ALTERNATIVE ASSESMENT IN ENGLISH LANGUANGE TEACHING

Anugrah Putri
Universitas Islam Negeri Alauddin Makassar
Email: putrianugrah937@gmail.com

ABSTRACT

Assessment is an important process in measuring and evaluating an individual's knowledge, skills, and competencies. This abstract discusses assessment alternatives in assessment, focusing on approaches that are innovative and different from traditional methods. We highlight the importance of considering assessment variations to achieve a comprehensive and valid evaluation. We identify several assessment alternatives that have emerged in the practice of skills assessment. One of the main alternatives is project-based assessment, where participants are tested through real tasks that reflect real-world situations. This approach allows participants to apply knowledge and skills in a practical context, which can provide a more holistic picture of their abilities. This abstract discusses the use of technology as an interesting assessment alternative. Technologies such as simulations, serious games or online platforms can provide interactive and immersive learning experiences, as well as provide objective and real-time assessment data. We also underline the importance of considering cultural, social and linguistic contexts in assessment alternatives. Assessments that are inclusive and sensitive to cultural and linguistic variations can provide a more accurate picture of the abilities of individuals from different backgrounds. In order to improve the effectiveness and fairness of assessments, this abstract advocates the integration and incorporation of multiple assessment alternatives. Combining traditional approaches with alternatives that are innovative and relevant to the testing context can provide a more complete and comprehensive understanding of an individual's abilities. In conclusion, assessment alternatives in ability assessment play an important role in providing a more comprehensive, valid and meaningful evaluation. By considering a variety of assessment approaches, cultural contexts, and technological advances, we can improve the assessment process and support learning.

Keywords: Assessment, alternative, ELT

1. INTRODUCTION

Alternative assessment is an umbrella term often used to describe alternatives to what is popularly considered a more "standard" form of testing. Alternative assessments have largely emerged as a response to the perceived inadequacies of more traditional or conventional forms of assessment, and especially their shortcomings when applied to

learners with special needs. Although much of the impetus for early developments in this area can be traced to the United States Individuals with Disabilities Education Act that was enacted in 1990 and passed several times over the next several years, which stipulated that alternative forms of assessment appropriate for learners with disabilities be included in state assessments (Reardon, 2017), the potential use of these developments in incorporating multiple intelligences and preferred learning styles for all learners was quickly recognized. Their usefulness is related to the fact that alternative assessment includes forms of assessment involving various tasks, all of which require students to use higher order thinking skills in real life or authentic situations (Al Ruqeishi, 2015). In this way, alternative assessment places assessment at the heart of teaching. Brown and Hudson (1998) suggest that alternative assessment has gained a degree of acceptance in the field of TESOL due to the fact that the practice of language testing associated with language learning is certainly different from the dominant testing practice in other fields. This situation arises from the fact that both the process of learning English and the assessment of that learning are inherently complex, and English teachers and administrators have traditionally used a greater variety of assessments to address this complexity. However, Brown and Hudson (1998) caution that the term alternative assessment itself can carry some negative connotations, which impact on the acceptance and subsequent implementation of EFL instruction. These connotations include suggestions that such forms of assessment involve entirely new procedures, which are untried and unsupported by research, and that they do not.

Based on the explanation above, the formulation of the problem of this research is:

1. what is the role of alternative assessment in learning?
2. what are the pegadogical implications of alternative assessment?

2. METHODS

This study aims to investigate the impact of alternative assessment strategies for assessing growth in students' learning motivation. Another hypothesis that I propose for

this study is that in secondary education most traditional or classical assessment strategies are used as opposed to the use of alternative assessment strategies. Also I suspect that the teachers from the school simply stated that they used more alternative assessment strategies in their student academic evaluations than they actually did.

In this study there were included 30 subjects, students from MTs Negeri Gowa. The instrument used was a questionnaire questionnaire which was made for students to identify assessment strategies used mainly in university education. The questionnaire to identify the assessment strategies used and was developed to identify, from the student's point of view, the evaluation strategies used mainly in university education. The questionnaire included 28 closed items, measured using a five-step Likert scale: 1- never, 2- very rarely, 3- sometimes, 4- often, 5- always. Through this questionnaire I would like to identify assessment strategies used mainly in higher education through three scales: traditional methods, alternative methods and feedback. In this article I will present the results obtained using both the traditional methods scale and the alternative methods scale, aiming to identify:

1. student preferences for the two types of methods, comparative

2. opportunities to use both types of strategies and methods (used in real practice)

3. RESULTS AND DISCUSSION

The analysis of the data collected after the application of the questionnaire led in the following directions: - on the analysis of students' preferences for traditional assessment strategies, the traditional assessment methods, alternative assessment strategies, alternative assessment methods; - on the analysis of opportunities (real opportunities used in real practice) for use and application in practice of skills developed and knowledge acquired through assessment through traditional strategies and alternative strategies. 3.1. Analysis of students' preference for traditional assessment strategies, namely traditional assessment methods, alternative assessment strategies, alternative assessment methods Traditional assessment methods that have achieved the highest scores at various stages of student preference are: written works - "sometimes"

- 42.6%; quizzes - "often" - 40.1%; oral evaluation - "very rare" - 38.9%. So it can be said that students are rarely evaluated through oral assessments, sometimes evaluated through written works and often evaluated through quizzes. This data can be interpreted as follows: oral assessment is not liked by shy students; written works are preferred only sometimes because they "eat up" a lot of thoughts and the student must be able to remember certain information, to systematize information, to transfer information; quizzes are often preferred as a traditional assessment method because it is easy for them to make item choices in these tests even when they do not know the subject matter being evaluated. The alternative assessment methods that obtained the highest scores on various stages of student preferences were: portfolio - "often" - 28.4% and "sometimes" - 29%; investigation - very rarely - 26.5%; projects - "sometimes" - 33.3% and "often" - 34.6%; reflexive diary - "very rarely" - 26.5%; self-evaluation - "sometimes" 34% and "often" - 29.6%. Investigations and reflexive diaries are seldom chosen as alternative assessment methods because they are used so little by teachers and so little known by students. Portfolios, projects, and self-evaluations are often liked by students, but are also often highly scored because they bring about a change in how we assess students through new assignments. These new assignments are creative, innovative because they have a motivating role, because they should be used as a different and unusual teaching resource, because there are different forms of organization that are used during evaluation, thanks to the feedback received from professors - constantly, continuously and qualitatively. Students need authentic, dynamic, innovative, creative assignments, task transfers that open multiple perspectives on education and lead to increased learning motivation. Quizzes, projects and portfolios are the preferred traditional and alternative methods of assessment as they offer two different types of results: quantitative, with notes and qualitative, through appreciation and constant feedback. They are also preferred because each student has his or her personal preferences and they can identify with one of the assessment methods.

In response to these concerns, Quenemoen (2008) highlights the importance of ensuring the transparency, integrity, validity, and planned improvement of alternative

assessments. Transparency is related to the need to understand how various teaching practices are linked to the achievement of learning outcomes implementation, and results are fully open to scrutiny. Closely linked to this point is the integrity of alternative assessments. It is incumbent upon the instructor to achieve a balance between providing learners with an opportunity to demonstrate their skills and knowledge and maintaining sufficient control and structure to ensure the quality of teaching. Without successfully striking this balance, alternative assessments run the risk of being either too constrictive (and therefore incapable of offering learners and teachers the advantages highlighted above) or so lax in design and implementation that assessment results are more or less meaningless. Quenemoen (2008) points out that validity is associated with the need to carefully examine the effects of alternative assessment over a period of time, so as to ensure that the claims teachers and administrators make on the basis of these assessments are defensible. Here Brown and Hudson (1998) maintain that alternative assessment has an obligation to ensure validity that is no less than conventional assessment. Validity can be achieved by making efforts to design, pilot, analyze, and revise assessment procedures so that they can be studied, demonstrated, and improved. Quenemoen adds that, in order to increase the validity of alternative assessments, it is important to study whether their uses are defensible and their desired outcomes are routinely achieved. This requires not only constant oversight of the development, implementation, and uses of alternative assessments (as stated above), but also collection of high-quality, reliable data and a continuous process of improvement and review based on them.

Instructors wishing to employ alternative assessments in the EFL classroom have a responsibility to learners and to the institution in which they are employed to ensure the validity and reliability of their assessments. One way for them to do their part is to be mindful of the concerns highlighted above and of the potential benefits and drawbacks of any forms of alternative assessment they use. Commonly employed alternative assessments in EFL classrooms are portfolios, journals and diaries, writing folders, teacher observations, peer and teacher–student conferences, audiovisual recordings, checklists, and self-assessments. However, this list is far from exhaustive and

many other forms exist. Worley (2001) offers an overview of some of these alternative assessments that can help inform teaching practice. Several forms are discussed below within EFL contexts. Within an EFL context, portfolios often contain samples of student work that are used as evidence of learning and language development. Worley (2001) states that the main benefit of portfolios is to allow students to make decisions about what information to include as a demonstration of their improvement in English; thus students construct their own knowledge rather than merely acting as passive recipients of knowledge. In order to achieve this goal, portfolios should meet a set of conditions, such as permitting individual students to make meaning, encouraging interaction between learners and their instructors, offering Alternative Assessment amounts of time for language development to occur, and taking place in contexts that support reflective thinking. When implementing portfolios as an alternative form of assessment in the language classroom, it is important that students are given enough freedom to engage in higher-level thinking and problem-solving skills and that the conditions imposed upon them in terms of prescribed content, presentation style, and so on are not overly restrictive. Moreover, portfolios should not be viewed by teachers, students, administrators, and parents as an easy alternative to more conventional forms of assessment. It is necessary to highlight their importance and value in terms of improving English language abilities and of meeting learning outcomes (these have been already announced to all those concerned).

4. CONCLUSION

This is only a small part of the larger research on alternative assessments to motivate student learning. Through this part of the research we hope to open teachers' eyes about the need to use many different strategies and methods for teaching and assessing students, alternative strategies for better results. Where alternative assessments are carried out so that students and teachers get results from learning outcomes that match what they want.

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