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Analysis of Techniques and Assessment Instruments for English Teachers at Senior High school

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ABSTRACT

This research analysis the techniques and assessment instruments used by English teachers at SMA YP PGRI 3 Makassar to evaluate students' cognitive, affective, and psychomotor domains. A qualitative descriptive research method was applied using observation, interviews, and document studies. The results indicate that the cognitive domain is assessed through written tests, oral tests, and assignments; the affective domain is evaluated through observation, teacher reflection, and student reflection; and the psychomotor domain is assessed through performance and product evaluations. Systematic and structured assessments from planning to reporting help teachers understand and enhance students' abilities and identify areas needing improvement, thereby significantly improving the overall quality of learning.

Keywords: Learning assessment, Assessment techniques and instruments, Cognitive domain, Affective domain, Psychomotor domain

INTRODUCTION

The quality of education depends on several key elements, namely: students, school administrators involving principals, teachers, staff, and the school board/committee, the environment (parents, community, and school), the quality of learning (including the learning process and learning evaluation), and the curriculum (Suhartoyo, 2005:2) in (Gunawan, 2011). This is emphasized by Rosidin (2021) who states that improving the quality of education can be achieved through enhancing the quality of assessment.

Proper quality assessment can provide a clear picture of the quality of the learning process that has been implemented so far, as well as serve as a benchmark for the level of student competence achievement (Idrus, 2019). Assessment in the learning process is a process conducted

to collect, analyze, and interpret information to determine the extent to which learning objectives have been achieved (Kurniawan et al., 2022). Assessment results help educators to identify students' skill improvements and pinpoint aspects that still need further enhancement. Therefore, it is crucial for educators to have a clear, directed, and suitable assessment system for the students' conditions to function optimally.

This study discusses the assessment system of student learning outcomes in English subjects. Teachers implement standard operating procedures in conducting learning evaluations, which include the stages of preparation or assessment planning, assessment implementation, and reporting of student learning outcomes (Istiqomah, 2018). Although accurate assessment planning is essential, the implementation of the assessment also plays a significant role. The assessment implementation process can vary, tailored to the aspects to be assessed related to the assessment system used, encompassing cognitive, affective, and psychomotor aspects.

Achieving basic competencies and other teaching programs will be supported by using appropriate assessment techniques according to the students' needs and other aspects. Therefore, every stage from planning, implementation, to assessment reporting must be carried out carefully and accurately. Thus, this study aims to analyze the assessment techniques and instruments used by teachers in teaching English at SMA YP PGRI 3 Makassar.

RESEARCH METHOD

The research method used is a qualitative descriptive method. The qualitative approach aims to understand the phenomena experienced by research subjects (Kurniawan et al., 2022). According to Nazir (2014), descriptive research explores the status of human groups, objects, conditions, systems of thought, or current events with the goal of presenting a systematic, factual, and accurate description of the facts being studied. Qualitative descriptive research aims to describe and illustrate various phenomena, both natural and human-engineered, focusing on the characteristics, quality, and interrelationships between various activities (Sukmadinata, 2011:73, cited in Finamore et al., 2021).

The data collection techniques used are observation, interviews, and literature/documentation studies. Informants were selected using purposive sampling technique (Finamore et al., 2021). According to Arikunto (2006), purposive sampling is a sampling technique that is not based on random selection, area, or strata, but on specific considerations focused on particular objectives. Sugiyono (2016:317) in (Friantary & Martina, 2018) states that interviews are used as a data collection technique to identify the problems that need to be studied and to obtain in-depth information from the sources. In this research, the researcher conducted in-depth

interviews with English teachers at SMA YP PGRI 3 Makassar to understand the assessment process carried out at the school. In addition to interviews, the researcher also used observation as a data collection method. Furthermore, the documentation technique was used to obtain the necessary information through documentation.

RESULTS AND DISCUSSION

Based on observations and interviews with an English teacher from SMA YP PGRI 3 Makassar, several findings related to the assessment techniques and instruments used, encompassing cognitive, affective, and psychomotor aspects, were identified. These findings provide an in-depth picture of the assessment conducted at the school, including:

1. Cognitive Domain

Student learning outcomes are assessed according to Kemendikbud Regulation No. 66 of 2013, which includes competencies in attitude, knowledge, and skills. Attitude assessment is conducted through observation, self-assessment, peer assessment, and journals. The instruments used for observation, self-assessment, and peer assessment are checklists or rating scales with rubrics, while journal assessments consist of educator notes. Cognitive competence assessment is conducted by educators through written tests, oral tests, and assignments (Putri et al., 2022).

The cognitive domain is related to thinking processes, knowing, and understanding. It encompasses mental activities (brain) (Rosyidi, 2020). This domain includes the ability to process and manipulate information through cognitive functions such as recognizing, remembering, understanding, applying, analyzing, evaluating, and creating (Notoatmodjo, 2019). The cognitive domain achievements include: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6) (Hudhana & Septriana, 2022). According to Bloom, cognitive domain achievements include: 1) Remembering: recognizing facts. 2) Understanding: comprehending the content beyond mere recollection. 3) Applying: using information in a new context. 4) Analyzing: breaking down structures into parts and linking them. 5) Evaluating: assessing relative value based on specific criteria. 6) Creating: composing new components or combining and creating a product.

The measurement of students' cognitive thinking abilities can be done using various techniques such as written tests, oral tests, assignments, brainstorm bubbles, and self-portrait. Written tests, like essays and objectives, can be structured, free, or limited essays (Putri et al., 2022). Structured essays assess the ability to answer in a structured manner according to guidelines, while free essays allow for creative organization of ideas. Limited essays provide time and space constraints, all using a scoring rubric. Oral tests assess communication skills through question-

and-answer interactions, using observation sheets to evaluate speaking fluency, argumentation, and knowledge. Objective tests include multiple choice, true-false, and short answer, all using answer keys to ensure objective assessment. These techniques are often presented in the form of quizzes by teachers.

In support of this, a study by Fitriani et al., (2023) analyzing 25 articles revealed that 19 emphasized the cognitive domain, highlighting its central role in student learning. This domain is considered the most crucial for improving learning outcomes as it engages students in knowledge acquisition and comprehension processes.

For instance, the integration of digital platforms like Quizizz has proven effective in stimulating students' enthusiasm and focus while enhancing their ability to answer cognitively demanding questions (Zarkasi et al., 2023). The application of Quizizz during learning evaluation in class VIII showed a marked improvement in concentration and test performance.

The brainstorm bubbles technique is used to assess students' understanding of a concept or learning topic. This technique involves students writing their ideas about a concept in spontaneous thought bubbles, allowing for the assessment of knowledge, understanding, critical thinking, and creativity. This technique also helps teachers identify students' comprehension barriers.

The self-portrait technique aims to understand the extent to which students understand their own characteristics. Students are asked to create a self-portrait that reflects physical traits, interests, personality, and other aspects representing themselves. In this process, students analyse and select important traits to depict and synthesize them into a complete artwork. By observing the self-portrait, teachers can assess students' self-understanding.

In the evaluation of students' cognitive domain, educators employ a diverse array of assessment instruments, such as:

a. *Short Questions*

1) What is your name? My name is
2) Where do you live? I live
3) What's your Hobby? My Hobby is.....

b. *Fill in the blank*

1) She…. In the library.
2) … you are a student at SMA YP PGR 3 Makassar?
3) Andi and Nia…. My siblings.
4) I…. In the classroom right now.

c. *Essays Rubric*

Table 1. *Essay Assessment Rubric*

Components	Essays	
	Ideas and Task Understanding	
Score	10	Present ideas in an original manner; writing shows understanding of concepts and tasks.
	5	Ideas are too general; writing shows adequate understanding of concepts and tasks.

d. *Brainstorming bubbles Rubric*

Table 2. *Brainstorming Bubbles Assessment Rubric*

Components	Brainstorming Bubbles	
	Concept Knowledge (Adjectives)	
Score	20	Identities all the important concepts and shows an understanding of the relationships among them; shows an understanding of the topic's concepts and principles and uses appropriate adjectives.
	15	Identities important concepts but makes some incorrect connections; makes some mistakes in using adjectives or shows a few misunderstandings of concepts.
	10	Makes many incorrect connections; makes many mistakes in using adjectives and shows a lack of understanding of many concepts.
	5	Fails to use any appropriate concepts or appropriate connections; shows no understanding of the topic's concepts and principles.

2. Affective Domain

The affective domain relates to attitude and value abilities (Hutapea, 2019). Bailey (2009) explains that the type of affective learning outcomes is visible in various student behaviors, such as attention to lessons, discipline, learning motivation, respect for teachers and classmates, study habits, and social relationships. According to Bloom in (Afriansari, 2020), attitude encompasses not only mental aspects but also physical responses. Thus, attitude requires the alignment of mental and physical aspects simultaneously (Ulfah & Arifudin, 2021). If only the mental aspect is shown, one's attitude is not clearly evident.

In addition to this understanding, affective domain learning outcomes have characteristics observable in students. First, students' attitudes during the learning process at school, especially when the teacher is teaching. This includes the ability to accept lessons, attention to the teacher's explanations, willingness to listen and take notes, appreciation for the teacher, and the desire to ask questions. Second, students' attitudes after the lesson ends. This includes the willingness to further study the lesson material, the desire to apply learning outcomes in daily life according to the subject's goals and content, and a liking for the teacher and the subject.

To assess the affective domain, several techniques can be used, including observation, teacher reflection, and student reflection. Observation involves monitoring students' attitudes,

participation, and behavior during the learning process. This can be done systematically using checklists or observation sheets that include affective domain indicators such as interest, motivation (Teraoka et al., 2021), cooperation ability, and response to learning material.

Teacher reflection is used to evaluate changes in students' attitudes after undergoing learning. This reflection includes the teacher's perceptions of students' interest and participation, challenges faced, and the impact of learning on students' attitudes. Meanwhile, student reflection allows them to assess changes in their attitudes and feelings resulting from the learning process. They can self-evaluate their interest (Ulfah & Arifudin, 2021), impressions, challenges, and perceived benefits. This reflection can be done in written form or through structured discussions.

Some examples of instruments commonly used in the affective domain are as follows:

a. *Observation*

Table 3. *Observation Rubric for Assessing Affective Domain in Student Activities*

NO	OBSERVATION ITEMS	ASSESSMENT		DESC.
		GOOD	POOR	
1.	Activity a) Formulating questions b) Finding and evaluating ideas c) Questioning others' ideas			
2.	Student creativity a) Develop creative ways to introduce themselves b) Speak with confidence when delivering a creative introduction			
3.	Student effectiveness a) Master the necessary skills b) Demonstrate strong learning habits (e.g., time management, organization, active participation) c) Apply their knowledge and skills effectively in different contexts			
4.	Fun learning makes children dare to: a) Introduce themselves in English.			

b. *Self-Portrait*

Table 4. *Self-Portrait Assessment Rubric in the Affective Domain*

Components	Self-Portrait
	Features

Score	20	Portrait is very carefully drawn or made and shows all the components written in the brainstorm bubbles; all features show the athlete's "identity"; very expressive and detailed.
	15	Portrait is carefully drawn or made and shows most of the components written in the brainstorm bubbles; most features show the athlete's "identity"; somewhat expressive and detailed.
	10	Portrait looks rushed and sloppy; a few features show the athlete's identity; some details are missing.
	5	Doesn't finish the self-portrait, or rushes at the end to get it done. Much detail is missing.

c. *Teacher Reflection*

1) Was the learning activity successful?
2) What percentage of students achieved the goal?
3) What do you think is successful about this material?
4) What difficulties do teachers and students experience?
5) What steps need to be taken to improve the learning process?
6) Did all students follow the lesson well?

d. *Student Reflection*

1) What do you think is the most difficult part of this material?
2) What strategies will you use to improve your learning results?
3) Who will you ask for help understanding the subject matter?
4) If you were asked to rate the effort you have made, how many stars would you give (on a scale of 1-5)?
5) Which part of this material did you find enjoyable?

3. Psychomotor Domain

The psychomotor domain is closely related to skills acquired after a person receives certain learning experiences (Ulfah & Arifudin, 2021). According to Fitriani et al., (2024), skills reflect a person's proficiency level in performing a task or set of tasks. Mifrokhatul et al., (2025) also states that psychomotor is related to learning outcomes achieved through skills resulting from knowledge understanding.

In line with research conducted by Irawan et al., (2023), the psychomotor domain includes skill aspects involving the nervous and muscle systems as well as psychic functions. This domain relates to physical activities (Umar et al., 2023), such as writing, hitting, and jumping (Hutapea, 2019). Research by Rahman et al., (2020) defines the psychomotor domain as behaviors related

to movement abilities or skills that emerge after a person receives knowledge or experience, demonstrated through body movements.

In this domain, teachers use two techniques to measure psychomotor domain achievement: performance assessment and product assessment. Performance assessment evaluates students' competencies through direct observation of their performance or skills in carrying out real tasks, using performance observation sheets that include participant identity, task type, execution steps, assessment criteria, rating scale, and notes column. One form is presentation, assessing students' oral communication skills. The instrument used is the presentation assessment rubric. Product assessment, on the other hand, evaluates tangible products produced as evidence of motor skills, using product assessment sheets that include participant identity, product technical criteria, rating scale, and improvement suggestions column. Assessment is done by examining the product and evaluating it based on established criteria. Product assessment relates to products created by students from previously taught material.

From these various studies, it can be concluded that psychomotor emphasizes one's motor skills. This domain includes physical activities requiring coordination between nervous and muscle systems, and skills acquired from knowledge or learning experiences, using two techniques to measure psychomotor domain achievement: performance assessment and product assessment.

Assessment of the cognitive domain uses a diverse array of instruments. There is an illustrative example include:

Presentation

Table 5. *Rubric for Assessing Fluency and Pronunciation in Student Presentations*

Components	**Speaking/Presentation**	
	Fluency and Pronunciation	
Score	20	The student speaks clearly and articulately with no hesitation; the student's pronunciation is exceptional and mirrors a near-native speaker.
	15	The student is able to respond to the prompt with few errors and relative ease; the student's pronunciation is clear with few errors.
	10	The student demonstrates some fluency and clarity and is able to construct a simple sentence; the student is inconsistent in their pronunciation. Some words are pronounced correctly, and others are not correct.
	5	The student has great difficulty correctly putting words together in a sentence; the student struggles to pronounce words.

CONCLUSION

An effective educational assessment system is crucial for enhancing the quality of learning and the achievement of student competencies. Assessment encompasses three main domains: cognitive, affective, and psychomotor. The cognitive domain focuses on thinking and understanding abilities, assessed through written tests, oral tests, and assignments. The affective domain evaluates attitudes and values through observation, teacher reflection, and student reflection. Meanwhile, the psychomotor domain measures motor skills through performance and product assessments. Each domain requires specific assessment instruments to ensure accurate and holistic evaluations.

Research conducted at SMA YP PGRI 3 Makassar highlights the importance of standard operational procedures in the assessment of English learning. Structured assessment from planning to reporting helps teachers understand student progress and identify areas needing improvement. Appropriate and varied assessment techniques and instruments, such as presentation rubrics and product assessment sheets, ensure comprehensive and objective evaluations. With a clear assessment system tailored to student needs, the quality of learning can be significantly enhanced.

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ETHICAL STATEMENT

This study was conducted following the ethical standards established by Universitas Islam Negeri Alauddin Makassar and in accordance with the principles of the Declaration of Helsinki. Prior to data collection, all participants were informed of the study's objectives, procedures, and their voluntary participation. Written or verbal informed consent was obtained from each

participant. The confidentiality and anonymity of participants were strictly maintained by assigning codes to data and excluding any personally identifiable information in both analysis and publication.

The authors affirm that no element of coercion or harm was involved during the research process. Participants were informed of their right to withdraw at any stage without any negative consequence. Ethical clearance for this study was granted by the English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Alauddin Makassar. The study upholds integrity, transparency, and respect for participant rights, and contributes ethically to the advancement of research in English language assessment and pedagogy.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

- **Riska Febrianti:** Conceptualization, Methodology, Data Collection, Writing Original Draft.
- **Ummul Khair Amin:** Formal Analysis, Validation, Writing Review & Editing.
- **Nur Aliyah Nur:** Supervision, Project Administration, Resources.

All authors participated in interpreting data, discussing findings, and refining the final version of the manuscript. They have read and approved the published version of this article.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest related to the publication of this article. They have no known competing financial interests or personal relationships that could have influenced the research process or the reporting of findings. This study was conducted independently and objectively for academic purposes only, without external funding or institutional bias.

DATA AVAILABILITY

All data generated or analyzed during this study are included within this published article or are available from the corresponding author upon reasonable request. To preserve participant confidentiality and institutional privacy, raw data containing identifiable information are not made publicly accessible. However, anonymized data, interview protocols, observation sheets, and assessment documentation used in this research can be obtained upon request for academic and non-commercial purposes by contacting the corresponding author at riskhaikha2003@gmail.com.

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