

THEORITICAL REVIEWS ON AFFECTIVE ASSESSMENT TOWARD THE UNDERSTANDING OF SENIOR HIGH SCHOOL ENGLISH TEACHERS IN PADANG OF WEST SUMATERA

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Abstract

Based on curriculum 2013 demand, assessment in teaching and learning process emphasizes cognitive, affective and psychomotor domain. Cognitive domain is focus on assessing student knowledge. While affective assessment relates to information about students' behaviour toward the lesson. Then, in psychomotor domain, teacher concerns to assess students' skill. In other words, smart, good attitude and good skill are important to be acquired by the students. Unfortunately, most of Senior High School teachers in Padang are still confused to implement affective assessment. In fact, assessing affective domain is essential in order to build students' soft skills. While soft skill will determine students' success in their future life whether in their job or in their society. However, some schools in the Indonesia, especially in Padang, are not ready to implement curriculum 2013 and they decide to implement curriculum 2006. Thus, this paper explains theoretically about the concept of affective assessment in teaching learning process. It involves the concept of the level of affective domain, techniques and instruments that can be used on affective assessment. It is hoped that this paper will be considered by English teachers in Indonesia to implement affective assessment because this assessment is ideal in order to know students' attitudes through the English as Foreign Language.

Keywords: *Theoretical Reviews, Affective Assesement*

1. INTRODUCTION

English teaching influences the students to master English. Through good English teaching, the students will be easier to comprehend the lesson and also easier to apply it. Thus, the government takes a part to enhance English teaching quality. Thereby, English teaching is expected to be better and can help the students in mastering English.

English teaching in Indonesia is based on curriculum that is set by ministry of education. The Ministry of education always tries to make education better in all subjects included English. In addition based on Indonesian constitution on education No 20 in year 2003:

“pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”. (Kunandar 34)

Based on constitution above, the ministry of education plans to make the students be smart, have good attitude and have good skill. This system should be implemented in Indonesian schools whether in Elementary School, Junior High Schools, Senior High School or University. To achieve the constitution requirement, curriculum change is possible in education. It should be evaluated time to time to make our education better. In previous curriculum, assessment in teaching tends to see

cognitive achievement. New curriculum that has to be applied in Indonesia is called curriculum 2013. Based on curriculum demand, assessment in teaching and learning process emphasizes cognitive, affective and psychomotor.

Refers to Bloom's theory, the teacher has to assess cognitive, affective, and psychomotor of the students proportionately. Our education considers this theory by conducting PERMENDIKBUD No 66 in year 2013: "*Penilaian hasil belajar peserta didik mencakup kompetensi sikap, pengetahuan, dan keterampilan yang dilakukan secara berimbang sehingga dapat digunakan untuk menentukan posisi relatif setiap peserta didik terhadap standar yang telah ditetapkan.*" Based on the statement, these three domains (affective, cognitive, and psychomotor) is the standard of educational assessment in Indonesia (*Panduan Penilaian untuk Sekolah Menengah Atas 4*).

First is affective. Affective is related to students' behavior. Learning intents in the affective domain that is organized according to the degree to which an attitude, feeling, value, or emotion has become part of the individual (Kunandar 100). In this case, the teacher can assess students' affective from their behavior, their interest on studying, their appreciation to the teacher, and their relation to their friends. Through assessing all aspects in affective, the students are expected to have good behavior. Teachers can assess students' affective in discussion. During the discussion, the teacher observes students behavior such as responsibility, receiving, responding or giving opinion. Besides, the teacher can assess students' affective when the students do group work or individual activity.

Second is cognitive. Cognitive is related to students' knowledge. Kunandar has discussed (159) that objective in the cognitive domain are concerned with imparting knowledge and thinking skill. The teacher has to assess the students' cognitive to find out the students' progress. It has to be done in order to know how far the students understand about knowledge related to the material that has given by the teacher. The teacher assesses students' cognitive with some ways. In the field, the researcher find that the teacher assess students' cognitive through giving test. For instance, the teacher instructs students to answer some questions by using instrument fill in the blank. Beside, the teacher also gives task or homework to the students after teaching and learning process.

Third is psychomotor. Psychomotor is a domain that ranges from acquiring the basic rudiments of a motor skill to the perfection of a complex skill. It means that psychomotor domain is a domain related to physical skills from basic of motor skill till complex skill that acquired after teaching and learning process (Kunandar 249). It can be said that psychomotor domain is related to the students' actions and the students' skill. In the field, the researcher finds that the teacher often assesses students' psychomotor in practicing the material in front of the class. For instance, the teacher assesses the students in delivering their discussion. The teacher also assesses students psychomotor to do short conversation in group.

However, orientation or socialization about assessment in curriculum 2013 is still not optimal yet. Only some teachers get orientation or socialization about the assessment in curriculum 2013. So, other teachers have to learn about how to assess the students with the teachers who get the orientation of curriculum 2013. But, the teachers are still difficult to balance assessment in cognitive, affective and psychomotor of the students.

However, teachers' understanding about affective assessment in English teaching learning process is still in question. So, it becomes become phenomenoun in education because affective aspect is not applied as assessment in previous curriculum. In other word, it can become barrier in reaching the curriculum demand because there is no reference from the previous curriculum yet. Thus, it will be very interesting to be discussed by hoping to give a good effect toward our scools today.

2. DISCUSSION

Assessment is essential in teaching and learning process. It can give contribution to the teachers and the students. For the teacher, assessment can be a reference to next material. For instance, if many students do not understand about a material, the teachers should change their way in teaching and reexplain the material. For the students, the result of it can make the students realize about their competences and weaknesses.

Assessment is a process of gathering information to make decision about the students' progress in teaching and learning process related to the material given. Through assessment, the teacher can find out what the students know and what the students can do after learning. Moreover, assessment is as the process of finding out who the students are, what their abilities are, what they need to know, and how they perceive the learning will affect them (Sommer in Richards and Renandya 346). It points that assessment is an aspect that need to be done by the teachers. Sommer emphasizes many aspects that should be considered in assessment. It is not only about what the students' know, but also to find who the students are and what the students can do. It shows that the teacher should consider about students's attitude, knowledge and skill. In order to see student's attitude, the teacher can assess students' affective domain.

Affective is a domain related to students' behavior. Students' behavior can be seen from students' attention in learning, discipline, motivation in learning, respect to the teacher and their friend, students' habit, and students' social relation with others. The affective domain is organized according to the degree to which an attitude, feeling, value, or emotion has become part of the individual (Moor 54). In this case, teacher will know about these information from student's attention to the lesson. The students' concerns to the topic of the lesson that can be seen from her/his spirit in following learning activities. Their discipline to the lesson also becomes the standard in assessing affective domain. It can be seen from students' effort in attending classroom and submit the project in the appropriate time. Students' motivation to the lesson, their appreciation to the teacher, and their adaptation with social environment show students' affective domain. If the teacher does not assess the students' affective, the students will do not care about their behavior and they will do not know how is the teachers' assessment toward their attitude.

In addition, Popham has stated (233) that affective variables such as students' attitudes, interest and values are important because they typically influence to students' future behavior. So, it is necessary to promote positive attitudes towards learning because students who have positive attitudes towards learning today will be influenced to their success in the future. Positive attitude will be characterized in their life. They will be accepted by their environment, whether in work or in social life.

Meanwhile, in Indonesia context, character education becomes the hottest issues in the current curriculum. The learners should be aware of the good values, such as responsibility, honesty, discipline, caring of others, polite, etc. Although these attitudes are not taught directly, but they must be implemented in students' real life. The teacher have to know in what level of students attitude are. It is hoped that the students have characterization of good attitudes. Because it shows the consistence as their lifestyle.

Furthermore, behaviorism becomes Minangkabau culture. In Minang culture long ago, all the things have manner and rules in order to show a good behavior and politeness. There are three cultural posts to guide the youth in Minang. They are home, mosque, and school. These posts have important role in conducting good generation (Naim 16). The role of school emphasizes that teachers should be concerned to students behaviour. The teachers are not only teach their students but also educate them about good values. Related to the role of school to build good character, education put affective domain in curriculum 2013.

In curriculum 2013, affective domain should be assessed by the teacher. By this assessment, the teacher knows about students' attitudes in learning process. The teacher can detect the bad and good students, besides knowing of students' feeling toward the lesson. Affective domain is mentioned in core competence number 1 and 2. Core competence number 1 consists of spiritual competence. It is related to students relationship with their God. Students have to accept and implement their religion doctrine. While core competence number 2 is about social competence, relationship among human. In social competence, students have to be honest, discipline, responsible, care, polite, curious, confident, tolerant, having intrinsic motivation, and concern with the environment. Through assessing all aspects in affective, the students are expected to have good behavior (Kunandar 102).

The core competence above should be assessed by teachers by using some techniques such as observation, journal, self assessment, peer assessment, and interview.

1. Observation

Observation is a technique that is used by the teacher to know about the students' behavior. Observation is an activity to get students' information related to their attitude that is done by the teacher. It is done by the teacher to get information about the students' behavior and the students' competence (Kunandar 117). Observation can be done to assess students' behavior in teaching and learning process. In this case, the teacher observes about the students' attention and their interaction during class running, their responds to teaching material, and their work with other students. It is done to make the teacher know about the students' behavior.

Teachers can use observation sheet as the instrument in observing students' behavior.

Tabel 1: Observation Sheet

Activity : Discussion

Grade : VII

No	Name	Behavior (Score 1 – 5)				Total	Score
		Team work	Participation	Attention	Communication		
1	Adi	4	5	4	4	17	85
2	Tono	4	4	3	3	14	70
3	Budi	3	5	4	4	16	80
4	Iwan	5	4	3	5	17	85
5	Etc						

(Adapted from Kunandar 129)

2. Self Assessment

Self assessment is an assessment technique where the teacher instructs the students to express their excess and their weakness about their behavior. Self-assessment promotes direct involvement in learning and the integration of cognitive ability with motivation and attitude toward learning (O'Malley and Pierce 5). It means that, beside of self assessment can be used by the teachers to know about students' behavior, the teacher also can know about students' knowledge. Through self assessment, the students can realize their competence and their weakness. So, they will be confidence and try to make their competence better.

Tabel 2: Self Assessment Instrument

SELF ASSESSMENT OF READING NARRATIVE TEXT

NAME : _____ DATE : _____

Read each statement! Put a check (√) in the box that is most true for you!

No	Statement	Most of the Time (3)	Sometimes (2)	Not Very Often (1)
1	I like reading narrative text			
2	I pay attention when the teacher reads a narrative text			
3	I read narrative text during free time			
4	I discuss with my friends about story in narrative text that I have read			
5	I write something dealing with narrative text that I have ever read			

(Adapted from O'Malley and Pierce 104)

3. Peer Assessment

Peer assessment is a technique to know the students competence by asking the other student. Peer assessment is used for pair or team activities, Students can be asked to rate each other as well as their functioning as a group (O'Malley and Pierce, 69). In this case, the teacher instructs the students to assess their friend.

Tabel 3: Peer Assessment Instrument

Topik/Subtopik :

Tanggal Penilaian :

Nama teman yang dinilai :

Nama Penilai :

No	Perilaku	Dilakukan	
		Ya	Tidak
1	Mau menerima pendapat teman		
2	Memaksa teman untuk menerima pendapat		
3	Memberi solusi terhadap pendapat yang bertentangan		
4	Menggunakan kata-kata yang baik ketika meminta pendapat		

(Adapted from Kunandar 146)

4. Journal

Journal is teacher's record about students' behavior. It involves the information acquired during observation that consists of positive and negative values of the students (Kunandar 147). In this case, the teacher should have particular notes about students outside and inside class related to students' behavior.

In addition, Richards and Renandya have discussed (349) that journal entries may be used as an informal means of assessment by the teacher because they are personal and intimate. In this case, the teacher records the students' attitudes in responding teaching material.

Tabel 4: Journal

No	Day/Date	Name	Value (+/-)	Follow Up
1	Thursday / 19-08-2013	Ani Purwati	Submit homework ontime	Appraised
2	Wednesday /28-08-2013	Indah Irma	Doing homework at classroom	Guided
3	Etc			

(Adapted from Kunandar 153)

5. Interview

Interview for students is done in order to ask directly about students behavior through the instruction. Johnson and Johnson (2002:192) state that interview is a personal interaction between teacher and one or more students in which verbal questions are asked by teacher and verbal or linguistic responses are given by students. Teacher can use interview guide in interviewing student.

Table 5: Interview

Name of Student :

Date :

No	Question	Response
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1	How long did you need time to do this reading homework?	
2	Any body help you in doing this homework? Who?	
3	Etc	

(Adapted from Kunandar 157)

The instruments above can be used by the teachers in assessing affective domain of their students. Some of them can be done informally while students do their task in classroom activities. By doing these techniques, the students will keep behave in their daily activities, because they know that the teacher cares of their attitudes. Soon or later, good values will be implemented and characterized in their real life.

Unfortunately, based on writers' interview in natural setting with some teachers in Padang, they are still confuse to develop and use the instruments of these techniques. By worrying of limited time in teacing, how can they fill some instruments in assessing affective? Many things should be concerned to see students' attitude. Many file should be documented, so it makes the teacher busy in assessing affective domain. The teacers sometimes feel burdened by the instruments that should be filled. Consequently the teachers ignore to assess students affective and concern to assess cognitive domain. Some schools in Padang are not ready to implement curriculum 2013 and they decide to implement curriculum 2006 again, besides our government limits the implementation of curriculum 20013 for certain schools. Consequently, teachers only focus on cognitive domain. Whereas affective domain is more important than cognitive, because it can help teacher intervene with students who tend to "give up on themselves" in the classroom (See Rimland's reserach). This condition will influences to students cognitive domain.

Furthermore, Krathwohl in Olatunji has proposed five levels of taxonomy in the affective domain that arranged in a hierarchy according to complexity.

a. Receiving

It refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, etc.). Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain. At this level, the learner is aware of the topic, stimuli, event or issue and is willing and ready to learn about it or respond to it. For example listening to discussions of controversial issues with an open mind and respecting the rights of others.

b. Responding

It refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). This level ranges from compliance by voluntary response to having a sense of satisfaction in doing what is required.

c. Valuing

It is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. As the examples, demonstrating belief in the democratic process and showing the ability to solve problems. At this level the learner voluntarily manifests behaviors that are consistent with certain beliefs.

d. Organization

It is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on

comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category. For example; Recognizing own abilities, limitations, and values and developing realistic aspirations and accepting responsibility for one's behavior. At this level, the learner organizes a set of values into a value system that are used to respond to diverse situations.

e. Characterization

The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic "life-style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here. For examples; showing self-reliance when working independently, using an objective approach in problem solving, and displaying a professional commitment to ethical practice on a daily basis.

In assessing students attitudes in reading, the students can assess their selves by using the instrument of self assessment as seen in table 2 above as the example. This instrument is developed by considering level of affective. Point 1 relates to level "receiving". It shows the learner is aware of the topic and ready to learn. Students have a good feeling to read the topic. Point number 2 shows level "responding". In order to know a sense of satisfaction in doing what is required, it can be seen whether students pay attention or not. At point 3, level of "Valuing" can be seen that students are consistent with certain beliefs. Students do not only read about the lesson during class time but also during free time. Point number 4, the students try to responds diverse situation by organizing set of values. This behavior involves in "Organization" level. In this situation the student can tell to friends about what he/she read. This value shows student's high motivation about the topic in reading. The highest level can be seen in point number 5. Reading narrative text has been characterized in students' life style. It can be seen from students habit in writing it without teacher's command.

Self assessment above is not only show feeling, but also shows the action. The affective side of learning is key importance in the interplay of our feelings, actions, and thoughts (Gazibara 76). It means that it is a learning related to feeling, behavior and thinking. It is concerned soft skill of the students. Soft skill is needed to be assessed because it can give influences to students' learning.

It was proved by several researchs, one of them is the research that has been conducted by Givens. She found that students' affective characteristics leads to more targeted instruction and successful learning experiences for students. Because students are able to focus on affective development in concert with cognitive development, they are more likely to be successful. This research shows that affective domain help students to be success in cognitive achievement. Hence, she suggests to assess the affective domain periodically during instruction in order to monitor changes in the students and retool the lesson plan.

3. CONCLUSION

Students behavior is responsibility of all educators. This is not only for religion and civics teachers, but for all teachers. Undoubtedly, affective domain influences to students' achievement. Beside that, affective assessment is used to teaching learning needs for improving the effectiveness of college and students' success. There is no reason for teachers anymore to delay the implementation of curriculum 2013 that involves the authentic assessment that consists of assessing affective, cognitive, and psychomotor equally. If the teachers have difficulties in assessing affective, it will be better to do it by trial and error rather than to ignore it.

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