

ABSTRACT

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Advisors: Dra. Sri Widayati, M.Ed.

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Assessment is one of the important parts in teaching and learning activities. It is usually used to monitor students' progress in learning. Assessment in the education process is not only restricted to testing the students' abilities, but also covers the process of assessing different components in the curriculum to facilitate the curriculum and teacher development.

This is a descriptive study which aims at describing the implementation of alternative assessment at Bilingual Natural School of *Surya Buana* Islamic Junior High School Malang. It focuses on: (1) the format of alternative assessment used by the teacher, (2) the teacher's considerations of choosing certain alternative assessments, (3) the setting up of the criteria/rubric of each of the four language skills for assessing the students' performance, (4) the implementation of the chosen alternative assessments in the classroom, and (5) the way of transforming the scores that the teacher got from the students' daily performance into the students' final scores.

The subjects of this research are one of the English teachers and three students of Bilingual Natural School of *Surya Buana* Islamic Junior High School Malang. The instruments to collect the data are interview guides for the English teacher and the students; observation sheet to record the data from the class activities and documentations. The data obtained from interview guide, observation sheets, and documentation were classified then tallied. All the data were descriptively analyzed.

This study reveals the following findings: (1) the English teacher applied four alternative assessments, namely story or text retelling, writing samples, English teacher observation, and role play, (2) some of them were still implemented in the classroom and some were not because of a couple of considerations, there is: the language skills that were going to be assessed and the applicability of an alternative assessment, (3) generally, the chosen alternative assessments were implemented fairly well by the teacher, (4) the teacher had made the criteria before giving an assessment; eventhough, she did not write or make it explicitly, she was sure that she had the same criteria, (5) to obtain he students' final score, she summed up all the scores she had and took the average score.

It is suggested that teacher define the assessment criteria explicitly so that it will help her define excellence and plan how to help students achieve it, communicate goals and results to parents, and also help the teacher and other raters to be accurate, unbiased, and consistent in scoring.

To increase the quality of English teachers, schools should give more seminars and trainings on alternative assessments to make their knowledge and teaching practice better. Finally, any further research is suggested to know the implementation of alternative assessment in different schools, teachers, and even cities.

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