

**AN ANALYSIS OF ENGLISH TEACHERS' ASSESSMENT STRATEGIES
WITHIN DIFFERENTIATED LEARNING CONTEXT AT SMP NEGERI 2
SAWAN**

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ABSTRACT

This study is intended to identify assessment strategies that are implemented by English teachers within differentiated learning contexts at SMP Negeri 2 Sawan. This study used a qualitative method with descriptive research design. The data were obtained through observation and interview with three English teachers at SMP Negeri 2 Sawan. The finding of study showed that English teachers at SMP Negeri 2 Sawan have implemented variety of assessment strategies such as Elicitation, Reviewing, Games, Question and Answer, Group discussion, Peer discussion, Exercise, Feedback, Presentation, Peer tutoring, Summarizing, Task, Test and Portfolio. Those assessment strategies were used to measure students' learning process as assessment for learning. In addition, it was found that teachers at SMP Negeri 2 Sawan implemented differentiation only on peer-discussion, peer-tutoring, and task, then only peer-tutoring and task that used differentiated assessment which that have a function as formative assessment. Those assessment strategies with differentiation were dominant, implemented in the form of differentiation of process, where accommodated the students' preferences to understand the material. However, this study also discovered some challenges that were encountered by the teachers in the practice of assessment in differentiated learning contexts, large number of students, difficulties in planning differentiated assessment, and limited time in practicing the differentiated assessment.

Keywords; assessment strategies, differentiated learning, differentiated assessment, emancipated curriculum

ANALISIS STRATEGI PENILAIAN GURU BAHASA INGGRIS DALAM KONTEXT PEMBELAJARAN BERDIFERENSIASI DI SMP NEGERI 2 SAWAN

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ABSTRAK

Panelitian ini bertujuan untuk mengidentifikasi strategi asesmen yang dilakukan oleh guru bahasa Inggris dalam konteks pembelajaran yang diferensiasi di SMP Negeri 2 Sawan. Penelitian ini menggunakan metode kualitatif dengan desain penelitian deskriptif. Data diperoleh melalui observasi dan wawancara dengan tiga guru bahasa Inggris di SMP Negeri 2 Sawan telah melakukan berbagai strategi asesmen seperti *Elicitation, Reviewing, Games, Question and Answer, Group discussion, Peer discussion, Exercise, Feedback, Presentation, Peer tutoring, Summarizing, Task, Test* dan *Portfolio*. Strategi asesmen tersebut digunakan untuk mengukur proses pembelajaran siswa sebagai *assessment for learning*. Selain itu, ditemukan bahwa guru di SMP Negeri 2 Sawan hanya melakukan asesmen dengan diferensiasi hanya pada *peer-discussion, peer-tutoring and task* saja, selain itu ditemukan bahwa hanya *peer-tutoring* dan *task* saja yang menggunakan *differentiated assessment* yang dominan dilakukan dalam bentuk diferensiasi proses, dimana guru mengakomodasi preferensi siswa dalam memahami materi. Namun, studi ini juga menemukan beberapa tantangan yang dihadapi oleh guru dalam praktik asesmen dalam konteks pembelajaran yang diferensiasi, termasuk kemampuan siswa yang beragam, kesulitan dalam merencanakan asesmen yang berdiferensiasi.

Kata kunci: strategi asesmen, pembelajaran diferensiasi, Penilaian bediferensiasi *assessment*, kurikulum merdeka.