

# **REVIEWING THE LECTURERS ASSESSMENT TECHNIQUE AND STUDENTS ATTITUDE OF PRIVATE UNIVERSITY**

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## **ABSTRACT**

Assessment is a structured process that plays a crucial role in effective teaching. This diversity stems from the challenges that students inevitably encounter in the assessments conducted by their lecturers. The objectives of this study were to review the lecturers' assessment technique to assess their college students in the classroom using assessment criteria and to know how the students' attitude is responding the assessment given by the lecturers. Design of this research used qualitative method. The subjects of the study are English education lecturers teach in UNIPDA Sidoarjo and students UNIPDA Sidoarjo. Data instruments of this reseaech used interview and questionnaire. For procedure of collecting data, firstly the researcher gave questionnaire, collected model type of assessment, and last the researcher gave interview to lecturers. In data analysis, the results were reviewed to obtain results the assessment techniques used by the lecturer and students' attitudes to respond and complete the assessment that happened at university. The results of this study were four lecturers had their own assessment techniques to assess their students. The students' attitude to respond assessment techniques given by the lecturers had negative attitude and positive attitude. For the lecturers, they must be more assertive when dealing the students who have negative ettitude. For students, they must be focus when lecturers explain the material in the classroom so that, when the assessment is given to students, student dont have difficulty to complete the assessment. For other researcher, future researcher should be conduct additional research about assessment techniques.

Keyword : *Student ettitude, assessment techniques, private university*

## INTRODUCTION

Assessment is a structured process that plays a crucial role in effective teaching. It is an essential component of the teaching and learning journey, making it a significant aspect of teacher preparation (Shepard et al., 2005). Assessing students is fundamental in every classroom, whether at the school, college, or university level. The methods of assessment are integral to the teaching and learning process across all educational levels. According to (Hargrove and Poteet 1984), stated that assessment involves collecting information through suitable tools and techniques.

Teachers also employ assessment techniques and criteria. Assessment criteria come in two types: summative and formative assessment. Summative assessment is utilized to evaluate student learning and assess the effectiveness of teaching after a specific teaching period. (Anthony J & Susan M, 2005). Formative assessment involves examining, evaluating, and analyzing the daily records of students' learning activities. It entails employing systematic evaluation within curriculum development, teaching, and learning to

enhance improvement in each of these processes (Bloom, et al., 1971).

Lecturers from UNIPDA Sidoarjo collect the students assessment scores in the classroom use some techniques to take assessment students scores. The assessment criteria include evaluating students attitudes during lessons, reviewing assignments, and assessing exams. The learning process becomes effective because of the assessment techniques given by the lecturers.

From the paragraph above the researcher explain that lecturers at STKIP PGRI Sidoarjo use various assessment techniques for both students and their attitudes to complete the assessment. Therefore, the researcher aims to investigate and review the assessment techniques used by lecturers of each students in the class.

Researcher explained in the bacground of the study above, Lecturers have many steps and challenges when taking an assessment in the class. So the problem are 1) What kinds of assessment techniques used by the Lecturers' at UNIPDA Sidoarjo? 2) How the students

attitudes towards the assessment given by the lecturers’?

There are significance of the study by doing this research, the researcher can try to prove this theory which (Gunn & Gilmore, 2014) “ Assessment relates to teachers having the ability to comprehend their role in the assessment process, as well as the ability to share assessment information with others and to use assessment information to plan for future learning”. In this result , the researcher choose the lectures assessment techniques.

## RESEACH METHOD

This research will use descriptive qualitative method. Qualitative methodology is strongly associated with the interpretive research paradigm (Punch, 2009). There are multiple approaches to qualitative research but some of the key characteristics include gaining an holistic overview of the context under study, gathering multiple sources of data to inform interpretation and a focus on making sense of, or interpreting, the meaning that participants hold about the problem or issue (Creswell, 2007; Denzin & Lincoln, 2005; Flick, 2007; Punch, 2009). In this study, using qualitative methodology of lecturers assessment techniques to review the technique and explain the data collection and students attitude for the assessment given by the lecturers.

There are tabel assessment with characteristic theory by kansas department of education book (clayEsperanza, 2001).

No.	Assessment Techniques	characteristic
1.	Multiple choice	Multiple choice is choose the one choice that most effectively.
2.	Essay test	Essay test is realistic task consist to recall knowledge logical answer.Portofolio is the progression learning. Portofolio include : make journal, notes, draft and outlines.
3.	performance	Performance tests evaluate students' capacity to apply skills in diverse real-world situations. Include : presentation, debate, story telling.
4.	portofolio	Portofolio is the progression learning. Portofolio include : make journal, notes, draft and outlines.
5.	project	The project involves tasks like designing, implementing, and presenting
6.	True – false	True-false questions involve presenting a statement, and the student must indicate whether the statement is true or false. In essence, there are only two potential responses for each item, and the student selects one of them.
7.	Matching item test	A simple matching item consists of two columns: one column of stems or problems to be answered, and another column of responses from which the answers are to be chosen.
8.	Fill in the blank test	Completion items are advantageous for assessing the proficiency in factual information, especially when a particular word or phrase is crucial



9.	Problem solving item test	Problem solving is categorized as subjective because of the scoring methods applied to item responses
10.	Take home test	Take-home tests enable students to progress at their own speed, utilizing books and materials as needed
11.	Open book test	Create scenarios mirroring the challenges professionals encounter daily as they employ resources to address issues, craft reports, or draft memos.

In this research, the researcher used interview and questionnaire to collect the data. Before interview some lecturers and students the researcher collected some questions. The questions concerns technique of assessment.

Firstly, researcher collected the data for questionnaire (close-ended questions) use gform. That is some questions about students attitude, problem to answer the assessment and problem solving to complete the assessment given by the lecturers. Then, researcher was collected the data about the assessment models type used for the topic during the interview and questionnaire table.

Finally, the researcher gave interview to lecturers. The procedure is, the researcher give some question about technique assessment type excercise model when give quiz and test. The lecturers answered the questionnaire, reasercher did recorded the lecturers voice.

After collected the data and the data is completed through the procedures. The

data taken from the participants. After that, the results reviewed to obtain results the assessment techniques used by the lecturer and students' attitudes to respond and complete the assessment that happened at university.

## FINDING

From 4 samples, most of lecturers used multiple choice and essay test to assess ther students in the classroom. The reason why they chose multiple choice because, they wanted students did not easily to choose the answer and lecturers wanted to know the students' understanding. The reason chose essay test because, it can develop students in English writing skill and students' ability.

The assessment techniques had similarities with the research conducted by Karel Stokking, Marieke van der Schaaf, Jos Jaspers & Gijsbert Erkens (2004) about "Teachers' assessment of students' research skills" and conducted by Yousef Abosalem (2016) about "Assessment Techniques and Students".

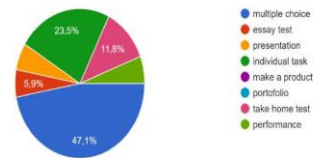
The lecturers had some assessment techniques for students to assess their students in the classroom, students' understanding and develop the students' skills. Lecturers were also monitoring students' activeness and students who have critical thinking in their class. They had prepared the assessment techniques very

well and the purpose were very clear to assess their students in university.

The second of the result about the students' attitude, the researcher used close ended questionnaire to find the students' attitude to responses the assessment techniques given by the lecturers. Students' attitude that conducted from (Petty et al., 1997). The students has attitude responses to completing the assessment given by the lecturers, and the researcher found some students' attitudes from the result of questionnaire.

The result showed some students had difficulties to respond the assessment given by lecturers . Some students did not submit the assessment on time, did not complete on the assessment if they had difficulty and did not pay attention to the material during class, so that when they completed the assessment, some students felt the assessment was not suitable with they had learned before, but most of students had positive attitude to respond the assessment, and students still completed the assessment on time although students had difficulty when completed the assessment had given by the lecturers. The most of students liked multiple choice for assessment technique.

6. What assessment technique do you like ?  
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## CONCLUSION

Based on the result of this research, the researcher concluded reviewing the lecturers assessment techniques and students attitude of private university. Four lecturers had their own assessment techniques to assess their students. Assessments gave by lecturers was suitable with the existing material and lecturers did explained step by step when the assessment gave to their students .Assessment techniques made by the lecturers used multiple choice, essay test, presentation, and make a product. Lecturers' reasons used their own assessment were the lecturers can evaluate students, students' abilities, and to find out the students' understanding when completing the assessment.

Related to statement of the problem about students attitude, The most of students' attitude to respond assessment techniques given by the lecturers had a good responses . It is conclude that Some students had difficulty to completing the assessment but the students did not submit to the lecturers on time, some students had difficulty to completing the assessment but

students still submitted the assessment on time. There are lecturers who usually tolerate the time for students to submit the assessments but, also lecturers who did not give time for students to submit assessments. The students who had bad attitude responses is a challenge for lecturers.

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