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Abstract

In language acquisition, instruction and evaluation are two significant components within the educational domain. Numerous educators have conducted assessments of English in classroom instruction. Various forms of assessment exist in the teaching and learning process of English. Employing observation-project presentation evaluation proves to be highly beneficial for both educators and learners within the framework of English instruction. By undertaking their own project tasks, students can articulate and elucidate their work proficiently, as they are afforded time to prepare their presentations. Composing their thoughts before to the presentation is the most effective method for students to enhance their English proficiency.

**Alternative Assessment: Assessing Students by Using Observation-Project
Presentation**

In language acquisition, instruction and evaluation are two significant components within the educational domain. Numerous educators have conducted assessments of English in classroom instruction. Various forms of assessment exist in the teaching and learning process of English. By evaluating the students' engagement in the classroom, the instructor can gauge their proficiency in learning English. Instructing English without evaluating students' work is futile for their advancement in learning the language, as they will remain unaware of their errors and thus unable to enhance their proficiency in English. The functions of teaching and assessment are interconnected, facilitating the process of instructional activities for students' engagement while evaluating their outcomes. The students' understanding is fundamentally derived from the manner in which professors evaluate them. Teachers, as leaders and guides in classroom procedures, necessitate a specific action known as assessment. The enhancement of students' abilities is a continuous process (Brown, 2004). The evaluation process can be evaluated based on students' demonstration of their abilities through daily classroom activities, including presentations, expressing opinions, and engaging in question-and-answer sessions. Assessment encompasses

more than just testing; it has a broad scope within the teaching and learning process. All tests constitute assessments; nevertheless, not all assessments qualify as tests (Brown, 2004).

Since the 1990s, 'alternative assessment' has been recognized as an enhancement to 'conventional assessment' (Herman, Aschbacher, and Winters, 1992). Their function is to evaluate students' engagement in the classroom through various assessment methods. Alternative assessment is an evolution of standard evaluation that necessitates learners to concentrate on higher-order thinking abilities and processes rather than solely on the final product. Currently, alternative assessment is employed by English teachers in the classroom to evaluate their students. This essay will focus on the alternative evaluation employed by the English teacher at the school, rather than on other educators who utilized similar methods. How teachers employed alternative assessment methods to evaluate their pupils in the classroom and the specific types of alternative assessments utilized to ascertain students' abilities. This essay will address. As previously said, discussing assessment in the learning process encompasses more than just testing; alternative assessment provides distinct methods for evaluating students in the classroom.

Brown (2004) and Douglas (2014) identify two types of assessment: formative and summative. Formative assessment evaluates students' development to enhance their abilities, whereas summative assessment measures students' performance at the conclusion of the course. Their function is to assist the teacher in evaluating the students' comprehension following instruction. Alternative assessment encompasses several methods for evaluating students' abilities, including conferences, portfolios, peer and self-evaluation, task-based assessment, and performance assessment (Brown, 2004; Douglas, 2014). The educator may employ certain alternative assessments already delineated. Alternative evaluation provides a more accessible method for educators to enhance their students' cognitive abilities.

One alternative assessment to be elucidated here is performance-based assessment. It denotes effective, demonstrable abilities such as verbal and written communication (Brown, 2004). The purpose of performance-based assessment is to enhance students' proficiency in spoken English by requiring them to deliver presentations in front of the class. O'Malley and Valdez Pierce (1996) asserted that performance-based assessment constitutes a component of authentic assessment. In

essence, authentic assessment evaluates the four English skills, including speaking, as performance-based assessment concentrates on measuring students' performance. O'Malley and Valdez Pierce (1996) assert that a feature of performance-based evaluation is the engagement of higher-order thinking. The evaluation of the students' project and presentation indicates that both the product and the process must be assessed in measuring their performance. It fosters a profound comprehension of the material among the students.

In the realm of English language acquisition, assessment is utilized to evaluate students' proficiency in four distinct skills: speaking, writing, listening, and reading. Regarding this topic, the teacher we met is solely focused on the kids' speaking skills. The instructor evaluates the pupils' capabilities through class presentations. This essay aims to examine the observation-project presentation as an alternative assessment employed by the teacher. The observation-project presentation assessment exemplifies task-based performance as an alternate evaluation method utilized in the English learning process.

In an interview with a teacher from a state senior high school regarding alternative assessment, she stated that she employed observation-project presentation assessments to enhance students' writing and speaking skills in English narrative texts. The teacher employed this evaluation to evaluate the pupils' proficiency in narrative writing. The students employed observational techniques to gather data for the project presentation. Furthermore, she opted to form a group to complete this evaluation, as she believed that, in addition to the constrained time for teaching English, the process of learning English writing may be facilitated through collaborative discussions. The assessment procedure is executed in multiple stages. The instructor requested that the students select a topic for discussion. According to the syllabus, the instructor selected the social issue as the discussion topic for the observation-project presentation. The kids were requested to identify the types of societal problems in their vicinity. The teacher recorded the pupils' response on the whiteboard. The students subsequently identified other topics for debate. The teacher selected some issues from those offered during the discussion session. The teacher conducted a lottery to group the kids for collaboration and to bridge the gap among them. The teacher administered the evaluation in a group setting due to the difficulty of writing for the students. Subsequently, the instructor elucidated the technique for completing the examination. The students must identify

informants pertinent to their assigned topic. The students subsequently recorded the data and conveyed the information in a narrative fashion. The narrative's objective is to entertain the reader; therefore, students must create a straightforward and engaging story for the audience. To monitor and assess the pupils' project development, the teacher-initiated consultation meetings. Additionally, through this examination, the teacher anticipated that students would acquire English writing skills through practice and collaborate with their peers.

Specifically, the instructor indicated throughout the interview that she had two primary roles in utilizing this form of alternative evaluation. The primary role is to serve as the motivator; she must inspire the students' to prepare their observation-project presentation assessment. She should motivate the kids to complete this assessment successfully. The second role is to serve as a consultant for the students. She provided a recommendation to the students encountering difficulties in completing the observation-project presentation evaluation. The consultation session occurred during and at the conclusion of the teaching and learning process in the classroom. Furthermore, to demonstrate that the students' observation was executed and that all members participated actively, they were required to include a photograph of the informant together with all members in the observation project presentation assessment. To enhance the students' proficiency in narrative text composition, the teacher continued to elucidate the principles of English narrative text during class. She provided examples and administered quizzes concerning narrative text.

Consequently, employing observation-project presentation evaluation proves to be highly beneficial for both educators and learners within the framework of English instruction. By undertaking their own project tasks, students can articulate and elucidate their work proficiently, as they are afforded time to prepare their presentations. Composing their thoughts before to the presentation is the most effective method for students to enhance their English proficiency. Through the implementation of this alternative evaluation, the educator anticipated that students would grasp two principal concepts. Initially, in accordance with the national curriculum, it is anticipated that students will acquire skills in narrative text composition through an alternative method. This approach involves direct observation of informants' lives, enabling students to utilize diverse references, engage in discussions with peers, and formulate inquiries for the informants, culminating in a presentation in class. Secondly, the students might get knowledge about life. They

recognized the harsh fact that certain individuals must struggle for survival. Through this method, the teacher aspired for the children to appreciate their lives and enhance their social awareness.

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