

ISSUES IN DESIGNING INSTRUMENT FOR AFFECTIVE ASSESSMENT BASED ON SCIENTIFIC APPROACH: ENGLISH TEACHERS' REFLECTION

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Abstract

This research was describing the issues in designing instrument for affective assessment based on scientific approach. It is a reflection of English teachers in assessing the students' affective in English language teaching. In English language teaching, an English teacher is not only forced to assess the students' competence on language, but also their affective. Good affective is believed can support the students' successfulness in learning. That's why, the English teacher must assess the students' affective frequently and continuously as an attempt to gain the progresses and the changes of students' affective during the learning process. But, the English teachers have some problems in designing instrument for affective assessment based on scientific approach. So, it's become the main issue in doing the evaluation for English classroom. For that reason, the researcher used qualitative method by giving depth interview with the English teachers in Junior High School in order to point out the issues. Moreover, it's found that: (1) the instrument used by English teachers in assessing affective was still general, not based on phases in the scientific approach; (2) the indicator for scoring affective could not define the specific description for each type of affective; (3) the English teachers focused on one attitude to be assessed; and (4) the instrument used in assessing affective was a blank paper without any instruction, explanation, or table for noting the students' scores. Finally, it is hoped that the English teachers can develop the instrument based on subject and approach used in English language teaching.

Key words/phrases: Issue, Instrument, Affective Assessment, Scientific Approach, Teachers' Reflection

A. INTRODUCTION

Education is all experienced, either formally, in a school or other structured setting, or informally, within our home (Bignold and Gayton, 2009). In Indonesia, education is purposed to create the students who can develop their potential,

having the spritual power, self-control, good personality and character, high intelligence and skills that is needed by himself, society, nation and country (Law number 20 of 2003). Education is also hoped can give best input in order to form the students' characteristics in the three domains—cognitive, affective, and psychomotor (Anderson and Bourke, 2000). The quality of these domains is depended on the input given by teachers during the teaching and learning process at school. The input itself will be based on the designing of curriculum.

Furthermore, the issues that were historically states and local concerns in education are the changing of curriculum (Badolato, Bucholz, and Drake in Welner and Chi, 2008). The curriculum is defined in its widest sense, and it refers to programs of teaching and learning which take place in formal learning (Scott, 2001). It is self-evident that the curriculum is the vehicle of education (Matheson and Matheson, 2000). In other words, it can be concluded that without a curriculum, the goals of educations simply could not happen.

Moreover, the successful of education is also proved by the best assessment in cognitive, affective, and psychomotor domain. So, it is needed for the teacher, included English teachers, to construct the assessment in these three domains (Marzano, 2006). Its purpose is to measure the input of learning in order to find out the learning outcome.

Assessing the cognitive and psychomotor domains is not as difficult as in assessing affective domain. The students' competence in cognitive and psychomotor can be predicted by English teacher based on the students' ability in answering the test and make some performances (Marzano, 2006). To assess the students' cognitive competence, the English teacher can give some tasks with formative or summative assessment form. In addition, for assessing the students' psychomotor competence, the English teacher can engage some activities, for example, noting the facial epressions that are shown by the students when they are practicing conversation in the classroom.

But, it is different with assessing affective. Fishbean and Ajzen (1975) define affective as someone's feeling based on his/her point of view and evaluation toward an object. The same definition is also given by Anderson and Bourke (2000) in which affective is characterized as ways of feeling and emotions of people. In addition, Bloom (1956) describes that affective is the changing of

attitude and values which are expressed and showed by someone. Then, Zohar and Marshall (2000) believe that the student who has good spiritual value will be a good person in his/her life.

Based on these concepts, it can be seen that the students are not a machine which can be programmed by technology. Sometimes, the students' emotion will be up, another day will be down. It can be caused by the changing of situation in their school environment. This instability of feelings and emotions make it difficult for the teachers to conduct the affective assessment.

In addition, based on the results of monitoring and evaluation related to the implementation of Curriculum 2013 at Junior High School in 2014 that was conducted by the Directorate of Junior High School Development, it indicates that one of the teachers' difficulties in implementing the Curriculum 2013 was in carrying out the assessment (Ministry of Education and Culture, 2015). Besides, it was found that more than 50% of teachers stated that they have not been able to design, implement, and process the assessment results properly. They added that the main difficulties are in formulating the indicators of assessment, compiling instrument items and carrying out an affective assessment with various techniques. So, recently, it becomes the main issue in education field.

Due to the explanation described above, the mainstream of this writing is to discuss the issues that are reflected by English teachers in designing instrument for affective assessment based on scientific approach. It is still become the popular topic and issues to be discussed nowadays. This research was also based on the phenomenon faced by English teachers in designing the affective instrument at Junior High School in Merangin District.

B. RESEARCH METHODS

In accordance with the expectation of reserach, the researcher used descriptive qualitative method. Gay and Airasian (2000) say that descriptive study determines and describes the way things are. They add that the researcher in a qualitative research relies heavily on verbal description, the main instrument of data collection and interpretations. In qualitative research, the researcher is the key instrument. It means that the researcher observes directly by herself/himself and reports in detail what he/she found during the field observation.

Then, this research was done at three Public Junior High Schools in Merangin District of Jambi Province. The reason of choosing these schools was because they had been implementing the curriculum 2013. In this research, the researcher wanted to find out how did the English teachers assess the students' affective during the teaching and learning process. So, the researcher determined six English teachers who were teaching English at Seventh Grade as the informant of the research. The reason of choosing these teachers was based on purposive sampling technique in which they had been teaching English at the classroom by using scientific approach.

In order to gain the data, the researcher used interview to get depth information. Interview is a conversation that has specific purpose (Basrowi and Suwandi, 2009). Interview is used to reconstruct person, events, activities, organizations, feelings, motivations, and wishes. Interview is used to verify and finding information. It means that an interviewer and interviewee make own purposes before making the conversation. So, the researcher was chosen unstructured interview to find out other information. It was useful to use this form, because the questions of interview are related to the English teachers' perception, especially in designing instrument of affective assessment based on scientific approach.

The researcher also did pilot interview. It means the researcher tried out the interview guide, procedures, and planned analysis before the main research begins. The try out was done by using a small group from the same population or a similar population to the one being researched. Then, the feedback from a small pilot research was used to add, remove, or revise interview questions.

In addition, the data were analyzed qualitatively. The researcher had done five steps in analyzing the data such as managing data, reading/memoing, description, classifying, and interpreting. The researcher was also making the report of interview. The researcher made deep description in narration form about the result found during the interview.

C. RESULT AND DISCUSSION

Indonesia has changed the curriculum of education about seven times which is started from the curriculum 1968 until the curriculum 2013. For some years, teachers in Indonesia, included English teachers had been familiar with the

centralization. In this case, the English teachers do not need to formula the affective assessment because there is no forcefulness from the government. The assessment itself is purposed to know the students' achievement in the teaching and learning process. That is why the English teachers need to evaluate them. This evaluation can be given after the teaching and learning process done for some meetings. It depends on the teacher's plan. But, the most important thing is the English teachers need to determine the criteria of the evaluation.

The evaluation itself is done by teachers, educational institution and government. The evaluation which is done by teachers is called internal assessment. Meanwhile, the evaluation which is done by government is called external assessment. In addition, the internal assessment is an evaluation that is planned and done by teacher during the teaching and learning process to improve the quality of students.

Based on curriculum 2013, the English teachers must create the affective assessment in order to assess the affective that is shown by the students during the teaching and learning process. According to the interview with six English teachers at Junior High School, it is known that the assessment for affective domain based on School based-Curriculum is described generally, not detail for each aspect of affective. The assessment of students' affective can be concluded at the end of the semester. On the contrary, in the curriculum 2013, the English teachers is hoped can assess the students' affective during the teaching and learning process in every meeting. This demand makes the English teachers hard to do the affective assessment, because they have to teach also while doing the assessment.

Further, this problem is also caused by there is no instrument for assessing affective whether in form of hard copy or soft copy. The form of hard copy instrument is hoped can be brought by English teachers into the classroom. So, they directly can use it to assess the students' affective during the teaching and learning process. In this case, the government asked the English teachers to design the instrument for affective assessment by their own format related to the subject and approach of learning. The request from government is very hard for the English teachers, considering they have limited time because they have to teach

24 hours a week at school. Besides, some of the English teachers also have lack of skill in operating the computer.

The effect of this fact is the affective assessment was focused on one aspect only. For example, at the first material, the affective assessment is focused on the assessment of students' discipline. Then, at the second material and so on, the English teachers will assess another aspect of affective. It is caused by there is no specific instrument that can be used to assess the students' affective in whole and comprehensive.

In addition, the English teachers wrote the students' affective that have been observed in the classroom on a blank paper. This description will be input into the computer program by asking some help from school operator. It is a difficult job to input the score because there is no specific indicator that can be used as reference or to become the row model in entering the affective data of each student.

Additionally, in assessing affective, the government just gives the general guidance. For example, there are 9 (nine) affective aspects that can be assessed in learning English such as good manners, care to others, honest, discipline, self-confidence, responsible, cooperative, peacefull, and well in communicating. These nine aspects have general indicator such as show the good manners, care to other, honest, discipline, self-confidence, responsible, cooperative, peacefull, and well in communicating. It means the content of these indicators can not show the process of learning, while the process of learning itself can not be separated from the affective assessment.

In other words, the nine indicators should describe the process of learning English at the classroom. For instance, in the indicator of honest that is showing the honesty, it must be *to whom the student is being honest, to what for the students must be honest, and why the student must be honest*. It indicates that the indicator do not consist of specific one. Also, it can be concluded, the nine indicators that are given by the government are not clear yet, because they were not described in detail explanation.

Moreover, the English teachers have difficulties in making connection between approach of learning (scientific approach) and the affective assessment. In the curriculum 2013, the learning process must follow the phases of scientific

approach that are consist of five phases such as observing, asking, experimenting, associating, and communicating. Ideally, the affective assessment must be done in each phase of learning by using scientific approach. That's why, the English teachers only done the affective assessment in general ways.

Hosnan (2014) describes that every phase in scientific approach has its own target of learning. For example, in observation phase, the English learners are hoped being serious and carefull during observing an object of learning such as reading a text, pay attention to the picture, watching video, listening cassettes, and other activities of learning. Next, in the asking phase, the students are challenged to be brave in giving some questions to the teachers and friends related to the learning material. Then, in experimenting phase, the students are hoped being honest related the information and data that have been collected. After that, in associating phase, the students are hoped can work hard in order to connect all of the information of learning. The last, in the communicating phase, the students are hoped can respect to others, whether to the teachers or classmates.

Finally, the English teachers' reflection in designing instrument for affective assessment is issued into the English teachers' difficulties in deciding the level of affective taxonomy that can be assessed in each meeting. As suggested by Krathwohl, Bloom, and Masia (1974), the affective domain is divided into five levels i.e. receiving, responding, valuing, organizing, and characterizing. In receiving level, the students are hoped can pay attention into the phenomenon or stimulus that is given by English teachers. Next, in responding level, the students must be active during the teaching and learning process. Then, in valuing level, the students must be consistent toward the affective that has been chosen by them. After that, in organizing level, the students are able to make connection between values. The last, in characterizing level, the students have judged the certains affective to become the philosophy of their life. The characterization is the highest level in affective taxonomy. But, in connection with these levels, the English teachers can not decide the level of their students' affective, because there is no detail instrument.

Whereas, Koblowska (2012) argues that affective has the important role in learning a foreign language. Especially in English, there are four skills that must be mastered by students such as listening, speaking, reading, and writing. By

mastering English orally or written, it is hoped that the students can communicate well with foreigners and get much informations. Automatically, it will improve their knowledge. In other words, it can be said that affective helps the students to improve their cognitive competence.

For example, there are some students feel shy to speak during the learning English at the classroom, because they are scare to make some mistakes in spelling or in pronouncing the words and sentences. They thought that the classmates will laugh at them when there is a mistake made by another classmate. Other case is there are some students who feel that English is 'difficult'. When the teachers asked them to read the text, the students thought that the text is difficult to understand. So, this paradigm will affect the students' competence in mastering reading skill. Therefore, the negative paradigms will decrease the development of students' cognitive. That is why the students must force themselves to be brave in practicing English during the learning process. In other words, if the students are able to develop the positive thinking toward they have learned, their English competence will be improved too. Then, related to this phenomenon, the students who have no a good affective, will become an arrogant students in the classroom. This bad affective will make them left behind by other classmates.

Due to the purpose of the research that is finding the issues in designing instrument for affective assessment, it can be concluded that: (1) the instrument used by English teachers in assessing affective was still general, not based on phases in the scientific approach; (2) the indicator for scoring affective could not define the specific description for each type of affective; (3) the English teachers focused on one attitude to be assessed; and (4) the instrument used in assessing affective was a blank paper without any instruction, explanation, or table for noting the students' scores.

D. CONCLUSION

The development of Curriculum 2013 is intended to improve the students' learning out come. So, there are three purposes of learning English at Junior High School. First, the students are expected to have the basic competencies both oral and written forms in order to communicate effectively with others. Second, the students are conceiving how important English in improving the quality of

Indonesian Human Source. Third, students are expected to understand the relationship between the language and culture. In accordance with these purposes, all of students must be able to have these competences. But, the formulation of new curriculum creates some problems. It can be seen from the issues which are reflected by English teachers in designing instrument for assessing students' affective. That is why the suitable and appropriate instrument for assessing affective domain is much needed to design.

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