

THE IMPLEMENTATION OF ASSESSMENT IN INCLUSIVE CLASSROOM AT SDN 1 MUNDUK

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ABSTRACT

This study aims to investigate the assessment planning and implementation of assessment in an inclusive English language classroom at SDN 1 Munduk, as well as the challenges faced by English teacher in assessing students with diverse learning needs. This study uses a qualitative approach using a single-case study design. Data were collected through classroom observations, interviews, and document analysis, including learning modules, worksheets, and assessment instruments. The findings indicate that teacher implement diagnostic, formative, and summative assessments in the inclusive classroom. Diagnostic assessment is conducted through classroom observation, oral questioning, and simple reading activities to identify students' reading abilities, learning pace, and learning difficulties before determining subsequent assessment strategies. Formative assessment is conducted through oral questioning, class discussions, classroom observations, worksheets, and speaking activities to gather information about students' learning progress and to provide tailored assignments and feedback based on students' readiness and achievement levels. Summative assessment is planned by adjusting the difficulty level of tasks, simplifying instructions, providing extra time, and allowing for alternative response formats based on information gathered from previous assessments. This study also identified several challenges faced by teacher, including differences in students' academic abilities and learning paces, difficulties in designing assessment tasks for a diverse student population, providing intensive support for students with learning difficulties, and maintaining a conducive classroom atmosphere. Overall, the findings suggest that the teacher endeavored to implement flexible and responsive assessment practices in the inclusive classroom, although some of these practices remained heavily dependent on the teacher's personal initiative and experience.

Keywords: assessment, assessment implementation, English language learning, inclusive classroom, learning difficulties.

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ABSTRAK

Penelitian ini bertujuan untuk menyelidiki perencanaan dan pelaksanaan penilaian di kelas bahasa Inggris inklusif di SDN 1 Munduk serta tantangan yang dihadapi guru bahasa Inggris dalam menilai siswa dengan kebutuhan belajar yang beragam. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus tunggal. Data dikumpulkan melalui observasi kelas, wawancara, dan analisis dokumen, termasuk modul pembelajaran, lembar kerja, dan instrumen penilaian. Temuan menunjukkan bahwa guru menerapkan penilaian diagnostik, formatif, dan sumatif di kelas inklusif tersebut. Penilaian diagnostik dilakukan melalui observasi di kelas, tanya jawab lisan, dan kegiatan membaca sederhana untuk mengidentifikasi kemampuan membaca, laju belajar, dan kesulitan belajar siswa sebelum menentukan strategi penilaian selanjutnya. Penilaian formatif dilaksanakan melalui tanya jawab lisan, diskusi kelas, observasi di kelas, lembar kerja, dan kegiatan berbicara untuk mengumpulkan informasi mengenai kemajuan belajar siswa serta memberikan tugas yang disesuaikan dan umpan balik berdasarkan tingkat kesiapan dan pencapaian siswa. Penilaian sumatif direncanakan dengan menyesuaikan tingkat kesulitan tugas, menyederhanakan instruksi, memberikan waktu tambahan, dan mengizinkan format jawaban alternatif berdasarkan informasi yang dikumpulkan dari penilaian sebelumnya. Studi ini juga menemukan beberapa tantangan yang dihadapi guru, termasuk perbedaan kemampuan akademik dan kecepatan belajar siswa, kesulitan dalam merancang tugas penilaian untuk siswa yang beragam, memberikan dukungan intensif bagi siswa dengan kesulitan belajar, serta menjaga suasana kelas yang kondusif. Secara keseluruhan, temuan tersebut menunjukkan bahwa guru tersebut berusaha menerapkan praktik penilaian yang fleksibel dan responsif di kelas inklusif, meskipun beberapa praktik tersebut masih sangat bergantung pada inisiatif dan pengalaman pribadi guru.

Kata kunci: penilaian, pelaksanaan penilaian, pembelajaran bahasa Inggris, kelas inklusif, kesulitan belajar.