the researcher asks the respondent, "How do you overcome difficulties in applying summative assessments?" The student-teacher replied, "The best way to deal with it is always to ask the supervising teacher about things I don't know." "What's certain is that when I make questions, I always stick to the syllabus and lesson

plans, so it's not too difficult," I said. A re-examination will then be carried out to find solutions to overcome student scores that are below average. Then, prospective teachers will re-read, look for references, and study this assessment method again so that it is easy to understand when conducting an assessment later on. Re-evaluating students' scores could be done by comparing their final scores and daily scores and paying attention to student activities during the learning process.

From the results of the narrative and interviews, the difficulties obtained for multiple-choice questions are not too difficult because the answers are absolute. The difficulty is more in the essay. There are some students whose writing is difficult to understand. The next challenge is deciding which questions will be used as exam questions, where we also have to consider the abilities of students. while each student has a different understanding. The solution to dealing with these students is to consult with the supervising teacher.

The analysis of data on the implementation of student-teacher summative assessments at IAIN Curup, which were given to 12 students who were already apprentices, revealed that summative assessment understanding and application were still lacking. From the results of the overall analysis, the summative applications carried out by the 12 prospective teachers were essays, group presentations, oral work, and objective tests. Then the types of summative assessments that do not apply are written reports, research projects, and performance-based assessments. Therefore, it is concluded that the

application of summative assessment by student-teachers is still lacking and that a deeper understanding of the application of this assessment is still needed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the application of summative assessment used by student-teachers for essays, group presentations, oral work, and objective tests, in applying the assessment, the prospective teacher creates questions that will be tested based on the material that has been studied and, guided by the syllabus and lesson plan, makes an assessment rubric and a question grid as a guide for the teacher. Furthermore, the obstacles experienced during the internship were the difficulty in choosing questions to be used as exam questions and the difficulty in understanding the character of each student. difficult to determine the points for each question. It is difficult to evaluate the scores of students who have very large differences between their daily scores and their final grades.

The first way they overcome these obstacles is by consulting the supervising teacher and asking for suggestions and input on the performance that we are doing. then re-read the book on summative assessment in order to better understand the assessment method. then conduct a re-examination of students whose grades do not meet the assessment criteria. Then, applications of summative assessment that are not used during the internship are written reports, research projects, and performance-based assessments.

B. Suggestion

1. Student-teacher

Student-teachers must understand more about summative assessment, and prospective teachers must also master this assessment method. Because this assessment is very important to use in making the final assessment in the world of education, with this assessment, we can know whether our teaching method is appropriate or not.

2. For Further Researcher

For future researchers, they must conduct study that is superior to this research. This research may be used by the next researcher as the relevant finding that is required.

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Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010 21750 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



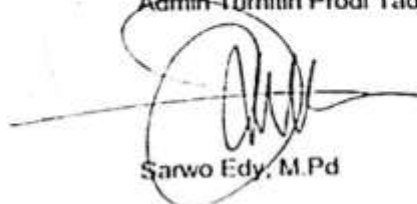
SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **The Implementation of Summative English Learning Teaching in An Internship Program**
Penulis : **Rita Heryani**
NIM : **18551053**

Dengan tingkat kesamaan sebesar 12%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 8 Januari 2023
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Sarwo Edy, M.Pd



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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : **ABA** Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022-2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** 1. Surat Rekomendasi dari Prodi Tadris Bahasa Inggris Nomor : 81/ FT.2/PP/00.9/TBI //2022
2. Berita Acara Seminar Proposal Hari Kamis . 7 juli 2022

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. Hadi Suhermanto, M.P.d 197411131999031003
2. Prihantoro,SS., M.Pd 197508202008011004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Rita Heryani

N I M : 18551053

JUDUL SKRIPSI : "The Implementation Of Summative Assessment (A Case Study Of EFL Student Teacher in Internship Program) "

- kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 20 Juli 2022
Dekan,

HAMENKUBUWONO

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan



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Nomor : 515 /In.34/FT/PP.00.9/09/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

09 September 2022

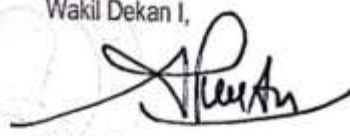
Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Rita Heryani
NIM : 18551053
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : The Implementation of Summative Assessment (A Case Study of EFL Student Teacher In Internship Program)
Waktu Penelitian : 09 September 2022 s.d 09 Desember 2022
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



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| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
|----|-----------|---|--------------------|-----------------|
| 1 | 15/8/2022 | Indikator teori Manajemen Indikator Penelitian yang benar lengkap | | |
| 2 | 22/8/2022 | Penulisan harus di perbaiki Penulisan Reference | | |
| 3 | 29/8/2022 | Melengkapi teori mengenai instrumen yang digunakan | | |
| 4 | 1/9/2022 | Menambahkan file file wawancara | | |
| 5 | 5/9/2022 | Mempikan sistem penulisan footnote & reference | | |
| 6 | 1/10/2022 | Abstrak di perbaiki | | |
| 7 | | | | |
| 8 | | | | |



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| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|----|------------|--|---------------------|-----------------|
| 1 | 12/12/2022 | 1. basic background diperbaiki 2. perbaikan bab I & judul | | |
| 2 | 03/10/23 | 1. Perbaikan background 2. Perbaikan bab II 3. Perbaikan bab III | | |
| 3 | 18/10/2023 | 1. Perbaikan bab III 2. Perbaikan instrumen penelitian | | |
| 4 | 20/10/2023 | 1. Perbaikan abstrak bab IV | | |
| 5 | 15/10/2023 | 1. Perbaikan bab IV | | |
| 6 | 29/10/2023 | 1. Perbaikan Abstrack 2. Perbaikan tabel pd bab IV | | |
| 7 | | | | |
| 8 | | | | |

A. Research Instrument

The researcher used interviews to gather information regarding The Implementation of Summative Assessment (A case Study of EFL Student Teacher in Internship Program). Here the researcher used open-interview and closed-interview techniques. The researcher then used interview guidance and a tape recorder to capture the results of the interview. Interview guidance is a list of several questions in interview to get the information from subject of the research.⁴⁷

| No | Variable | Indicator | Sub-indicator | Questions |
|----|----------------------|--------------|---------------|--|
| 1 | Summative assessment | Written work | Essay | <p>9. Do you use essay in conducting summative assessment? (<i>Apakah kamu menggunakan esai dalam melakukan penilaian sumatif?</i>)</p> <p>10. How do you design the rubric of the essay assessment? (<i>Bagaimana Anda mendesain rubrik penilaian esai?</i>)</p> <p>11. What are aspects/indicators assessed in Essay assessment? (<i>Apa saja aspek/indikator yang dinilai dalam penilaian Esai?</i>)</p> <p>12. How do you determine the grade of an essay?</p> |

⁴⁷ Catherine Dawson, *Practical Research Method*, (united kingdom : Deer park production, 2000), p. 292

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| | | | | <p><i>(Bagaimana cara anda menentukan penilaian essay?)</i></p> <p>13. Are there certain points in evaluating essays? <i>(Apakah ada point-point tertentu dalam melakukan penilaian essay?)</i></p> <p>14. When will the essay assessment take place? <i>(Kapan penilaian esai akan dilakukan?)</i></p> <p>15. How do you administer essay assessment? <i>(Bagaimana Anda mengelola penilaian esai?)</i></p> <p>16. What are the difficulties faced when doing essay assessment? <i>(Apa kesulitan yang dihadapi ketika melakukan penilaian essay?)</i></p> <p>17. How do you overcome obstacles when evaluating essays? <i>(Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?)</i></p> |
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| | | | Written reports | <ol style="list-style-type: none"> 1. Do you use written reports in conducting summative assessment? (Apakah kamu menggunakan written report dalam melakukan penilaian sumatif?) 2. Are there certain criteria for making a written report assessment? (Apakah dalam membuat laporan tertulis terdapat kriteria tertentu dalam melakukan penilaiannya?) 3. What are aspects/indicators assessed in the assessment of the writtem report? (Apa saja aspek/indikator yang dinilai dalam penilaian laporan tertulis?) 4. How do you determine the mark and grade of the Written reports? (Bagaimana cara menentukan nilai Laporan Tertulis?) 5. When will the written reports assessment take place? (Kapan penilaian laporan tertulis akan dilakukan?) |
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| | | | | <p>6. How do you evaluate written reports? (<i>Bagaimana anda melakukan penilaian laporan tertulis?</i>)</p> <p>7. What are the difficulties in determining the assessment of the written report? (<i>Apa kesulitan yang terdapat dalam menentukan penilaian pada laporan tertulis ?</i>)</p> <p>8. How do you overcome these difficulties? (<i>Bagaimana cara anda mengatasi kesulitan tersebut?</i>)</p> |
| | | Performance tasks | Group presentation | <p>12. Do you use group presentation in conducting summative assessment? (<i>Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?</i>)</p> <p>13. How do you determine the assessment of group presentations? (<i>Bagaimana cara anda menentukan penilaian presentasi kelompok ?</i>)</p> |

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| | | | | <p>14. What are aspects/indicators assessed in group presentation assessment? (<i>Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?</i>)</p> <p>15. How do you determine the mark and grade of group presentation? (<i>Bagaimana cara menentukan nilai dan nilai presentasi kelompok?</i>)</p> <p>16. When will this group presentation assessment be conducted? (<i>Kapan penilaian presentasi kelompok ini dilakukan?</i>)</p> <p>17. How do you administer group presentation? (<i>Bagaimana Anda melaksanakan penilaian presentasi kelompok?</i>)</p> <p>18. What are the steps involved in assessing this group presentation? (<i>apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?</i>)</p> |
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| | | | <p>19. How would you rate each individual in the group? <i>(Bagaimana cara anda menilai setiap individu dalam kelompok?)</i></p> <p>20. What are the difficulties encountered in assessing group presentations? <i>(Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?)</i></p> <p>21. How do you overcome difficulties in assessing group presentations? <i>(Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?)</i></p> | |
| | | | <p>Oral work</p> | <p>1. Do you use oral work in conducting summative assessment? (Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?)</p> <p>2. How do you design the oral work assessment? <i>(Bagaimana Anda merancang penilaian oral work?)</i></p> <p>3. What are the aspects/indicators assessed in oral work assessment? <i>(Apa saja</i></p> |

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| | | | | <p><i>aspek/indikator yang dinilai dalam penilaian oral work?)</i></p> <p>4. How do you determine the mark and grade of the oral work? <i>(Bagaimana Anda menentukan nilai oral work?)</i></p> <p>5. When will the oral work assessment take place? <i>(Kapan penilaian oral work akan dilakukan?)</i></p> <p>6. Are there steps that must be considered in conducting this oral work assessment? <i>(Apakah dalam melakukan penilaian oral work ini ada langkah-langkah yang harus diperhatikan?)</i></p> <p>7. What are the steps that must be considered in conducting an oral work assessment? <i>(Apa saja langkah-langkah yang harus diperhatikan dalam melakukan penilaian oral work?)</i></p> <p>8. How do you determine the theme or question regarding this oral work?</p> |
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| | | | | <p><i>(Bagaimana cara anda menentukan tema atau soal mengenai oral work ini?)</i></p> <p>9. How is the assessment system carried out in oral work? <i>(Bagaimana system penilaian yang dilakukan dalam oral work?)</i></p> <p>10. Are there any difficulties experienced when conducting an oral work assessment? <i>(Apakah ada kesulitan yang dialami ketika melakukan penilaian oral work?)</i></p> <p>11. What difficulties did you face and how did you overcome them? <i>(Apa kesulitan yang dihadapi dan bagaimana cara anda mengatasinya?)</i></p> |
| | | | Research projects | <p>1. Do you use research projects in conducting summative assessment? <i>(Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?)</i></p> <p>2. How do you determine assessments for research projects? <i>(Bagaimana cara</i></p> |

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| | | | | <p><i>anda menentukan penilaian pada research projects?</i></p> <p>3. In conducting assessments on research projects, are there points set for the assessment? <i>(Dalam melakukan penilaian pada research projects, apakah ada point-point yang ditetapkan untuk melakukan penilaian?)</i></p> <p>4. What are the points used in assessing research projects? <i>(Apa saja poin-poin yang digunakan dalam menilai research projects?)</i></p> <p>5. How do you evaluate a research project? <i>(Bagaimana cara anda melakukan penilaian pada research project?)</i></p> <p>6. How do you determine the mark and grade of the research project? <i>(Bagaimana Anda menentukan nilai research project?)</i></p> <p>7. When will the research project assessment take place? <i>(Kapan</i></p> |
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| | | | | <p>penilaian research project akan dilakukan?)</p> <p>8. What difficulties do you experience when conducting an assessment on a research project? <i>(Apa kesulitan yang ada alami ketika melakukan penilaian pada research project?)</i></p> <p>9. How do you overcome the difficulties you face when doing the assessment? <i>(Bagaimana cara anda mengatasi kesulitan yang anda hadapi ketika melakukan penilaian?)</i></p> |
| | | Quarterly assessment | Objective tests | <p>9. Do you use objective tests in conducting summative assessment? <i>(Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?)</i></p> <p>10. How do you arrange objective test questions? <i>(Bagaimana cara anda menyusun soal objective test?)</i></p> <p>11. How do you evaluate the objective test?</p> |

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| | | | | <p><i>(Bagaimana cara melakukan penilaian pada objective test?)</i></p> <p>12. How would you rate each question? <i>(Bagaimana anda memberi penilaian untuk setiap soal?)</i></p> <p>13. How do you determine the mark and grade of the objective test? <i>(Bagaimana Anda menentukan nilai objective tes?)</i></p> <p>14. When will the objective test take place? <i>(Kapan objective test akan dilakukan?)</i></p> <p>15. What are the difficulties encountered when assessing the objective test? <i>(Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?)</i></p> <p>16. How do you overcome the difficulties found in the assessment of objective tests? <i>(Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?)</i></p> |
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| | | | <p>Performance-based assessments</p> | <p>8. Do you use performance-based assessment in summative assessment? <i>(Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?)</i></p> <p>9. How do you do a performance-based assessment? <i>(Bagaimana anda melakukan penilaian pada performance-based assessment?)</i></p> <p>10. What are the things that must be considered when conducting a performance-based assessment? <i>(Apa hal-hal yang harus diperhatikan ketika melakukan penilaian performance-based assessment?)</i></p> <p>11. How do you determine the mark and grade of the Performance-based assessments? <i>(Bagaimana Anda menentukan nilai dalam penilaian performance-based?)</i></p> <p>12. When will the oral Performance-based assessments take place? <i>(Kapan penilaian berbasis kinerja lisan akan dilakukan?)</i></p> |
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| | | | | <p>13. What are the difficulties encountered when conducting a performance-based assessment? <i>(Apa kesulitan yang dihadapi ketika melakukan penilaian performance-based assessment?)</i></p> <p>14. How do you overcome these difficulties? <i>(Bagaimana cara anda mengatasi kesulitan tersebut?)</i></p> |
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The blueprint of the Interview about the Implementation of Summative Assessment

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. Please pay attention to your spelling.

Validator



Nastiti Handayani, M.Pd

Interview about the Implementation of Summative Assessment

Name: Student-teacher 1

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan essay ketika saya PPL

2. How do you design the rubric of the essay assessment? (*Bagaimana Anda mendesain rubrik penilaian esai?*)

Answer : Yang pertama itu, pastinya saya menyampaikan kepada anak-anak itu, saya suruh mereka itu ketika membuat penilaian essay itu pasti ada pembukaan, isi, dan penutupnya. Itu merupakan desain rubrik dalam penilaian essay saya.

3. What are aspects/indicators assessed in Essay assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian Esai?*)

Answer : indikator yang saya nilai, yang pertama itu saya nilai dari kalimat pembukanya apakah sudah benar, kemudian isinya apakah sudah benar, dan penutupnya apakah sudah benar. Kemudian yang kedua itu dari kata-katanya, apakah sudah banyak yang benar. Kemudian yang ketiga seperti grammarnya itu sudah benar atau salah. Terkadang anak-anak itu ketika menulis essay masih banyak dalam kesalahan kata dalam penempatan, na itu mungkin bisa saya nilai dalam penilaian essay.

4. How do you determine the grade of an essay? (*Bagaimana cara anda menentukan penilaian essay?*)

Answer : Cara menentukannya saya bandingkan dulu antara pekerjaan siswa satu dengan siswa lainnya, pasti nanti ada perbandingan kan. Jadi, esai tersebut say baca dulu, saya tandai mana yang kira-kira esai itu benar atau salah nya dimana. Nanti saya Tarik kesimpulan dari hasil pekerjaan siswa tersebut apakah sudah baik, apakah belum baik atau sudah cukup.

5. Are there certain points in evaluating essays?

(*Apakah ada point-point tertentu dalam melakukan penilaian essay?*)

Answer : Point-point itu saya tentukan berdasarkan nilai, nilai rentang biasanya saya pakai. Seandainya, grammarnya sudah bagus saya kasih nilai. Kan yang saya hitung itu grammar, isinya dengan kalimatnya. Itukan ada 3. Pointnya itu, seandainya grammar kalua sudah baik itu pointnya 30, kalua seandainya belum baik saya kasih point 20. Na point ketiga ini dijumlah. Kemudian hasilnya mencapai 100 atau tidak. Kalau seandainya sudah 100 berarti baik, kalua seandainya masih 80,70,60, 40 itu termasuk belum baik.

6. When will the essay assessment take place? (*Kapan penilaian esai akan dilakukan?*)

Answer : Penilaian ini saya lakukan ketika di akhir atau pembelajaran untuk pengambilan nilai.

7. How do you administer essay assessment? (*Bagaimana Anda mengelola penilaian esai?*)

Answer : Untuk mengelolanya ini saya jumlah lagi. Saya lihat lagi bagaimana perkembangan anak ini sesuai atau tidak. Untuk penilaian esai ini saya jumlahkan dari penilaian siswa sebelumnya. Saya kelolah lagi bagaimana hasil penilaiannya tersebut. Jadi nanti hasil yang didapat hasil yang real. Jadi hasilnya akan didapat pada mata pelajaran Bahasa Inggris tersebut.

8. What are the difficulties faced when doing essay assessment? (*Apa kesulitan yang dihadapi ketika melakukan penilaian essay?*)

Answer : Tentu ada. Kesulitannya ketika saya hadapi itu, kada beberapa siswa kada tulisannya kurang terbaca atau mungkin masih banyak kesalahan. Jadi untuk penilaiannya itu subjektif. Kadang kita susahnya itu satu orang dengan orang yang lain itu berbeda. Tulisannya itu berbeda antara satu anak dengan yang lainnya. Jadi yang susah itu kita harus subjektif dalam memberi nilainya itu.

9. How do you overcome obstacles when evaluating essays? (*Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?*)

Answer : Kalau untuk mengatasinya, saya biasanya membaca ulang lagi agar mendapatkan penilaian yang pas sesuai hasil yang anak-anak dapatkan. Jadi tidak serta merta itu kita memberi nilai dengan asal-asalan (sembarangan).

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak. Waktu PPL saya tidak menggunakan system penilaian written reports.

C. Group presentation

1. Do you use group presentation in conducting summative assessment? (*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan.

2. How do you determine the assessment of group presentations? (*Bagaimana cara anda menentukan penilaian presentasi kelompok ?*)

Answer : Cara saya menentukan penilaian presentasi kelompok ini, pertama, saya melihat dari cara mereka menyampaikan materi, kemudian yang kedua isi materinya, yang ketiga itu kekompakan, dan yang terakhir itu cara mereka menjawab pertanyaan.

3. What are aspects/indicators assessed in group presentation assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?*)

Answer : Aspek yang dinilai itu hanya cara penyampaian materi, isi materi, kekompakan dan bagaimana cara mereka menjawab. Sama seperti pertanyaan sebelumnya.

4. How do you determine the mark and grade of group presentation? (*Bagaimana cara menentukan nilai dan nilai presentasi kelompok?*)

Answer : Aspek yang dinilai itu hanya cara penyampaian materi, isi materi, kekompakan dan bagaimana cara mereka menjawab. Sama seperti pertanyaan sebelumnya.

5. When will this group presentation assessment be conducted?

(Kapan penilaian presentasi kelompok ini dilakukan?)

Answer: Saya bagi ya. Kalau seandainya mereka sudah bagus saya kasih nilai 20, dalam isinya paling tinggi itu 20. kemudian isinya sudah baik saya kasih juga 20, kalau seandainya Tanya jawabnya sudah baik saya kasih nilai 20. Seandainya nilai yang tertinggi dari 4 point tersebut 80, berarti 80 itu adalah nilai yang paling tinggi. Kalau dijumlahkan nilainya masih ada yang 60,40 berarti masih kurang.

6. How do you administer group presentation? *(Bagaimana Anda melaksanakan penilaian presentasi kelompok?)*

Answer : Penilaian ini dilakukan ketika siswa tersebut tampil, presentasi setiap kelompoknya langsung saya nilai. Tidak ada saya tunda waktunya agar nilai mereka itu real dan pas sesuai dengan apa yang mereka tampilkan.

7. What are the steps involved in assessing this group presentation?

(apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?)

Answer : Melaksanakan penilaiannya itu ketika siswa sudah tampil. Ketika saya sudah mendapatkan ohh kira-kira siswa ini menampilkan presentasinya seperti ini, jadi saya langsung menilai. Jadi pelaksanaanya ketika siswa-siswa tersebut saat presentasi kelompok.

8. How would you rate each individual in the group? *(Bagaimana cara anda menilai setiap individu dalam kelompok?)*

Answer : Penilaian individunya. Dalam kelompok itu kan setiap orang punya tugas masing-masing. Kita tahunya dari situ. Contoh yang satunya sebagai moderator, satunya lagi sebagai penyampaian materi A,B,C,D,E semuanya kebagian. Kemudian bagaimana system Tanya jawabnya mereka. Na itu nanti kita lihat mana anak-anak yang aktif, mana anak-anak

yang kurang akti. Dari situ kita bisa melihat dan bisa menilai mana yang mungkin nilainya tinggi ataupun nilainya sedang.

9. What are the difficulties encountered in assessing group presentations?

(Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?)

Answer : Kesulitannya mungkin itu tadi. Kita itu harus menilai sesuai dengan individu masih-masih. Sedangkan sekali tampil kelompok itu bisa 5 orang ataupun 10 orang. Jadi kita itu harus benar-benar jeli lihat mereka. Mana yang benar-benar bagus maka kita kasih nilai yang bagus juga, kalau seandainya cara mempresentasikan itu biasa saja, maka kita kasih nilai sedang. Jadi semuanya itu harus subjektif. Jadi kita benar-benar bisa lihat mana yang benar-benar bagus dan yang sedang.

10. How do you overcome difficulties in assessing group presentations?

(Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?)

Answer : Dalam satu kelompok itu ada yang memang siswa yang benar-benar pintar, dia selalu responsif, kalau ada Tanya jawab dia selalu menjawab. Kadang ada juga yang temannya selalu diam, terkadang hanya ikut saja. Dari situ, cara menilai yang diam itu kita bisa tanyain, kasih soal yang lebih mudah supaya dia juga ikut menjawab pertanyaan-pertanyaan itu.

D. Oral work

1. Do you use oral work in conducting summative assessment?

(Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?)

Answer : Tidak, saya tidak menggunakan.

E. Research projects

17. Do you use research project in conducting summative assessment?

(Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?)

Answer : Tidak, saya tidak menggunakan

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions?

(*Bagaimana cara anda menyusun soal objective test?*)

Answer : Saya menyusun soalnya ini berdasarkan materi sesuai rpp selama satu semester. Jadikan, kalau seandainya sumatif test ini dilakukan diakhir semester. Nah saya cari soal itu melalui rpp sesuai materi. Seandainya bab I tentang apa, misal greeting, bab II tentang invitation contohnya seperti itu. Seandainya soalnya 10. Soal 1-3 itu di bab I dan seterusnya.

3. How do you evaluate the objective test?

(*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Kalau saya akan melakukan penilaiannya mudah sih. Seandainya saya membuat 50 soal. Jadi setiap benar itu dikali 2 supaya mendapatkan nilai 100.

4. How would you rate each question?

(*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Kalau seandainya soal itu ada pilihan ganda dan esai, pasti antara pilihan ganda dan esai itu kesulitannya beda. Pasti sulit yang esai. Jadi kalau yang PG cuma dikali 2, mungkin esai itu saya kalikan 5. Pokoknya kita paskan saja, tergantung ya, karena kita tidak tau soalnya berapa yang kita ambil. Seandainya kita buat yang PG 20, esainya 5. Nanti kita tinggal kali. Misalnya yang PG kita kali 2, esai di kali 5. Jadi itukan tingkat kesulitannya itu beda.

5. How do you determine the mark and grade of the objective test?

(*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Menentukannya itu tadi dilihat dari mereka benar salahnya dimana. Jadi, kita tahu dari situ, kita tentukan saja. Nanti kita kasih nilainya berapa gitu.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya dilakukan biasanya saya kasih ketika anak-anak itu mau MID semester dan akhir semester. Jadi selama 1 semester itu saya lakukan sebanyak 2 kali.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Kalau kesulitan ini, mungkin pas saya PPI kemaren ngak ada.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer :

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment?(*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

Name : student-teacher 2

A. Essay

1. Do you use essay in conducting summative assessment?(*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakannya

2. How do you design the rubric of the essay assessment? (*Bagaimana Anda mendesain rubrik penilaian esai?*)

Answer : Saya mengikuti rubrik sesuai dengan RPP.

3. What are aspects/indicators assessed in Essay assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian Esai?*)

Answer : Biasanya jika jawabannya hampir sama, saya sudah termasuk membenarkan jawaban tersebut. Karena di indicator atau aspeknya sudah ada di RPP.

4. How do you determine the grade of an essay? (*Bagaimana cara anda menentukan penilaian essay?*)

Answer : Biasanya saya menggunakan poin. Jika jawaban mendekati benar saya memberi poin yang lebih besar. Jika jawabannya terlalu jauh dari pertanyaan, saya merendahkan poin tersebut. Kalau 5 soal, biasanya memberi 20. Kalau 10 soal saya memberikan tergantung soalnya. Kalau soalnya lebih berbobot, saya memberikan poin yang lebih besar. Kalau soalnya biasa-biasa saja, saya memberikan soal yang lebih kecil.

5. Are there certain points in evaluating essays? (*Apakah ada point-point tertentu dalam melakukan penilaian essay?*)

Answer : Iya ada

6. When will the essay assessment take place? (*Kapan penilaian esai akan dilakukan?*)

Answer : Biasanya setelah murid-murid tersebut melakukan tes, kemudian saya memberi poin, kemudian saya membagikan kembali hasil jawaban dari para murid tersebut.

7. How do you administer essay assessment? (*Bagaimana Anda mengelola penilaian esai?*)

Answer : Biasanya setelah murid-murid tersebut melakukan tes, kemudian saya memberi poin, kemudian saya membagikan kembali hasil jawaban dari para murid tersebut.

8. What are the difficulties faced when doing essay assessment? (*Apa kesulitan yang dihadapi ketika melakukan penilaian essay?*)

Answer : Biasanya saya tinggal menambahkan saja sesuai dengan jawaban siswa tadi. Saya kan sudah sebutkan sebelumnya. Jika soalnya berbobot saya berikan lebih besar. Jadi saya tinggal menambahkan saja pointnya. Jadi itulah hasil penilaian esai dari saya.

9. How do you overcome obstacles when evaluating essays? (*Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?*)

Answer : Kesulitan biasanya saya sedikit rancu dalam menilai, karena pendapat setiap muid itukan harus di nilai dengan baik. Jadi saya tinggal mengambil poin yang mana kena terhadap soal tersebut. Jadi saya memfokuskan kepada poin-poin jawaban dari para siswa tersebut. Begitu saya mengatasi ke sulitan esai.

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer :tidak, saya tidak menggunkannya

C. Group presentation

1. Do you use group presentation in conducting summative assessment? (*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Iya saya menggunakan oral work.

2. How do you design the oral work assessment? (*Bagaimana Anda merancang penilaian oral work?*)

Answer : Pertama saya menyusun pertanyaannya terlebih dahulu untuk ditanyakan kepada para siswa sesuai dengan indicator sama seperti sebelumnya.

3. What are the aspects/indicators assessed in oral work assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian oral work?*)

Answer : Saya mengikuti atau indicator dalam RPP.

4. How do you determine the mark and grade of the oral work? (*Bagaimana Anda menentukan nilai oral work?*)

Answer : Pertama saya mendengar jawaban para murid tersebut dan saya baru bisa menentukan nilai tersebut. Jika jawaban sesuai dengan pertanyaan yang saya sampaikan dan jawabannya juga jelas, saya memberi nilai yang bagus untuk siswa tersebut.

5. When will the oral work assessment take place? (*Kapan penilaian oral work akan dilakukan?*)

Answer : Kalau penilaian oral work biasanya saya menggunakan harian, seperti ulangan harian dan tugas-tugas harian mereka.

6. Are there steps that must be considered in conducting this oral work assessment? (*Apakah dalam melakukan penilaian oral work ini ada langkah-langkah yang harus diperhatikan?*)

Answer : Langkah-langkah yang harus diperhatikan yaitu kesulitan soal. Karena kitamasih mengajar jenjang pendidikan yang biasa. Jadi kita harus menentukan kesulitan soal terlebih dahulu. Jika soal terlalu sulit itu juga mempersulit para siswa tersebut.

7. What are the steps that must be considered in conducting an oral work assessment? (*Apa saja langkah-langkah yang harus diperhatikan dalam melakukan penilaian oral work?*)

Answer : Biasanya saya menentukan tema yang sedang hits seperti saat ini. Contohnya seperti tiktok.

8. How do you determine the theme or question regarding this oral work? (*Bagaimana cara anda menentukan tema atau soal mengenai oral work ini?*)

Answer : Sama seperti yang kita lakukan saat ini. Biasanya saya merekam dulu jawaban mereka. kemudian saya mendengarkan ulang, kemudian baru saya menilai jawaban tersebut.

9. How is the assessment system carried out in oral work? (*Bagaimana sistem penilaian yang dilakukan dalam oral work?*)

Answer : Kesulitannya biasanya terkadang susah memahami jawaban dari siswa tersebut. Karena tidak semua siswa tersebut Bahasa Inggris speaking nya bagus. Jadi saya sedikit mengalami kesusahan.

10. What difficulties did you face and how did you overcome them? (*Apa kesulitan yang dihadapi dan bagaimana cara anda mengatasinya?*)

Answer : Cara saya mengatasi, saya merekam jawaban siswa tersebut, jadi saya dapat mengulangi agar saya paham apa yang dimaksudkan oleh siswa tersebut.

E. Research projects

1. Do you use research project in conducting summative assessment? (*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Saya mengikuti indicator yang ada di RPP.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Penilaiannya cukup mudah. Karena sama seperti yes or no, jadi benar atau salah. jadi kital lebih mudah penilaiannya. mana yang salah, jika benar ya benar. Kemudian kita juga mempunyai kunci jawabannya

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Penilaiannya, kalau untuk objektif tes biasanya 10 poin dan bobotnya sama. Berbeda seperti esai. Kalau esai kana da tergantung keberatan soal tersebut. Jika soal itu susah saya memberikan poin lebih. Berbeda dengan objektif tes, saya memberikan sama rata.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Sama seperti jawaban saya tadi. Saya menentukan nilainya sesuai dengan benar atau salahnya saja. Saya tidak bisa menentukan nilai. Karena pilihan ganda itu rata-rata kebobotan soalnya sama.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya saya lakukan ketika MID atau ujian akhir semester.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Kesulitannya tidak ada. Karena objektif tes jawabannya sudah objektif, sudah pasti. Jadi tidak ada kesulitan yang saya alami ketika melakukan penilaian tersebut.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer :

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment? (*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak melakukannya

Name : student-teacher 3

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan.

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan.

C. Group presentation

1. Do you use group presentation in conducting summative assessment?

(Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?)

Answer : Iya, saya menggunakan.

2. How do you determine the assessment of group presentations?

(Bagaimana cara anda menentukan penilaian presentasi kelompok ?)

Answer : Cara saya menentukan penilaian presentasi kelompok, itu saya tentukan dari pertama, ke aktifan kelompok. Kedua, materi yang dibawakan itu susah atau mudah.

3. What are aspects/indicators assessed in group presentation assessment?

(Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?)

Answer : Yang saya nilai dalam presentasi kelompok itu, yang pertama keaktifan kelompok. Itu sudah pasti, karena yang di nilai adalah kelompok. Kedua penguasaan materi dari setiap individu. Itu akan di akumulasikan, sehingga mendapatkan nilai kelompok dan yang ketiga itu siapa yang paling banyak menjawab pertanyaan dari audien.

4. How do you determine the mark and grade of group presentation?

(Bagaimana cara menentukan nilai dan nilai presentasi kelompok?)

Answer : Cara saya menentukan nilai dalam presentasi kelompok yang pertama itu, yang pasti penguasaan materi dari setiap kelompok. Yang saya bilang tadi, penguasaan materi yang benar-benar rinci. Apabila saya merasa ada metode yang kurang dalam penyampaian mereka, itu otomatis nilai yang saya berikan juga akan berkurang. Kemudian yang kedua, dari jawaban yang akan diberikan kepada audien yang bertanya. Apakah jawaban tersebut spesifik atau tidak. Ataukah ada yang keruang. penilaian mereka tergantung dari jawaban mereka, apabila kurang, itu nilainya akan di kurangi. Apabila spesifik, mudah di pahami. Maka itu nilainya akan

tinggi. contoh penilaiannya, yang paling tinggi itu saya targetkan 85. Kemudian yang paling rendah itu dibawah KKM.

5. When will this group presentation assessment be conducted? (*Kapan penilaian presentasi kelompok ini dilakukan?*)

Answer : Biasanya dilakukan setiap minggu. Paling tidak satu minggu itu 2 pertemuan. Jadi 1 minggu itu ada 4 kelompok yang saya nilai. Jadi setiap bulan itu pasti ada penilaian kelompok.

6. How do you administer group presentation? (*Bagaimana Anda melaksanakan penilaian presentasi kelompok?*)

Answer : Pada saat pelaksanaan presentasi. Saya menilai kelompok itu berdasarkan individu nya. Seperti yang saya bilang tadi, nanti nilai individu itu digabung semua nilainya. Itu untuk nilai kelompok. Namun untuk nilai individu itu beda sendiri. Saya melakukan penilaian itu pada saat mereka presentasi. misal si A penyampaiannya bagus, mudah dipahami, jawaban dari audien itu dijawab dengan sangat detail maka nilainya bagus. Atau berbanding terbalik dengan si B, gugup dalam penyampaian atau kurang pede, kemudian tidak pernah menjawab pertanyaan. Itu nilainya sangat kurang bagi saya

7. What are the steps involved in assessing this group presentation? (*apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?*)

Answer : Langkah-langkah yang saya lakukan. Yang pertama, yang pasti yang dinilai itu adalah keaktifan kelompok, kerja sama . penguasaan materi, pembagian materi dan tidak rebut itu yang saya nilai. Kemudian apakah pertanyaan dari para audien itu dijawab dengan teliti, komlek, dan mudah di pahai. Itu juga saya nilai.

8. How would you rate each individual in the group? (*Bagaimana cara anda menilai setiap individu dalam kelompok?*)

Answer : Ada beberapa cara yang saya gunakan. Pertama, penguasaan materi. Missal materi sudah dibagikan, jadi yang saya nilai itu penyampaian materi. Kemudian dalam sesi tanya jawab. Saya menilainya per individu itu dengan cara siapa yang paling banyak menjawab pertanyaan dari para audien dan jawabannya sangat jelas dan mudah dipahami

9. What are the difficulties encountered in assessing group presentations?(*Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?*)

Answer : Kesulitan yang saya temukan dilapangan ini sangat banyak. Pertama, ada kelompok yang lupa bahwa hari ini presentasi. Kedua, ada beberapa individu dalam kelompok tersebut yang tidak menguasai materinya.

10. How do you overcome difficulties in assessing group presentations? (*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Cara saya mengatasi semua kesulitan itu biasanya saya akan memberikan hukuman kepada mereka yang setimpal. Jadi solusi yang saya berikan tersebut adalah dengan memberikan tugas tambahan di rumah.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you design the oral work assessment? (*Bagaimana Anda merancang penilaian oral work?*)

Answer : Saya merancang penilaian oral work itu saya nilai dari beberapa aspek. Pertama, bagaimana cara pengucapan mereka dalam Bahasa Inggris itu yang baik dan benar. Kedua penguasaan materi mereka apabila saya menanyakan sesuatu itu mereka paham atau mengerti secara detail tentang materi yang telah disampaikan.

3. What are the aspects/indicators assessed in oral work assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian oral work?*)

Answer : Indikator yang saya nilai itu yang pertama pengucapan Bahasa Inggris mereka bagaimana, apakah sudah memenuhi standar seperti itu

atau tidak. Yang kedua banyaknya penguasaan kosakata Bahasa Inggris mereka.

4. How do you determine the mark and grade of the oral work? (*Bagaimana Anda menentukan nilai oral work?*)

Answer : Cara saya menilai oral work itu yang pertama, keberanian mereka dalam menjawab ataupun maju untuk menyampaikan materi yang saya tanyakan. Kedua penguasaan materi mereka, ingatan materi yang sudah berlalu, penguasaan pengucapan, banyaknya kosakata yang mereka kuasai.

5. When will the oral work assessment take place? (*Kapan penilaian oral work akan dilakukan?*)

Answer : Biasanya saya melakukan setiap hari. Karena setiap hari itu pasti ada evaluasi. Misal saya membahas materi A pada minggu ini. Minggu depan saya akan bertanya kepada mereka.

6. Are there steps that must be considered in conducting this oral work assessment? (*Apakah dalam melakukan penilaian oral work ini ada langkah-langkah yang harus diperhatikan?*)

Answer : Iya, ada langkah-langkahnya

7. What are the steps that must be considered in conducting an oral work assessment?

(*Apa saja langkah-langkah yang harus diperhatikan dalam melakukan penilaian oral work?*)

Answer : Langkah-langkahnya yang pertama mereka masuk, kedua mereka pede dan menguasai materi, dan selanjutnya itu bagaimana mereka melakukan pengucapan Bahasa Inggris yang baik dan benar.

8. How do you determine the theme or question regarding this oral work? (*Bagaimana cara anda menentukan tema atau soal mengenai oral work ini?*)

Answer : Saya hanya mengambil soal dari materi minggu sebelumnya yang sudah dipelajari.

9. How is the assessment system carried out in oral work? (*Bagaimana system penilaian yang dilakukan dalam oral work?*)

Answer : System penilaian ini yang pertama yaitu keberanian. Karena keberanian itu diperlukan dalam oral work agar materi yang disampaikan tidak buruk. Itu akan saya beri nilai plus seperti 25. Yang kedua itu penguasaan materi yang mereka lakukan sangat menentukan nilai selanjutnya. Itu saya akan memberikan nilai 25. Yang ketiga pengucapan Bahasa Inggris. Apabila menurut saya Bahasa Inggris mereka setara anak SMP yang seusianya itu bagus, maka saya akan memberikan nilai 25 itupun sudah cukup untuk memenuhi nilai KKM. Selanjutnya kosakata yang mereka kuasai. Kosakata juga adalah pondasi dalam pengucapan yang membentuk kalimat baru. Apabila kosakata mereka banyak, saya akan memberikan nilai 25

10. Are there any difficulties experienced when conducting an oral work assessment? (*Apakah ada kesulitan yang dialami ketika melakukan penilaian oral work?*)

Answer : Kesulitan itu yang pertama biasanya mereka yang kurang menguasai materi itu apabila panggil itu tidak adanya keberanian pada diri mereka masing-masing. Itu kan susah untuk memberikan nilai.

11. What difficulties did you face and how did you overcome them? (*Apa kesulitan yang dihadapi dan bagaimana cara anda mengatasinya?*)

Answer : Jadi solusinya menyuruh anak tersebut untuk membacakan materi yang ada di LKS. Sehingga anak tersebut dapat menumbuhkan keberaniannya secara tidak langsung.

E. Research projects

1. Do you use research project in conducting summative assessment? (*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakannya

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Saya menyusun soal itu tergantung kepada silabus serta urutan materi yang telah saya sampaikan.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Yaitu saya membuat kisaran itu kurang lebih 20 soal. Sehingga nilai yang didapatkan untuk 1 soal itu 5 poinnya.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Menentukan soal itu tergantung soal itu mudah atau susah. Biasanya mudah saya berikan 2, dan susah itu 5. Jadikan nilai itu dipaskan untuk 20 soal atau lebih.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Sama seperti jawaban saya tadi. Saya menentukan nilainya sesuai dengan benar atau salahnya saja. Saya tidak bisa menentukan nilai. Karena pilihan ganda itu rata-rata kebobotan soalnya sama.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya saya lakukan di akhir bab. sehingga apabila bab 1 habis, saya melakukan penilaian objektif tes dan seterusnya.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Pertama dalam pembuatan soal. Karena dalam pembuatan soal itu saya sulit dalam menentukan soal yang pas untuk mereka sehingga nilai mereka itu sesuai dengan kemampuan mereka masing-masing. Kemudian kesulitan lain yaitu, terkadang ada beberapa murid itu yang tidak hadir. Sehingga saya akan melakukan tugas tambahan untuk mereka untuk menutupi nilai objektif tersebut.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer : caranya saya memberikan remedial atau tes ulang kepada siswa yang nilainya belum cukup.serta melakukan analisis ulang terhadap nilai mereka selama proses belajar.

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment? (*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

Name : student teacher 4

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you design the rubric of the essay assessment? (*Bagaimana Anda mendesain rubrik penilaian esai?*)

Answer : Selama PPL kemaren, saya mendesain rubric penilaian itu untuk menilai satu esai atau kerja dari siswa itu yang pertama saya lakukan itu adalah melihat keselarasan antara jawaban dengan pertanyaan yang diberikan. Kemudian struktur Bahasa yang digunakan oleh siswa,selanjutnya bagaimana mereka mengkreasikan jawaban atas pertanyaan yang diberikan.

3. What are aspects/indicators assessed in Essay assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian Esai?*)

Answer: Pertama, struktur Bahasa yang digunakan. Kemudian ketepatan jawaban. Yang ketiga cara penulisan dari siswa tersebut

4. How do you determine the grade of an essay? (*Bagaimana cara anda menentukan penilaian essay?*)

Answer : Setelah siswa tersebut menyelesaikan ujian mereka. Kemudian menentukan poin nilai yang akan mereka dapatkan. Jika kurang, maka akan dilakukan remedial dan penilaian esai selanjutnya setelah pelaksanaan remedial. Kemudian akan di akumulasi dengan nilai awal dari siswa tersebut

5. Are there certain points in evaluating essays? (*Apakah ada point-point tertentu dalam melakukan penilaian essay?*)

Answer : Cara saya menentukannya adalah melihat dulu berapa butir soal yang diberikan. Kemudian memberi poin untuk setiap soal yang diberikan. Missal, saya menggunakan tingkatan, yaitu sulit, sedang, dan mudah. Untuk yang sulit itu biasanya skor nilainya lebih besar dari pada yang sedang dan mudah.

6. When will the essay assessment take place? (*Kapan penilaian esai akan dilakukan?*)

Answer :

7. How do you administer essay assessment? (*Bagaimana Anda mengelola penilaian esai?*)

Answer : Cara saya menentukannya adalah melihat dulu berapa butir soal yang diberikan. Kemudian memberi poin untuk setiap soal yang diberikan. Missal, saya menggunakan tingkatan, yaitu sulit, sedang, dan mudah. Untuk yang sulit itu biasanya skor nilainya lebih besar dari pada yang sedang dan mudah.

8. What are the difficulties faced when doing essay assessment? (*Apa kesulitan yang dihadapi ketika melakukan penilaian essay?*)

Answer : Kesulitannya yang pertama itu, struktur Bahasa yang digunakan oleh siswa. Biasanyakan menggunakan Bahasa Inggris banyak juga siswa yang belum paham mengenai grammar, strukturnya. Jadi, jawaban mereka bena, tapi struktur mereka salah itu kadang untuk memberikan nilainya itu sedikit membingungkan.

9. How do you overcome obstacles when evaluating essays? (*Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?*)

Answer : Cara mengatasinya yaitu sesuai dengan ketepatan jawaban atas apa yang dipertanyakan di esai tersebut.

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

C. Group presentation

1. Do you use group presentation in conducting summative assessment? (*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you design the oral work assessment? (*Bagaimana Anda merancang penilaian oral work?*)

Answer : Karena biasanya siswa yang saya ajar itu sedikit sulit dalam memahami Bahasa Inggris. Jadi oral work yang saya gunakan itu sesuai dengan esai yang saya berikan. Jadi esai yang sudah saya buat dalam bentuk tertulis. Saya gunakan untuk menjadi bahan oral work.

3. What are the aspects/indicators assessed in oral work assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian oral work?*)

Answer : Yang pertama itu melihat keberanian siswa atau kepercayaan diri siswa dalam menyampaikan jawaban mereka. Kemudian yang kedua, bagaimana cara mereka menggunakan Bahasa Inggris yang baik dan benar dan ketepatan jawaban.

4. How do you determine the mark and grade of the oral work? (*Bagaimana Anda menentukan nilai oral work?*)

Answer : Sama seperti esai tadi. Tentu saja ketepatan jawaban dari siswa, kemudian bagaimana cara mereka berbicara dan penggunaan Bahasa Inggris mereka.

5. When will the oral work assessment take place? (*Kapan penilaian oral work akan dilakukan?*)

Answer : Biasanya oral work dilakukan ketika melakukan review terhadap materi yang sudah dipelajari. Kemudian siswa dituntut untuk mengulang kembali materi yang diberikan.

6. Are there steps that must be considered in conducting this oral work assessment? (*Apakah dalam melakukan penilaian oral work ini ada langkah-langkah yang harus diperhatikan?*)

Answer : iya, ada

7. What are the steps that must be considered in conducting an oral work assessment? (*Apa saja langkah-langkah yang harus diperhatikan dalam melakukan penilaian oral work?*)

Answer : Yang pertama, mengenai materi yang diberikan. Kemudian memberikan evaluasi terhadap siswa dan baru dilakukan oral work itu.

8. How do you determine the theme or question regarding this oral work? (*Bagaimana cara anda menentukan tema atau soal mengenai oral work ini?*)

Answer : Cara menentukan temanya adalah sesuai dengan materi yang dipelajari pada saat itu. Karena bisa memberikan evaluasi atau review materi lagi terhadap siswa.

9. How is the assessment system carried out in oral work? (*Bagaimana system penilaian yang dilakukan dalam oral work?*)

Answer : Sistem penilaian yang pertama, melihat seberapa banyak siswa yang berani menyampaikan apa yang sudah mereka dapatkan dalam materi. Kemudian cara mereka berbicara atau attitude mereka dalam

berbicara di depan teman-teman mereka. Kemudian sesuai atau tidaknya materi yang dipaparkan oleh siswa tersebut.

10. Are there any difficulties experienced when conducting an oral work assessment? (*Apakah ada kesulitan yang dialami ketika melakukan penilaian oral work?*)

Answer : Untuk kesulitannya tidak ada. Karena materi untuk oral work ini sudah dipersiapkan selama proses pelajaran dilakukan.

11. What difficulties did you face and how did you overcome them? (*Apa kesulitan yang dihadapi dan bagaimana cara anda mengatasinya?*)

E. Research projects

1. Do you use research project in conducting summative assessment? (*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Untuk menyusun soal objektif tes itu. Soal-soalnya dilihat sesuai dengan silabus dan RPP. Kemudian materi yang digunakan. Kemudian sesuai dengan tingkat pemahaman siswa.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Sama seperti melakukan penilaian pada esai. Untuk penilaian pada objektif tes ini tentu saja dilihat dari ketepatan jawaban, kemudian tingkat kesulitan soal dan juga mengenai jumlah soal.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Untuk setiap soal diberikan poin-poin untuk setiap soal yang diberikan sesuai dengan tingkat kesulitannya. Kemudian setelah itu diakumulasi untuk menjadi nilai akhir bagi siswa.

5. How do you determine the mark and grade of the objective test?
(*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Setelah melakukan atau memberi poin-poin di setiap soal itu, tentu saja dilihat dari jumlah benar salah dari siswa tersebut. Kemudian diakumulasi menjadi satu kesatuan dari nilai akhir bagi siswa.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Sesuai dengan keperluan yang diperlukan. Kalau misalkan ingin melihat kemampuan siswa itu mungkin setiap perminggu atau sebelum berahli ke bab selanjutnya. Kemudian biasa dilakukan pada saat MID semester dan juga di ujian akhir.

7. What are the difficulties encountered when assessing the objective test?
(*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : tidak ada kesulitan dalam melakukan penilaian ini

8. How do you overcome the difficulties found in the assessment of objective tests?
(*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment?
(*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Iya, saya menggunakan

Name : student-teacher 5

A. Essay

1. Do you use essay in conducting summative assessment?
(*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

B. Written reports

1. Do you use written report in conducting summative assessment?
(*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

C. Group presentation

1. Do you use group presentation in conducting summative assessment?
(*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan.

2. How do you determine the assessment of group presentations?
(*Bagaimana cara anda menentukan penilaian presentasi kelompok ?*)

Answer : Biasanya saya melihat dari cara mereka untuk menyelesaikan tugas-tugas yang telah diberikan dan menilai bagaimana speaking anak itu. Kemudian bagaimana mereka memahami materi yang telah dijelaskan sebelumnya.

3. What are aspects/indicators assessed in group presentation assessment?
(*Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?*)

Answer : Pemahaman materi, tanya jawab, keaktifan didalam bertanya juga.

4. How do you determine the mark and grade of group presentation?
(*Bagaimana cara menentukan nilai dan nilai presentasi kelompok?*)

Answer : Biasanya dilihat dari speakingnya. Kalau speakingnya bagus dikasih nilai atau poinnya 8. Jika speaking sedikit kurang itu standar, biasanya 7, atau 7,5.

5. When will this group presentation assessment be conducted? (*Kapan penilaian presentasi kelompok ini dilakukan?*)

Answer : Biasanya dilakukan setelah penyampaian materi dari guru. Kemudian dilanjutkan dengan presentasi kelompok.

6. How do you administer group presentation? (*Bagaimana Anda melaksanakan penilaian presentasi kelompok?*)

Answer : Biasanya dilaksanakan ketika anak melakukan presentasi di depan teman-temannya. Jadi penilaian berlangsung ketika presentasi berjalan.

7. What are the steps involved in assessing this group presentation? (*apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?*)

Answer : Langkah-langkahnya biasanya dilihat dari pemahaman materi, keaktifan kelompok yang dibentuk. Kemudian bagaimana mereka memahami materi yang sudah diberikan oleh kelompok presentasi tersebut.

8. How would you rate each individual in the group? (*Bagaimana cara anda menilai setiap individu dalam kelompok?*)

Answer : Biasanya dilihat dari keaktifan. Biasanya ada siswa dari kelompok itu bertanya, jadi penilaiannya dari segi pertanyaannya, atau bagaimana siswa tersebut memahami materi yang dipresentasikan.

9. What are the difficulties encountered in assessing group presentations? (*Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?*)

Answer : Biasanya kesulitan dalam menilai presentasi siswa itu dilihat dari keaktifannya. Biasanya ada siswa yang lebih dominan atau siswa yang lebih kurang dalam keaktifannya.

10. How do you overcome difficulties in assessing group presentations? (*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Solusinya saya langsung menanyakannya dengan guru pamong. Bagaimana caranya memberi nilai untuk siswa tersebut.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

E. Research projects

1. Do you use research project in conducting summative assessment?
(*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Biasanya saya dalam menyusun tes dalam pilihan ganda itu mengambil dari materi yang sebelumnya saya ajarkan. Biasanya dari buku-buku ataupun LKS.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Untuk penilaian saya menghitung berapa benar siswa itu dalam mengisi pilihan ganda tersebut.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Untuk penilainnya itu di hitung jumlah benarnya. Biasanya satu poin untuk satu soal.misalnya soalnya 50 dikalikan dengan jumlah soal yang dikerjakan.

5. How do you determine the mark and grade of the objective test?
(*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Sama seperti yang tadi, untuk penilainnya itu di hitung jumlah benarnya. Biasanya satu poin untuk satu soal.misalnya soalnya 50 dikalikan dengan jumlah soal yang dikerjakan.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya dilakuka untuk PTS, untuk soal-soal ulangan harian anak-anak.

7. What are the difficulties encountered when assessing the objective test?
(*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Untuk penilaian pada objektif ini tidak terlalu sulit. Karena mengambil dari materi-materi yang telah diajarkan sebelumnya.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer :

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment?
(*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

Name : student-teacher 6

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakannya.

2. How do you design the rubric of the essay assessment? (*Bagaimana Anda mendesain rubrik penilaian esai?*)

Answer : Ketika saya mendesain rubric penilaian ini berdasarkan KD yang ada dan disesuaikan pada aspek isi dan kriteria topi yang jelas, lengkap dan tepat. Kemudian pada aspek gagasannya yaitu dengan kriteria yang tepat juga itu maka akan diberikan poin. Kemudian selanjutnya yaitu pada aspek Bahasa yaitu ketepatan menggunakan Bahasa yang digunakan.

3. What are aspects/indicators assessed in Essay assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian Esai?*)

Answer : Kalau saya pribadi, aspek yang dinilai yaitu isi dari jawaban yang telah dikerjakan siswa itu rapi atau tidaknya tulisan dan ketepatan Bahasa yang digunakan.

4. How do you determine the grade of an essay? (*Bagaimana cara anda menentukan penilaian essay?*)

Answer : Cara menentukan penilaian esai yaitu jika pilihan gandanya itu ada 45. Maka esai yang saya buat yaitu hanya 5. Dan ketika pilihan ganda itu soalnya 40, maka esainya itu 5.

5. Are there certain points in evaluating essays?(*Apakah ada point-point tertentu dalam melakukan penilaian essay?*)

Answer : ada

6. When will the essay assessment take place? (*Kapan penilaian esai akan dilakukan?*)

Answer : Ketika ujian tengah semester, mid dan juga ujian akhir semester.

7. How do you administer essay assessment? (*Bagaimana Anda mengelola penilaian esai?*)

Answer : Yaitu memberikan skor yang dinilai. Misalnya ketepatan isi yang telah ditulis siswa, dan kemudian ketepatan Bahasa, kemudian kerapian tulisan siswa.

8. What are the difficulties faced when doing essay assessment? (*Apa kesulitan yang dihadapi ketika melakukan penilaian essay?*)

Answer : Tentu ada kesulitannya. Yaitu ketika melakukan penilaian tersebut, itu memberikan soal. Kita harus benar-benar memberikan soal yang bisa dijawab dan dijangkau oleh siswa.

9. How do you overcome obstacles when evaluating essays? (*Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?*)

Answer : cara mengatasinya dengan cara melakukan analisis soal, kemudian memperhatikan kembali tingkat pemahaman siswa dengan cara melihat kembali nilai harian siswa.

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

C. Group presentation

1. Do you use group presentation in conducting summative assessment? (*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakannya

2. How do you determine the assessment of group presentations? (*Bagaimana cara anda menentukan penilaian presentasi kelompok ?*)

Answer : Yaitu yang pertama disesuaikan dengan KD, terus juga memberikan penilaian terhadap grup itu dinilai juga setiap siswa dan disesuaikan dengan kerja siswa terhadap kelompok tersebut.

3. What are aspects/indicators assessed in group presentation assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?*)

Answer : Aspeknya yaitu ke kreatifan siswa dan juga kerja sama antar sesama kelompoknya. Dan kekompakannya juga.

4. How do you determine the mark and grade of group presentation? (*Bagaimana cara menentukan nilai dan nilai presentasi kelompok?*)

Answer : Untuk penilaian pada kelompok yaitu kekompakan kelompoknya dan ketepatan pada saat menyampaikan presentasinya..

5. When will this group presentation assessment be conducted? (*Kapan penilaian presentasi kelompok ini dilakukan?*)

Answer : Biasanya saat selingan belajar mengajar

6. How do you administer group presentation? (*Bagaimana Anda melaksanakan penilaian presentasi kelompok?*)

Answer : Melaksanakan penilaian kelompok itu disesuaikan dengan KBM berlangsung

7. What are the steps involved in assessing this group presentation?
(*apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?*)

Answer : Langkah-langkahnya yaitu, siswa itu bisa atau tidaknya menyapa dengan Bahasa yang benar. Kemudian kerja sama terhadap sesamanya. Kemudian ketika memberikan penjelasan presentasinya itu apakah yang mempresentasikannya itu memberikan kesempatan untuk audien bertanya.

8. How would you rate each individual in the group? (*Bagaimana cara anda menilai setiap individu dalam kelompok?*)

Answer : Kemudian untuk perindividunya yaitu sikap dan keaktifannya.

9. What are the difficulties encountered in assessing group presentations?
(*Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?*)

Answer : Kesulitannya yaitu pada saat menilai penilaian kelompok itu ketika siswa banyak yang tidak paham apa yang mereka sampaikan apa yang mereka presentasi tersebut

10. How do you overcome difficulties in assessing group presentations?
(*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Cara mengatasinya yaitu memberikan pemahaman materi terlebih dahulu terhadap siswa sampai siswa tersebut benar-benar paham.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

E. Research projects

1. Do you use research project in conducting summative assessment?
(*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Pertama yaitu disesuaikan dengan KD yang ada di buku dan juga disesuaikan terhadap materi yang telah disampaikan terhadap siswa.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Perbutir pada soal pilihan ganda diberi skor sesuai dengan soal yang ada. Misalnya, soal 50 maka personal dikasih poin 5.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Penilaiannya sesuai dengan jawaban yang tepat dan juga yang telah dipilih persoalnya itu di sesuai dengan skornya.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Menentukannya itu ketika jawabannya itu benar sesuai dengan kunci jawaban yang sudah ada

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Ketika ujian akhir semester.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Kesulitannya itu ketika jawaban siswa itu tidak sesuai dengan kunci jawaban yang ada. Karena kemungkinan siswa masih belum paham dengan materi yang sudah dijejaskan.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer : Yaitu dengan cara memberikan remedial kepada siswa dan mengatasinya yaitu dengan memberikan penjelasan materi yang sudah dipelajari pada saat sebelum memberikan soal tersebut.

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment? (*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

Name : Student-teacher 7

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakannya

2. How do you design the rubric of the essay assessment? (*Bagaimana Anda mendesain rubrik penilaian esai?*)

Answer : Yang pertama itu pasti melihat KD di baba tau materi. Jadi saya melihat KD tersebut , kemudian kompetensi apa saja yang akan dinilai. Jadi rubrik yang akan dinilai itu esuai dengan KD yang akan dicapai dalam setiap bab tersebut.

3. What are aspects/indicators assessed in Essay assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian Esai?*)

Answer : Pertama, melihat pemahaman siswa terhadap soal yang telah dibuat. Kemudian kedua, ketepatan dan kesesuaian jawaban siswa terhadap soal yang mereka jawab tersebut dengan kunci jawaban yang telah saya buat

4. How do you determine the grade of an essay? (*Bagaimana cara anda menentukan penilaian essay?*)

Answer : Pertama jelas sesuai dengan KD tersebut yang sudah saya jelaskan. Kemudian sesuai dengan bobot masing-masing soal, kesulitan soal.karena setiap soalkan diberi nilai misalnya berapa nilainya atau bobotnya. Kemudian juga melihat dengan kemampuan siswa tersebut.

5. Are there certain points in evaluating essays?(*Apakah ada point-point tertentu dalam melakukan penilaian essay?*)

Answer : ada

6. When will the essay assessment take place? (*Kapan penilaian esai akan dilakukan?*)

Answer : Biasanya setelah selesai pemberian materi dalam satuan tersebut. Setelah selesai saya menjelaskan. Kemudian saya memberikan soal esai. Jadi untuk melihat apakah siswa tersebut sudah paham atau belum

7. How do you administer essay assessment? (*Bagaimana Anda mengelola penilaian esai?*)

Answer : Kalau mengelolah nilai itu dihitung dengan sebanyak soal dan masing-masing nilai itu diberi nilai. Misalnya, soal 5, setiap masing-masing soal itu diberi masing-masing nilai 10 atau 4 gitu. Jadi melihat juga dengan sesuai soal.

8. What are the difficulties faced when doing essay assessment? (*Apa kesulitan yang dihadapi ketika melakukan penilaian essay?*)

Answer : Kalau kesulitan, esai itu kan sesuai dengan kemampuan siswa. Pasti kesulitannya yaitu bervariasinya jawaban siswa. Kemudian ksulitannya juga menentukan nilai dari setiap jawaban siswa.

9. How do you overcome obstacles when evaluating essays? (*Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?*)

Answer : Cara mengatasi itu membuat kunci jawaban sendiri. Jadi bisa dilihat jawaban siswa tersebut apakah sama dengan kunci jawaban.

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

C. Group presentation

1. Do you use group presentation in conducting summative assessment? (*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you determine the assessment of group presentations?

(*Bagaimana cara anda menentukan penilaian presentasi kelompok ?*)

Answer : Kembali lagi melihat KD. Setiap bab itukan ada kompetensi yang harus kita capai. Jadi cara menentukan penilaiannya ditentukan sesuai KD tersebut. Apa saja aspek-aspek yang akan di nilai

3. What are aspects/indicators assessed in group presentation assessment?

(*Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?*)

Answer : Presentasi kelompok itu dilihat dari kerja sama kelompok. Kemudian pemahaman dari masing-masing kelompok atau individu terhadap materi yang telah dibagi. Kemudian kesesuaian penyampaian isi presentasi dengan materi dan penjelasan materi tersebut dari masing-masing kelompok apakah sesuai dengan materi yang dibagi atau tidak.

4. How do you determine the mark and grade of group presentation?

(*Bagaimana cara menentukan nilai dan nilai presentasi kelompok?*)

Answer : Indikatornya sesuai dengan apa yang saya bilang tadi. Sesuai dengan kerja sama kelompoknya. Kemudian masing-masing indicator tersebut diberi nilai.

5. When will this group presentation assessment be conducted? (*Kapan penilaian presentasi kelompok ini dilakukan?*)

Answer : Biasanya saya melakukan sebelum masuk ke materi baru. Jadi sebelum saya menjelaskan, saya ingin melihat kemampuan siswa dulu

terhadap materi yang akan dijelaskan. Setelah selesai grup presentasi kemudian saya menjelaskan lagi atau menjabarkan lagi

6. How do you administer group presentation? (*Bagaimana Anda melaksanakan penilaian presentasi kelompok?*)

Answer : Untuk pelaksanaan penilaiannya yang pasti setiap kelompok itu saya suruh maju kedepan untuk memaparkan materi. Misalnya menggunakan proyektor, mereka menjelaskan setiap individunya. Kemudian kelompok lain bertanya dan kelompok presentasi yang akan menjawab.

7. What are the steps involved in assessing this group presentation? (*apa langkah-langkah yang dilakukan dalam penilaian presentasi berkelompok ini?*)

Answer : Setiap individu saya suruh menjelaskan, tidak ada individu yang tidak menjelaskan. Jadi melihat bagaimana mereka menjelaskan tersebut.

8. How would you rate each individual in the group? (*Bagaimana cara anda menilai setiap individu dalam kelompok?*)

Answer : Kemudian untuk perindividunya yaitu sikap dan keaktifannya.

9. What are the difficulties encountered in assessing group presentations? (*Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?*)

Answer : Kesulitannya itu mencari indicator yang sesuai dengan KD. Misalnya aspek-aspek apa saja yang harus di nilai sesuai dengan KD tersebut. Kedua mendesain format penilaiannya. Ketiga, menyesuaikan nilai presentasi mereka dengan indicator atau format nilai yang telah saya nilai tersebut.

10. How do you overcome difficulties in assessing group presentations?

(*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Cara mengatasinya yaitu memberikan pemahaman materi terlebih dahulu terhadap siswa sampai siswa tersebut benar-benar paham.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

answer : Tidak, saya tidak menggunakan.

E. Research projects

1. Do you use research project in conducting summative assessment? (*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Kembali lagi, melihat KD. Karena setiap kita membuat soalkan harus berpatokan dengan KD dan KI. Kemudian membuat soal tersebut sesuai dengan KD dan disesuaikan juga dengan kemampuan siswa.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Kalau penilaian objektif tes setiap soal itu masing-masing saya beri bobot nilai.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Untuk setiap soal objektif tes ini memiliki poin atau nilai yang sama. Misalnya bobot nilainya 1.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Disesuaikan juga dengan jumlah soal. Misalnya soal itu 10, misalnya mereka benar berapa itu disesuaikan dengan jumlah soal yang mereka benar tersebut dan disesuaikan dengan nilai yang sudah dibuat tadi.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya pada saat MID atau UAS.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Untuk kesulitan memberi nilai objektif tes ini ngak ada. Tapi mungkin untuk objektif tes ini kurang efektif. Karena kurang bisa melihat kemampuan siswa. Karena siswa hanya menconteng saja.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer : Cara mengatasinya yaitu dengan cara membuat soal yang sekiranya siswa itu paham.

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment? (*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

Name : Student-teacher 8

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

C. Group presentation

1. Do you use group presentation in conducting summative assessment?
(*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Iya saya menggunakan oral work.

2. How do you design the oral work assessment? (*Bagaimana Anda merancang penilaian oral work?*)

Answer : Pertama saya menyusun pertanyaannya terlebih dahulu untuk ditanyakan kepada para siswa sesuai dengan indikator sama seperti sebelumnya.

3. What are the aspects/indicators assessed in oral work assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian oral work?*)

Answer : Saya mengikuti atau indikator dalam RPP.

4. How do you determine the mark and grade of the oral work?
(*Bagaimana Anda menentukan nilai oral work?*)

Answer : Pertama saya mendengar jawaban para murid tersebut dan saya baru bisa menentukan nilai tersebut. Jika jawaban sesuai dengan pertanyaan yang saya sampaikan dan jawabannya juga jelas, saya memberi nilai yang bagus untuk siswa tersebut.

5. When will the oral work assessment take place? (*Kapan penilaian oral work akan dilakukan?*)

Answer : Kalau penilaian oral work biasanya saya menggunakan harian, seperti ulangan harian dan tugas-tugas harian mereka.

6. Are there steps that must be considered in conducting this oral work assessment? (*Apakah dalam melakukan penilaian oral work ini ada langkah-langkah yang harus diperhatikan?*)

Answer : Langkah-langkah yang harus diperhatikan yaitu kesulitan soal. Karena kitamasih mengajar jenjang pendidikan yang biasa. Jadi kita harus menentukan kesulitan soal terlebih dahulu. Jika soal terlalu sulit itu juga mempersulit para siswa tersebut.

7. What are the steps that must be considered in conducting an oral work assessment? (*Apa saja langkah-langkah yang harus diperhatikan dalam melakukan penilaian oral work?*)

Answer : Biasanya saya menentukan tema yang sedang hits seperti saat ini. Contohnya seperti tiktok.

8. How do you determine the theme or question regarding this oral work? (*Bagaimana cara anda menentukan tema atau soal mengenai oral work ini?*)

Answer : Sama seperti yang kita lakukan saat ini. Biasanya saya merekam dulu jawaban mereka.kemudian saya mendengarkan ulang, kemudian baru saya menilai jawaban tersebut.

9. How is the assessment system carried out in oral work? (*Bagaimana system penilaian yang dilakukan dalam oral work?*)

Answer : Kesulitannya biasanya terkadang susah memahami jawaban dari siswa tersebut. Karena tidak semua siswa tersebut Bahasa Inggris speaking nya bagus. Jadi saya sedikit mengalami kesusahan.

10. What difficulties did you face and how did you overcome them? (*Apa kesulitan yang dihadapi dan bagaimana cara anda mengatasinya?*)

Answer : Cara saya mengatasi, saya merekam jawaban siswa tersebut, jadi saya dapat mengulangi agar saya paham apa yang dimaksudkan oleh siswa tersebut.

E. Research projects

1. Do you use research project in conducting summative assessment? (*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

F. Objective tests

1. Do you use objective tests in conducting summative assessment?
(*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Saya mengikuti indicator yang ada di RPP.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Penilaiannya cukup mudah. Karena sama seperti yes or no, jadi benar atau salah. jadi kital lebih mudah penilaiannya. mana yang salah, jika benar ya benar. Kemudian kita juga mempunyai kunci jawabannya

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Penilaiannya, kalau untuk objektif tes biasanya 10 poin dan bobotnya sama. Berbeda seperti esai. Kalau esai kana da tergantung keberatan soal tersebut. Jika soal itu susah saya memberikan poin lebih. Berbeda dengan objektif tes, saya memberikan sama rata.

5. How do you determine the mark and grade of the objective test?
(*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Sama seperti jawaban saya tadi. Saya menentukan nilainya sesuai dengan benar atau salahnya saja. Saya tidak bisa menentukan nilai. Karena pilihan ganda itu rata-rata kebobotan soalnya sama.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya saya lakukan ketika MID atau ujian akhir semester.

7. What are the difficulties encountered when assessing the objective test?
(*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Kesulitannya tidak ada. Karena objektif tes jawabannya sudah objektif, sudah pasti. Jadi tidak ada kesulitan yang saya alami ketika melakukan penilaian tersebut.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer :

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment? (*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak melakukannya

Name : student-teacher 9

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakannya.

2. How do you design the rubric of the essay assessment? (*Bagaimana Anda mendesain rubrik penilaian esai?*)

Answer : Ketika saya mendesain rubric penilaian ini berdasarkan KD yang ada dan disesuaikan pada aspek isi dan kriteria topik yang jelas, lengkap dan tepat. Kemudian pada aspek gagasannya yaitu dengan kriteria yang tepat juga itu maka akan diberikan poin. Kemudian selanjutnya yaitu pada aspek Bahasa yaitu ketepatan penggunaan Bahasa yang digunakan.

3. What are aspects/indicators assessed in Essay assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian Esai?*)

Answer : Kalau saya pribadi, aspek yang dinilai yaitu isi dari jawaban yang telah dikerjakan siswa itu rapi atau tidaknya tulisan dan ketepatan Bahasa yang digunakan.

4. How do you determine the grade of an essay? (*Bagaimana cara anda menentukan penilaian essay?*)

Answer : Cara menentukan penilaian esai yaitu jika pilihan gandanya itu ada 45. Maka esai yang saya buat yaitu hanya 5. Dan ketika pilihan ganda itu soalnya 40, maka esainya itu 5.

5. Are there certain points in evaluating essays? (*Apakah ada point-point tertentu dalam melakukan penilaian essay?*)

Answer : ada

6. When will the essay assessment take place? (*Kapan penilaian esai akan dilakukan?*)

Answer : Ketika ujian tengah semester, mid dan juga ujian akhir semester.

7. How do you administer essay assessment? (*Bagaimana Anda mengelola penilaian esai?*)

Answer : Yaitu memberikan skor yang dinilai. Misalnya ketepatan isi yang telah ditulis siswa, dan kemudian ketepatan Bahasa, kemudian kerapian tulisan siswa.

8. What are the difficulties faced when doing essay assessment? (*Apa kesulitan yang dihadapi ketika melakukan penilaian essay?*)

Answer : Tentu ada kesulitannya. Yaitu ketika melakukan penilaian tersebut, itu memberikan soal. Kita harus benar-benar memberikan soal yang bisa dijawab dan dijangkau oleh siswa.

9. How do you overcome obstacles when evaluating essays? (*Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?*)

Answer : cara mengatasinya dengan cara melakukan analisis soal, kemudian memperhatikan kembali tingkat pemahaman siswa dengan cara melihat kembali nilai harian siswa.

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

C. Group presentation

1. Do you use group presentation in conducting summative assessment?
(Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?)

Answer : Iya, saya menggunakannya

2. How do you determine the assessment of group presentations?
(Bagaimana cara anda menentukan penilaian presentasi kelompok ?)

Answer : Yaitu yang pertama disesuaikan dengan KD, terus juga memberikan penilaian terhadap grup itu dinilai juga setiap siswa dan disesuaikan dengan kerja siswa terhadap kelompok tersebut.

3. What are aspects/indicators assessed in group presentation assessment?
(Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?)

Answer : Aspeknya yaitu ke kreatifan siswa dan juga kerja sama antar sesama kelompoknya. Dan kekompakannya juga.

4. How do you determine the mark and grade of group presentation?
(Bagaimana cara menentukan nilai dan nilai presentasi kelompok?)

Answer : Untuk penilaian pada kelompok yaitu kekompakan kelompoknya dan ketepatan pada saat menyampaikan presentasinya..

5. When will this group presentation assessment be conducted? (Kapan penilaian presentasi kelompok ini dilakukan?)

Answer : Biasanya saat selingan belajar mengajar

6. How do you administer group presentation? (Bagaimana Anda melaksanakan penilaian presentasi kelompok?)

Answer : Melaksanakan penilaian kelompok itu disesuaikan dengan KBM berlangsung

7. What are the steps involved in assessing this group presentation?
(apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?)

Answer : Langkah-langkahnya yaitu, siswa itu bisa atau tidaknya menyapa dengan Bahasa yang benar. Kemudian kerja sama terhadap

sesamanya. kemudian ketika memberikan penjelasan presentasinya itu apakah yang mempresentasikannya itu memberikan kesempatan untuk audien bertanya.

8. How would you rate each individual in the group? (*Bagaimana cara anda menilai setiap individu dalam kelompok?*)

Answer : Kemudian untuk perindividunya yaitu sikap dan keaktifannya.

9. What are the difficulties encountered in assessing group presentations? (*Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?*)

Answer : Kesulitannya yaitu pada saat menilai penilaian kelompok itu ketika siswa banyak yang tidak paham apa yang mereka sampaikan apa yang mereka presentasi tersebut

10. How do you overcome difficulties in assessing group presentations? (*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Cara mengatasinya yaitu memberikan pemahaman materi terlebih dahulu terhadap siswa sampai siswa tersebut benar-benar paham.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

E. Research projects

1. Do you use research project in conducting summative assessment? (*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Pertama yaitu disesuaikan dengan KD yang ada di buku dan juga disesuaikan terhadap materi yang telah disampaikan terhadap siswa.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Perbutir pada soal pilihan ganda diberi skor sesuai dengan soal yang ada. Misalnya, soal 50 maka personal dikasih poin 5.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Penilaiannya sesuai dengan jawaban yang tepat dan juga yang telah dipilih persoalnya itu di sesuai dengan skornya.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Menentukannya itu ketika jawabannya itu benar sesuai dengan kunci jawaban yang sudah ada

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Ketika ujian akhir semester.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Kesulitannya itu ketika jawaban siswa itu tidak sesuai dengan kunci jawaban yang ada. Karena kemungkinan siswa masih belum paham dengan materi yang sudah dijejaskan.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer : Yaitu dengan cara memberikan remedial kepada siswa dan mengatasinya yaitu dengan memberikan penjelasan materi yang sudah dipelajari pada saat sebelum memberikan soal tersebut.

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment?
(*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

Name : student-teacher 10

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

B. Written reports

1. Do you use written report in conducting summative assessment?
(*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

C. Group presentation

1. Do you use group presentation in conducting summative assessment?
(*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan.

2. How do you determine the assessment of group presentations?
(*Bagaimana cara anda menentukan penilaian presentasi kelompok ?*)

Answer : Biasanya saya melihat dari cara mereka untuk menyelesaikan tugas-tugas yang telah diberikan dan menilai bagaimana speaking anak itu. Kemudian bagaimana mereka memahami materi yang telah dijelaskan sebelumnya.

3. What are aspects/indicators assessed in group presentation assessment?
(*Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?*)

Answer : Pemahaman materi, tanya jawab, keaktifan didalam bertanya juga.

4. How do you determine the mark and grade of group presentation?

(Bagaimana cara menentukan nilai dan nilai presentasi kelompok?)

Answer : Biasanya dilihat dari speakingnya. Kalau speakingnya bagus dikasih nilai atau poinnya 8. Jika speaking sedikit kurang itu standar, biasanya 7, atau 7,5.

5. When will this group presentation assessment be conducted? *(Kapan penilaian presentasi kelompok ini dilakukan?)*

Answer : Biasanya dilakukan setelah penyampaian materi dari guru. Kemudian dilanjutkan dengan presentasi kelompok.

6. How do you administer group presentation? *(Bagaimana Anda melaksanakan penilaian presentasi kelompok?)*

Answer : Biasanya dilaksanakan ketika anak melakukan presentasi di depan teman-temannya. Jadi penilaian berlangsung ketika presentasi berjalan.

7. What are the steps involved in assessing this group presentation? *(apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?)*

Answer : Langkah-langkahnya biasanya dilihat dari pemahaman materi, keaktifan kelompok yang dibentuk. Kemudian bagaimana mereka memahami materi yang sudah diberikan oleh kelompok presentasi tersebut.

8. How would you rate each individual in the group? *(Bagaimana cara anda menilai setiap individu dalam kelompok?)*

Answer : Biasanya dilihat dari keaktifan. Biasanya ada siswa dari kelompok itu bertanya, jadi penilaiannya dari segi pertanyaannya, atau bagaimana siswa tersebut memahami materi yang dipresentasikan.

9. What are the difficulties encountered in assessing group presentations? *(Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?)*

Answer : Biasanya kesulitan dalam menilai presentasi siswa itu dilihat dari keaktifannya. Biasanya ada siswa yang lebih dominan atau siswa yang lebih kurang dalam keaktifannya.

10. How do you overcome difficulties in assessing group presentations?
(*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Solusinya saya langsung menanyakannya dengan guru pamong. Bagaimana caranya memberi nilai untuk siswa tersebut.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

E. Research projects

1. Do you use research project in conducting summative assessment?
(*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Biasanya saya dalam menyusun tes dalam pilihan ganda itu mengambil dari materi yang sebelumnya saya ajarkan. Biasanya dari buku-buku ataupun LKS.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Untuk penilaian saya menghitung berapa benar siswa itu dalam mengisi pilihan ganda tersebut.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Untuk penilainnya itu di hitung jumlah benarnya. Biasanya satu poin untuk satu soal.misalnya soalnya 50 dikalikan dengan jumlah soal yang dikerjakan.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Sama seperti yang tadi, untuk penilainnya itu di hitung jumlah benarnya. Biasanya satu poin untuk satu soal.misalnya soalnya 50 dikalikan dengan jumlah soal yang dikerjakan.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya dilakuka untuk PTS, untuk soal-soal ulangan harian anak-anak.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Untuk penilaian pada objektif ini tidak terlalu sulit. Karena mengambil dari materi-materi yang telah diajarkan sebelumnya.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer :

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment?

(*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

Name : Student-teacher 11

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakannya

2. How do you design the rubric of the essay assessment? (*Bagaimana Anda mendesain rubrik penilaian esai?*)

Answer : Yang pertama itu pasti melihat KD di baba tau materi. Jadi saya melihat KD tersebut , kemudian kompetensi apa saja yang akan dinilai. Jadi rubrik yang akan dinilai itu esuai dengan KD yang akan dicapai dalam setiap bab tersebut.

3. What are aspects/indicators assessed in Essay assessment? (*Apa saja aspek/indikator yang dinilai dalam penilaian Esai?*)

Answer : Pertama, melihat pemahaman siswa terhadap soal yang telah dibuat. Kemudian kedua, ketepatan dan kesesuaian jawaban siswa terhadap soal yang mereka jawab tersebut dengan kunci jawaban yang telah saya buat

4. How do you determine the grade of an essay? (*Bagaimana cara anda menentukan penilaian essay?*)

Answer : Pertama jelas sesuai dengan KD tersebut yang sudah saya jelaskan. Kemudian sesuai dengan bobot masing-masing soal, kesulitan soal.karena setiap soalkan diberi nilai misalnya berapa nilainya atau bobotnya. Kemudian juga melihat dengan kemampuan siswa tersebut.

5. Are there certain points in evaluating essays?(*Apakah ada point-point tertentu dalam melakukan penilaian essay?*)

Answer : ada

6. When will the essay assessment take place? (*Kapan penilaian esai akan dilakukan?*)

Answer : Biasanya setelah selesai pemberian materi dalam satuan tersebut. Stetlah selesai saya menjelaskan. Kemudian saya memberikan soal esai. Jadi untuk melihat apakah siswa tersebut sudah paham atau belum

7. How do you administer essay assessment? (*Bagaimana Anda mengelola penilaian esai?*)

Answer : Kalau mengelolah nilai itu dihitung dengan sebanyak soal dan masing-masing nilai itu diberi nilai. Misalnya, soal 5, setiap masing-masing soal itu diberi masing-masing nilai 10 atau 4 gitu. Jadi melihat juga dengan sesuai soal.

8. What are the difficulties faced when doing essay assessment? (*Apa kesulitan yang dihadapi ketika melakukan penilaian essay?*)

Answer : Kalau kesulitan, esai itu kan sesuai dengan kemampuan siswa. Pasti kesulitannya yaitu bervariasinya jawaban siswa. Kemudian kesulitannya juga menentukan nilai dari setiap jawaban siswa.

9. How do you overcome obstacles when evaluating essays? (*Bagaimana cara anda mengatasi kendala saat melakukan penilaian essay?*)

Answer : Cara mengatasi itu membuat kunci jawaban sendiri. Jadi bisa dilihat jawaban siswa tersebut apakah sama dengan kunci jawaban.

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

C. Group presentation

1. Do you use group presentation in conducting summative assessment? (*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you determine the assessment of group presentations? (*Bagaimana cara anda menentukan penilaian presentasi kelompok ?*)

Answer : Kembali lagi melihat KD. Setiap bab itu kan ada kompetensi yang harus kita capai. Jadi cara menentukan penilaiannya ditentukan sesuai KD tersebut. Apa saja aspek-aspek yang akan di nilai

3. What are aspects/indicators assessed in group presentation assessment?

(Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?)

Answer : Presentasi kelompok itu dilihat dari kerja sama kelompok. Kemudian pemahaman dari masing-masing kelompok atau individu terhadap materi yang telah dibagi. Kemudian kesesuaian penyampaian isi presentasi dengan materi dan penjelasan materi tersebut dari masing-masing kelompok apakah sesuai dengan materi yang dibagi atau tidak.

4. How do you determine the mark and grade of group presentation?

(Bagaimana cara menentukan nilai dan nilai presentasi kelompok?)

Answer : Indikatornya sesuai dengan apa yang saya bilang tadi. Sesuai dengan kerja sama kelompoknya. Kemudian masing-masing indikator tersebut diberi nilai.

5. When will this group presentation assessment be conducted? *(Kapan penilaian presentasi kelompok ini dilakukan?)*

Answer : Biasanya saya melakukan sebelum masuk ke materi baru. Jadi sebelum saya menjelaskan, saya ingin melihat kemampuan siswa dulu terhadap materi yang akan dijelaskan. Setelah selesai grup presentasi kemudian saya menjelaskan lagi atau menjabarkan lagi

6. How do you administer group presentation? *(Bagaimana Anda melaksanakan penilaian presentasi kelompok?)*

Answer : Untuk pelaksanaan penilaiannya yang pasti setiap kelompok itu saya suruh maju kedepan untuk memaparkan materi. Misalnya menggunakan proyektor, mereka menjelaskan setiap individunya. Kemudian kelompok lain bertanya dan kelompok presentasi yang akan menjawab.

7. What are the steps involved in assessing this group presentation? *(apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?)*

Answer : Setiap individu saya suruh menjelaskan, tidak ada individu yang tidak menjelaskan. Jadi melihat bagaimana mereka menjelaskan tersebut.

8. How would you rate each individual in the group? (*Bagaimana cara anda menilai setiap individu dalam kelompok?*)

Answer : Kemudian untuk perindividunya yaitu sikap dan keaktifannya.

9. What are the difficulties encountered in assessing group presentations?

(*Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?*)

Answer : Kesulitannya itu mencari indicator yang sesuai dengan KD.

Misalnya aspek-aspek apa saja yang harus di nilai sesuai dengan KD tersebut. Kedua mendesain format penilainnya. Ketiga, menyesuaikan nilai presentasi mereka dengan indicator atau format nilai yang telah saya nilai tersebut.

10. How do you overcome difficulties in assessing group presentations?

(*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Cara mengatasinya yaitu memberikan pemahaman materi terlebih dahulu terhadap siswa sampai siswa tersebut benar-benar paham.

D. Oral work

1. Do you use oral work in conducting summative assessment? (*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan.

E. Research projects

1. Do you use research project in conducting summative assessment?

(*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan

F. Objective tests

1. Do you use objective tests in conducting summative assessment? (*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Kembali lagi, melihat KD. Karena setiap kita membuat soalkan harus berpatokan dengan KD dan KI. Kemudian membuat soal tersebut sesuai dengan KD dan disesuaikan juga dengan kemampuan siswa.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Kalau penilaian objektif tes setiap soal itu masing-masing saya beri bobot nilai.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Untuk setiap soal objektif tes ini memiliki poin atau nilai yang sama. Misalnya bobot nilainya 1.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Disesuaikan juga dengan jumlah soal. Misalnya soal itu 10, misalnya mereka benar berapa itu disesuaikan dengan jumlah soal yang mereka benar tersebut dan disesuaikan dengan nilai yang sudah dibuat tadi.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Biasanya pada saat MID atau UAS.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : Untuk kesulitan memberi nilai objektif tes ini ngak ada. Tapi mungkin untuk objektif tes ini kurang efektif. Karena kurang bisa melihat kemampuan siswa. Karena siswa hanya menconteng saja.

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

Answer : Cara mengatasinya yaitu dengan cara membuat soal yang sekiranya siswa itu paham.

G. Performance-based assessments

1. Do you use performanc-based assessment in summative assessment?
(*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya.

Name : student-teacher 12

A. Essay

1. Do you use essay in conducting summative assessment? (*Apakah kamu menggunakan essay dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

B. Written reports

1. Do you use written report in conducting summative assessment? (*Apakah kamu menggunakan laporan tertulis dalam melakukan penilaian sumatif?*)

Answer : Tidak. Waktu PPL saya tida menggunakan system penilaian written reports.

C. Group presentation

1. Do you use group presentation in conducting summative assessment?
(*Apakah kamu menggunakan grup presentasi dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan.

2. How do you determine the assessment of group presentations?
(*Bagaimana cara anda menentukan penilaian presentasi kelompok ?*)

Answer : Biasanya saya melihat dari cara mereka untuk menyelesaikan tugas-tugas yang telah diberikan dan menilai bagaimana speaking anak itu. Kemudian bagaimana mereka memahami materi yang telah dijelaskan sebelumnya.

3. What are aspects/indicators assessed in group presentation assessment?
(*Apa saja aspek/indikator yang dinilai dalam penilaian presentasi kelompok?*)

Answer : Pemahaman materi, tanya jawab, keaktifan didalam bertanya juga.

4. How do you determine the mark and grade of group presentation?
(*Bagaimana cara menentukan nilai dan nilai presentasi kelompok?*)

Answer : Biasanya dilihat dari speakingnya. Kalau speakingnya bagus dikasih nilai atau poinnya 8. Jika speaking sedikit kurang itu standar, biasanya 7, atau 7,5.

5. When will this group presentation assessment be conducted? (*Kapan penilaian presentasi kelompok ini dilakukan?*)

Answer : Biasanya dilakukan setelah penyampaian materi dari guru. Kemudian dilanjutkan dengan presentasi kelompok.

6. How do you administer group presentation? (*Bagaimana Anda melaksanakan penilaian presentasi kelompok?*)

Answer : Biasanya dilaksanakan ketika anak melakukan presentasi di depan teman-temannya. Jadi penilaian berlangsung ketika presentasi berjalan.

7. What are the steps involved in assessing this group presentation? (*apa langkah-langkah yang dilakukan dalam penilaian presentasi perkelompok ini?*)

Answer : Langkah-langkahnya biasanya dilihat dari pemahaman materi, keaktifan kelompok yang dibentuk. Kemudian bagaimana mereka memahami materi yang sudah diberikan oleh kelompok presentasi tersebut.

8. How would you rate each individual in the group? (*Bagaimana cara anda menilai setiap individu dalam kelompok?*)

Answer : Biasanya dilihat dari keaktifan. Biasanya ada siswa dari kelompok itu bertanya, jadi penilaiannya dari segi pertanyaannya, atau bagaimana siswa tersebut memahami materi yang dipresentasikan.

9. What are the difficulties encountered in assessing group presentations?
(*Apa kesulitan yang dihadapi dalam menilai presentasi kelompok?*)

Answer : Biasanya kesulitan dalam menilai presentasi siswa itu dilihat dari keaktifannya. Biasanya ada siswa yang lebih dominan atau siswa yang lebih kurang dalam keaktifannya.

10. How do you overcome difficulties in assessing group presentations?
(*Bagaimana cara anda mengatasi kesulitan dalam melakukan penilaian presentasi berkelompok ?*)

Answer : Solusinya saya langsung menanyakannya dengan guru pamong. Bagaimana caranya memberi nilai untuk siswa tersebut.

D. Oral work

1. Do you use oral work in conducting summative assessment?
(*Apakah kamu menggunakan oral work dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakan.

E. Research projects

1. Do you use research project in conducting summative assessment?
(*Apakah kamu menggunakan research project dalam melakukan penilaian sumatif?*)

Answer : Tidak, saya tidak menggunakannya

F. Objective tests

1. Do you use objective tests in conducting summative assessment?
(*Apakah kamu menggunakan objective test dalam melakukan penilaian sumatif?*)

Answer : Iya, saya menggunakan

2. How do you arrange objective test questions? (*Bagaimana cara anda menyusun soal objective test?*)

Answer : Untuk menyusun soal objektif tes itu. Soal-soalnya dilihat sesuai dengan silabus dan RPP. Kemudian materi yang digunakan. Kemudian sesuai dengan tingkat pemahaman siswa.

3. How do you evaluate the objective test? (*Bagaimana cara melakukan penilaian pada objective test?*)

Answer : Sama seperti melakukan penilaian pada esai. Untuk penilaian pada objektif tes ini tentu saja dilihat dari ketepatan jawaban, kemudian tingkat kesulitan soal dan juga mengenai jumlah soal.

4. How would you rate each question? (*Bagaimana anda memberi penilaian untuk setiap soal?*)

Answer : Untuk setiap soal diberikan poin-poin untuk setiap soal yang diberikan sesuai dengan tingkat kesulitannya. Kemudian setelah itu diakumulasi untuk menjadi nilai akhir bagi siswa.

5. How do you determine the mark and grade of the objective test? (*Bagaimana Anda menentukan nilai objective tes?*)

Answer : Setelah melakukan atau memberi poin-poin di setiap soal itu, tentu saja dilihat dari jumlah benar salah dari siswa tersebut. Kemudian diakumulasi menjadi satu kesatuan dari nilai akhir bagi siswa.

6. When will the objective test take place? (*Kapan objective test akan dilakukan?*)

Answer : Sesuai dengan keperluan yang diperlukan. Kalau misalkan ingin melihat kemampuan siswa itu mungkin setiap perminggu atau sebelum berahli ke bab selanjutnya. Kemudian biasa dilakukan pada saat MID semester dan juga di ujian akhir.

7. What are the difficulties encountered when assessing the objective test? (*Apa kesulitan yang dihadapi ketika melakukan penilaian terhadap objective test?*)

Answer : tidak ada kesulitan dalam melakukan penilaian ini

8. How do you overcome the difficulties found in the assessment of objective tests? (*Bagaimana anda mengatasi kesulitan yang terdapat pada penilaian objective test?*)

G. Performance-based assessments

1. Do you use performance-based assessment in summative assessment? (*Apakah kamu menggunakan penilaian berbasis kinerja dalam penilaian sumatif?*)

Answer : Iya, saya menggunakan.

Name : Student-teacher 1

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penialian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

Penilaian sumatif di sekolah biasanya saya laksanakan setelah sekumpulan program pelajaran selesai diberikan, yang kemudian dari beberapa program atau rencana pengajaran yg saya berikan menghasilkan nilai yang saya gunakan sebagai keputusan pada kinerja siswa. Hasil penilaian ini untuk menentukan klasifikasi penghargaan pada akhir pelajaran atau program yang dituliskan di buku raport. Penilaian ini dirancang untuk mengetahui pencapaian keseluruhan siswa secara sistematis.

Sebelum membuat penilaian assesment yg pertama harus saya lakukan biasanya saya harus telah menuntaskan rencana pembelajaran yang dibuat dan menyampaikan semua materi sesuai capaian yang saya harapkan. Kemudian membuat konsep dan rumusan pelaksanaan asesmen berdasarkan tujuan pembelajaran. Lalu menyusun panduan penilaian yang digunakan sebagai

dokumentasi, referensi, dan laporan lengkap hasil kinerja peserta didik dalam pembelajaran. Dan yg terakhir memberikan arahan atau petunjuk pelaksanaan penilaian pada peserta didik.

Tujuan asesmen sumatif adalah sebagai alat untuk mengukur kemampuan dan pemahaman siswa dan sebagai sarana memberikan umpan balik kepada siswa. Evaluasi sumatif dan evaluasi formatif dapat dilakukan secara tidak tertulis maupun tertulis. Contoh penilaian sumatif yang saya lakukan di kelas yg saya ajar:

1. Diskusi kelas, biasanya saya meminta murid-murid saya untuk berdiskusi dgn topik terkait pelajaran yg sudah saya siapkan
2. Drama, untuk membuat pelajaran lebih menarik saya pernah menggunakan drama dan anak-anak sangat ekspresif dan menikmatinya
3. Penilaian Produk, terkait beberapa topik biasanya ada yg bisa dijadikan sebuah produk sehingga anak-anak Berkreasi dan kreatif
5. Tes Lisan, saya meminta murid-murid saya untuk dapat berbicara bahasa Inggris selain hanya dapat membaca.
6. Tes Tertulis.

Dalam penerapan penilaian sumatif kemampuan awal siswa berbeda sehingga dalam penyusunan assesmen perlu analisis kondisi siswa secara tepat agar assesmen yang dilakukan dapat mengukur pencapaian belajar siswa secara maksimal dengan capaian pembelajaran.

Name : Student-teacher 2

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penialian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Cara saya merencanakan penilaian sumatif dengan beberapa langkah, yang pertama saya menuntaskan semua mata pelajaran terlebih dahulu, kemudian membuat saya kisi-kisi tes untuk penilaian sumatif sesuai dengan mata pelajaran yang akan diambil penilaiannya.lalu saya juga merancang format penilaian agar saya lebih mudah dan cepat dalam mengambil penilaian. Setelah itu saya melakukan tes sesuai dengan kisi-kisi tes yang sudah saya buat tadinya, setelah tes selesai barulah saya melakukan penilaian sesuai dengan format yang sudah ditentukan.
2. Cara saya membuat penilaian sumatif, pertama saya membuat kisi-kisi soal utk tes,kemudian saya mengevaluasi kembali kisi-kisi soal tersebut,lalu ketika jadwal uas tiba, saya melakukakn tes kepada siswa dan membagikan soal

tersebut. Setelah tes berakhir saya melakukan penilaian sumatif tersebut dengan melihat hasil dari tes siswa tersebut.

3. Cara saya mengevaluasi penilaian sumatif adalah dengan melihat kembali rekam nilai siswa tersebut, apakah kemampuan siswa tersebut meningkatkan atau menurun. Turun dan meningkatnya kemampuan siswa dilihat dari hasil tes akhir yang sudah dilalui oleh siswa tersebut.
4. Kesulitan saya dalam melakukan penilaian sumatif adalah ketika hasil kemampuan siswa sebelumnya dan yang sekarang berbeda jauh, sehingga perlu dilihat kembali atau diteliti agar mengetahui kemampuan siswa yang sebenarnya seperti apa. atau apa yang menyebabkan turunnya kemampuan siswa tersebut
5. saya mengatasi masalah ketika penilaian sumatif berlangsung adalah dengan mengingat kembali kemampuan sehari-hari siswa tersebut, lalu lihat hasil dari latihan-latihan tersebut, kemudian saya juga bertanya pada guru yang lain akan kemampuan siswa tersebut.

Name : Student-teacher 3

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

6. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
7. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
8. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
9. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
10. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Cara yang saya gunakan dalam melakukan penilaian sumatif adalah dengan melihat KD yang ada, dan ketika melihat KD maka di desain juga dengan aspek isinya
2. Cara membuatnya yaitu dengan melihat indicator yang akan dinilai yaitu dari jawaban yang telah dikerjakan oleh siswa, cara menerapkannya yaitu jika pilgan empat puluh lima maka essay lima
3. Mengevaluasi nya yaitu ketika ujian tengah semester dan ujian akhir smstr
4. Masalah yang saya hadapi yaitu ketika akan memberikan soal soal uraian kita harus benar benar memberikan soal yang bisa dijawab dan dijangkau oleh siswa , kalau tidak sesuai, maka banyak nilai siswa yang tidak mencapai kkm
5. Cara mengatasinya yaitu dengan memberikan remedial pada siswa dan juga memberikan penjelasan ulang terhadap materi yang sudah dipelajari sebelumnya.

Name : Student-Teacher 4

Make a story about your experience when compiling a summative assessment during your internship program (Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Penilaian sumatif adalah penilaian yg ada pada pertengahan semester (UTS) dan akhir semester (UAS), pada penilaian ini tentunya akan melihat kemampuan dan pemahaman siswa selama proses pembelajaran, untuk melihat pemahaman siswa tentunya menggunakan test dalam bentuk soal soal baik pilihan ganda maupun essay, dalam membuat soal tersebut dengan melihat KD pada setiap bab yg telah dipelajari, apa saja kompetensi yg ada dan indikator yg akan dinilai
2. Cara membuat dan menerapkan penilaian sumatif:
 - 1.) melihat KD yg ada pada setiap bab dan analisis target yg ingin dicapai
 - 2.) memilih materi apa saja yg akan di testkan
 - 3.) menentukan jenis test yg akan digunakan (biasanya pilihan ganda dan essay)

- 4.) membuat kisi kisi pertanyaan
 - 5.) membuat pertanyaan / soal dari setiap materi atau bab
 - 6.) menyiapkan kunci jawaban dan membuat rubrik penilaian
-
3. 1. masing masing soal diberi nilai/point
 2. Periksa jawaban siswa dan hitung banyak soal yg benar
 3. Kalikan jawaban yg benar dengan masing masing point dri setiap soal
 4. Masalah dalam melakukan penilaian sumatif : 1. Memilih soal yg sesuai dengan kemampuan siswa. 2. Bervariasinya jawaban siswa. 3. Menentukan nilai dari setiap jawaban siswa.
 5. Cara mengatasi masalah tersebut : 1. Identifikasi kemampuan siswa. 2. Mendesain atau membuat soal sesuai KD dan kemampuan siswa yg telah diidentifikasi. 3. Membuat kunci jawaban, kemudian jawaban siswa dicocokkan dan diberi nilai yg sesuai

Name : Student-teacher 5

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Penilaian ini saya rancang dengan memperhatikan bahan ajar yang saya ajarkan berdasarkan silabus dan RPP. Kemudian saya juga merancang penilaian yang nantinya akan saya gunakan untuk mengevaluasi lembar jawaban siswa. Kemudian melakukan penilaian, dan hasil penilaian akan menjadi nilai yang diperoleh siswa.
2. Selama saya magang, saya membuat dan menerapkan penilaian ini dengan memperhatikan materi yang saya gunakan, indikator, silabus, dan RPP. Kemudian membuat desain penilaian, dan setelah selesai baru melakukan penilaian terhadap jawaban dari siswa untuk menentukan nilai siswa.
3. Selama saya magang, cara saya mengevaluasi penilaian sumatif adalah dengan memperhatikan karakteristik siswa dengan menggunakan panduan penilaian. Biasanya dalam mengevaluasi penilaian, kami juga melihat

kembali rekap nilai selama Kemudian dievaluasi apakah ada kemajuan dalam proses pembelajaran yang dialami oleh siswa atau tidak, tentunya hal ini perlu memperhatikan beberapa kriteria yang sudah tertuang dalam RPP dan silabus.

4. Kesulitan yang saya alami adalah masalah internal karena ada perbedaan nilai yang diberikan antara guru pembimbing dengan kami yang magang, dan saya sering merasa salah dalam memberikan penilaian.
5. Ketika saya magang, ketika saya kesulitan melakukan penilaian, saya akan membaca beberapa buku referensi yang saya miliki. Kemudian saya akan mengingat kembali karakter dan aktivitas siswa selama proses pembelajaran. membandingkan nilai siswa dengan sangat hati-hati, kemudian saya meminta saran dan masukan dari guru pembimbing mengenai solusinya.

Name : Student-teacher 6

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Seperti diketahui penilaian sumatif adalah penilaian yang dilakukan pada saat semua program pembelajaran telah selesai. Dalam merancang penilaian sumatif ini, hal pertama yang saya lakukan saat magang adalah membuat kisi-kisi soal - soal sesuai silabus dan RPP, selanjutnya merancang format penilaian dan melakukan tes terhadap siswa.
2. Ketika saya magang, apa yang saya lakukan dalam membuat dan melaksanakan penilaian sumatif sudah sesuai dengan arahan guru pembimbing saya. Setelah semua mata pelajaran selesai, saya akan menentukan soal yang akan diujikan kepada siswa. sesuai pedoman silabus, RPP, dan pelajaran yang dipetik.

Selanjutnya membuat kisi-kisi soal dan format penilaian. Selanjutnya setelah siswa menyelesaikan ujian, maka akan dilakukan penilaian terhadap soal-soal yang telah dijawab.

3. Cara saya mengevaluasi penilaian sumatif selama magang adalah dengan melihat kembali catatan nilai siswa untuk melihat apakah kemampuan siswa meningkat atau menurun. Penurunan dan peningkatan kemampuan siswa dapat dilihat dari hasil ulangan akhir yang telah dilalui siswa tersebut, hal ini juga tidak lepas dari mengamati sikap dan perilaku siswa selama proses pembelajaran, mengecek apakah siswa aktif selama proses pembelajaran atau tidak, dan membandingkan nilai harian siswa dengan nilai akhir.
4. Kesulitan yang saya alami adalah sulitnya menentukan soal yang akan dijadikan soal. Karena kita harus menyesuaikan dengan kemampuan siswa. Kemudian sulit memahami tulisan siswa yang berbeda. Dan kesulitan berikutnya adalah mengevaluasi penilaian siswa, karena disini kita harus bisa memahami karakter siswa dan membandingkan nilai yang diperoleh selama belajar dengan nilai akhir mereka.
5. Ketika saya magang, ketika saya kesulitan membuat penilaian, saya akan mengevaluasi kembali nilai siswa agar tidak ada kesalahan. Kemudian saya akan bertanya kepada guru pembimbing apakah hasil evaluasi saya sudah benar atau belum. tidak, maka bagi siswa yang masih mendapatkan nilai di bawah KKM, maka saya akan melakukan remedial.

Name : Student-teacher 7

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Waktu saya magang, cara saya merancang penilaian sumatif berpedoman pada silabus, KD, dan RPP yang saya miliki. Kemudian atas arahan guru pembimbing saya membuat kisi-kisi soal. dan format penilaian. Setelah siswa melaksanakan ujian, lembar jawabannya akan dinilai sesuai dengan format yang ada. Dan hasil penilaian yang telah diakumulasikan dengan nilai hariannya akan menjadi nilai akhir.
2. Dalam membuat dan melaksanakan penilaian sumatif, yang pertama dilakukan adalah menyelesaikan semua mata pelajaran sesuai dengan tujuan pencapaian yang diinginkan. Selanjutnya menentukan soal dengan memilih soal pada setiap bab dengan memikirkan kemampuan siswa. Kemudian membuat kisi-kisi soal yang akan digunakan sebagai pedoman saat melakukan penilaian, selanjutnya membuat format penilaian agar penilaian selanjutnya dapat terarah, setelah pertanyaan dijawab oleh siswa,

dilakukan penilaian jawaban mereka sesuai dengan penilaian Dan, tentu saja, guru pembimbing mengarahkan dan membimbing semua ini.

3. Tujuan penilaian sumatif adalah sebagai alat untuk mengukur kemampuan dan pemahaman siswa dan sebagai sarana pemberian umpan balik kepada siswa. Contoh penilaian sumatif yang saya lakukan di kelas yang saya ajar adalah kelas diskusi. Biasanya saya meminta siswa saya untuk mendiskusikan topik yang berkaitan dengan pelajaran yang telah saya siapkan. Kemudian, untuk membuat pelajaran lebih menarik, saya menggunakan drama, dan anak-anak sangat ekspresif dan menikmatinya. Selanjutnya penilaian produk, mengenai beberapa topik. Biasanya ada hal-hal yang bisa dijadikan produk agar anak kreatif dan imajinatif. Kemudian untuk tes lisan, saya meminta siswa saya untuk bisa berbahasa Inggris selain hanya bisa membaca, dan yang terakhir adalah tes tertulis. Kemudian saya akan mengevaluasi penilaian di atas pada akhir semester dengan membandingkan dan menambahkannya ke penilaian akhir. Ini memungkinkan kami untuk menentukan sejauh mana kemajuan siswa.
4. Selama magang, kesulitan saya dalam melakukan penilaian sumatif adalah menentukan pertanyaan yang akan dijadikan pertanyaan—bagaimana kita memilih pertanyaan untuk setiap bab?. Kemudian, ketika ditemukan hasil kemampuan siswa selama proses pembelajaran dan hasil akhir jauh berbeda, sehingga kita dapat mengulang analisis dengan benar dan mengidentifikasi apa yang salah, tidak akan merugikan siswa di kemudian hari.
5. Solusi saya dalam mengatasi permasalahan yang terjadi. Saya akan berkonsultasi dengan guru pembimbing dan meminta saran apa yang harus saya lakukan untuk mengatasi masalah yang saya hadapi. Kemudian saya akan menunjukkan hasil kinerja saya kepada pembimbing. Guru, jadi dia tahu apa yang harus saya lakukan untuk memperbaikinya agar masalah ini selesai

Name : Student-teacher 8

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. selama saya magang. Ketika saya merancang penilaian sumatif dengan arahan dari guru pembimbing saya, Rancangan yang dilakukan adalah membuat soal-soal sesuai dengan mata pelajaran yang telah dipelajari. Kemudian membuat format penilaian, dan terakhir langkahnya adalah dengan melakukan penilaian.
2. Cara saya membuat dan menerapkan penilaian ini sesuai dengan bimbingan guru pembimbing. Yang pertama dilakukan adalah memilih soal-soal di setiap bab sesuai dengan silabus dan RPP yang telah dipelajari. juga harus memikirkan tingkat kesulitan dalam memilih soal tersebut sesuai dengan kemampuan masing-masing siswa.Selanjutnya membuat format penilaian yang nantinya akan dijadikan pedoman dalam melakukan penilaian, dan terakhir setelah selesai mengevaluasi jawaban siswa sesuai jawaban atas kisi-kisi dan format penilaian yang telah dibuat.
3. Biasanya sesuai dengan arahan dosen pembimbing saya selama magang. Hal yang harus kita pahami adalah karakter siswa kita selama proses pembelajaran.

Disini kita bisa menilai baik penilaian sikap dan pengetahuan maupun aktivitas siswa. selama proses pembelajaran. Biasanya seorang guru akan melakukan penilaian ini di sela-sela proses pembelajaran. Terakhir, setelah seluruh proses pembelajaran dan ujian semester selesai. Saya akan mengevaluasi nilai siswa berdasarkan nilai harian yang ada dan nilai akhir mereka. Ini akan diperhitungkan nanti sesuai dengan pedoman yang mereka miliki untuk menentukan nilai bagus siswa.

4. Permasalahan yang saya hadapi adalah ketika kita akan membuat soal-soal uraian, kita memang harus memberikan soal-soal yang dapat dijawab dan dijangkau oleh siswa sesuai dengan kemampuannya, karena setiap siswa memiliki kemampuan yang berbeda-beda. Yang akan dikatakan nanti adalah bahwa jika tidak tepat atau kita salah menilai, maka banyak nilai siswa yang tidak mencapai nilai rata-rata yang telah ditentukan (KKM).
5. Saya mengatasi masalah ini dengan kembali membaca buku pedoman penilaian, dan saya akan mengevaluasi kembali nilai siswa untuk mendapatkan nilai yang benar. Kemudian saya akan menanyakan masalah saya kepada guru pembimbing. masih di bawah KKM, saya akan melakukan ujian ulang agar nilai mereka bisa ditingkatkan.

Name : Student-teacher 9

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Penilaian sumatif pertama saya rancang dengan membuat soal-soal yang akan digunakan untuk menguji siswa. Selanjutnya membuat formulir penilaian. Terakhir, setelah siswa melaksanakan ujian, dilakukan penilaian untuk mendapatkan nilai akhir.
2. Dalam membuat dan menerapkan penilaian, saya akan membuat soal dengan mengambil soal-soal pada setiap bab yang telah dipelajari. Selanjutnya membuat formulir penilaian. Setelah itu dilakukan penilaian terhadap jawaban siswa untuk mendapatkan penilaian siswa.
3. Evaluasi yang saya lakukan adalah dengan membandingkan dan menambah jumlah siswa yang menyelesaikan program dengan jumlah siswa yang

menyelesaikan program, baik melalui sikap maupun melalui partisipasi aktif selama proses pembelajaran. Pada bagian ini, saya akan menjelaskan apakah orang tersebut menderita penyakit mental atau tidak, berdasarkan informasi yang saya miliki.

4. Masalah yang kita hadapi adalah ketika kita harus memahami karakter setiap siswa agar kita dapat memberikan penilaian yang tepat. Kemudian, ketika melakukan evaluasi penilaian, kita harus dapat memberikan hasil yang terbaik dan tidak merugikan. semua pihak.
5. Cara saya mengatasi masalah saat penilaian sumatif berlangsung adalah dengan mengingat dan mengevaluasi kembali kemampuan siswa sehari-hari, kemudian melihat hasil latihan siswa selama proses pembelajaran, kemudian saya juga bertanya kepada guru lain tentang kemampuan siswa.

Name : Student-teacher 10

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Ketika saya menjadi mahasiswa magang, desain penilaian sumatif yang saya lakukan pertama adalah membuat format kisi-kisi soal, kemudian merancang format penilaian yang akan digunakan kemudian, dan terakhir, setelah siswa melakukan ujian, mereka melakukan penilaian untuk mendapatkan hasil akhir siswa.
2. Sebelum melakukan penilaian pertama yang harus saya lakukan, biasanya saya harus sudah menyelesaikan RPP yang dibuat dan menyampaikan semua materi sesuai dengan hasil yang saya harapkan. asesmen berdasarkan tujuan pembelajaran, kemudian menyusun panduan asesmen yang digunakan,

memberikan arahan atau petunjuk pelaksanaan asesmen bagi siswa, dan terakhir adalah asesmen terhadap jawaban siswa yang telah diselesaikan.

3. Cara saya mengevaluasi penilaian sumatif adalah dengan memperhatikan karakteristik siswa yang kami amati selama proses pembelajaran. Biasanya kemampuan siswa menurun dan meningkat, terlihat dari hasil tes akhir yang siswa. Jadi semua nilai harian dan nilai akhir akan diakumulasikan menjadi nilai akhir yang akan diperoleh siswa.
4. Selama saya magang, kesulitannya adalah harus bisa memahami karakter siswa, kemudian pada saat membuat soal, kami harus memilih dan menentukan soal yang akan diujikan sesuai dengan kemampuan siswa, sedangkan setiap siswa memiliki kemampuan yang berbeda-beda, maka ketika kita menemukan nilai siswa yang berbeda jauh dengan nilai hariannya, kita harus benar-benar bisa menganalisisnya agar tidak terjadi kesalahan yang fatal nantinya.
5. Cara saya mengatasi kendala dalam pelaksanaan penilaian adalah dengan berkonsultasi dengan guru pembimbing saya. Kemudian saya akan menilai kembali penilaian siswa. Kemudian saya akan bertanya lagi dengan guru pembimbing sambil membawa hasil penilaian kita.

Name : Student-teacher 11

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penialian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Penilaian sumatif biasanya dilakukan setelah semua mata pelajaran diberikan. Kemudian saya akan membuat beberapa format atau desain pembelajaran untuk menentukan nilai yang nantinya akan saya gunakan untuk keputusan akhir kinerja siswa. Hasil penilaian ini akan nanti ditulis di rapor siswa untuk mengetahui prestasi siswa secara keseluruhan.
2. Cara saya membuat penilaian sumatif, pertama saya membuat kisi-kisi soal untuk tes, kemudian saya mengevaluasi kembali kisi-kisi soal tersebut. Kemudian merancang format penilaian yang nantinya akan digunakan saat melakukan penilaian. Kapan tanggal ujian tiba, saya memberikan ujian kepada

siswa dan membagikan soal. Setelah ujian berakhir, saya melakukan penilaian sumatif dengan melihat hasil ujian siswa.

3. Waktu saya magang, cara saya mengevaluasi penilaian sumatif adalah dengan melihat dan membandingkan nilai harian siswa dengan nilai akhir yang mereka dapatkan. Kemudian nilai tersebut akan diakumulasikan menjadi satu nilai. lupa memperhatikan karakter siswa itu sendiri.
4. Kesulitan yang saya alami adalah pemberian poin untuk setiap soal uraian, dimana kita harus memberikan poin berdasarkan tingkat kesulitan soal dan cara kita memberikan poin untuk jawaban siswa yang berbeda-beda.
5. Saya mengidentifikasi kemampuan siswa. Kemudian mereka membuat atau merancang soal berdasarkan KD dan mengidentifikasi kemampuan siswa. Membuat kunci jawaban untuk pegangan pada saat melakukan penilaian, kemudian jawaban siswa dicocokkan dan diberi nilai sesuai dengan jumlah jawaban yang benar. pertanyaan, kemudian saya akan memberikan hasilnya kepada guru pembimbing sambil menanyakan hasil penilaian yang saya lakukan.

Name : Student-teacher 12

Make a story about your experience when compiling a summative assessment during your internship program (*Buatlah cerita mengenai pengalaman anda ketika menyusun penilaian sumatif selama anda melakukan PPL*)

1. How do you plan a summative assessment? (Bagaimana cara anda merencanakan penilaian sumatif?)
2. How do you create and implement a summative assessment? (Bagaimana cara anda membuat dan menerapkan penilaian sumatif?)
3. How do you evaluate a summative assessment? (Bagaimana cara anda mengevaluasi penilaian sumatif?)
4. What are the problems encountered when carrying out a summative assessment? (Apa saja masalah yang dihadapi ketika melakukan penilaian sumatif?)
5. How do you overcome problems that occur during a summative assessment? (Bagaimana cara mengatasi masalah yang terjadi selama anda melakukan penilaian sumatif ?)

Answer

1. Dalam merencanakan penilaian sumatif, saya membuat kisi-kisi soal yang nantinya akan diujikan kepada siswa. Kemudian membuat format penilaian, kemudian melakukan penilaian hasil kinerja siswa untuk mendapatkan hasil akhir, yang nantinya akan menjadi digunakan untuk menentukan prestasi belajar siswa.
2. Cara saya membuat penilaian sumatif, pertama saya membuat soal-soal untuk tes, kemudian saya mengevaluasi kembali soal-soal tersebut, kemudian saya membuat rencana penilaian. Siswa kemudian diberikan tes dan soal-soal dibagikan. tes berakhir, saya melakukan penilaian sumatif dengan melihat hasil tes siswa sesuai dengan format penilaian dan kisi-kisi yang telah dibuat.

3. Penilaian sumatif ini saya evaluasi dengan memperhatikan sikap dan perilaku setiap siswa yang saya ajar. Kemudian membuka kembali rekap nilai siswa yang ada. Kemudian akan dihitung nilai hariannya dengan nilai akhir siswa tersebut. Kita dapat simpulkan bagaimana banyak nilai yang diterima siswa dengan belajar selama satu semester.
4. Saya mengalami kesulitan ketika nilai akhir siswa tidak sesuai dengan nilai hariannya, disini kita harus bisa menarik kesimpulan tentang apa penyebabnya dan harus bisa menganalisisnya dengan baik. mampu memberikan nilai terbaik bagi siswa dan sesuai dengan kemampuannya.
5. Solusi yang saya ambil untuk mengatasi kendala tersebut adalah dengan mengevaluasi kembali hasil nilai siswa sambil mengingat kembali karakter siswa tersebut. Kemudian berkonsultasi dengan guru pembimbing mengenai hasil yang saya peroleh, apakah ada kesalahan atau tidak. membuat pertanyaan, saya akan bertanya lagi kepada guru pembimbing apakah pertanyaan ini layak untuk digunakan atau tidak.

Documentation





BIOGRAPHY



Rita Heryani was born in Curup, Rejang Lebong Regency, Bengkulu in March 3rd . She is the last daughter of Mr. Kohar and Mrs. Jauriah. She has seven siblings. She studied at SDN 09 Curup Kota in 2006-2012. She continued her study at SMPN 02 Curup Kota in 2012-2015. During 2015-2018 she studied at SMAN 02 Rejang Lebong. Then she continued her study at IAIN Curup in English Study Program. In this year, she could finish her study with taking of the tittle thesis “ **The Implementation of Summative Assessment English Learning Teaching In An Internship Program.**”