
Modes assessment practice in teaching Arabic process

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Abstract: Teacher's assessment practice is a major and important component in the classroom teaching and learning process. Assessment always happens whether planned or unplanned. This study has found ten modes of assessment practices adopted by the participant in the study include (1) repetition and followed by assessment, (2) classroom assessment through discussions and questions-answers session, (3) oral assessment and written assessment, (4) variety types of questions, (5) teacher assess student's errors and the accuracy of responses, (6) evaluating weaknesses and followed by immediate and ongoing guidance, (7) choosing and stating student's name for the purpose of assessment, (8) the use of teaching aids to help the classroom assessment process, (9) Detect assessment evidence to help student's learning, and (10) Interpret the identified assessment evidence. It was detected naturally and based on findings from field work study through observation, interviews and enhanced by documented evidence. Qualitative methods of collecting and processing data were used in this study.

Keywords: Modes of practice, Assessment for Learning, Teaching and Learning Arabic.

Introduction

Assessment in the process of teaching and learning is a continuous process that aims to understand and improve learning 'assessment for learning' (Black, 2013; Stiggins, 2002). It aims to improve the effectiveness of student learning that can develop their potential in a holistic manner (Na'imah, 2011). In this way, all students will be guided to master each unit taught in the classroom (Black & Wiliam, 1998). As a result, teachers have important information regarding the level of student learning and ensure they are consistent with the achievement of learning standards (Chappuis & Chappuis, 2008). All students should have equal opportunities and master each learning unit (Guskey, 2005). No student will be left behind from the master curriculum standards agreed to by both teachers and students at the beginning of the teaching and learning process. Assessment practice mode should also be in line with the teaching and learning activities that occur in the classroom. Each learning unit must be followed by on going formative assessment practices (Guskey, 2007). Students who have mastered will follow enrichment activities that have been designed by the teacher. While the other students who have not mastered yet will follow the corrective activities such as a recovery program, as well as strengthening and further guidance is needed to enter another formative assessment again.

Problem Statement

There are three obstacles in the teaching process that affect language development in students. It covers the lack of environment, experience and interaction in the classroom. These barriers include lack of support materials, vocabulary, opportunities and skills to master the language development. Hamzah Hassan (1997) in his study regarding the teaching of Arabic language constraints found eight students to master the Arabic language that requires attention from teachers, namely: lack of reading materials in Arabic, Arabic speech less practical, less accustomed to the Arab word, less training and makes memorization, not versed in the rules of grammar 'qawaid', less vocabulary and less skilled make sentences. The factor of determining content of education by teacher and the efficiency of using appropriate teaching methods also affect the effectiveness of activities in the classroom.

Meanwhile, teachers also need to establish techniques, forms, approaches and strategies in line with the aims of assessment. This led to the design and mode of assessment practices conducted by teachers while teaching Arabic in the classroom. Assessment practice must be holistic, which aims to enhance students' learning progress (Normazidah, 2012). Mat Noor Su (1998) found that teachers help students develop the learning process through the use of language. Based on the study, teachers observe students' communication skills, speaking, using dialogue, discussions, drills and correctly pronounce. Although in his study, he does not

associate this activity with appraisal practice in the classroom. This is actually among several assessment activities performed by teachers on an ongoing basis.

This is consistent with the recommendations of Intent Black and Wiliam (1998) that suppress the formative assessment in the context of 'Classroom Assessment' and Stiggins (2002), which emphasizes the respect of 'Assessment for Learning'. Therefore, the teacher's role is to teach, assess and help students learn effectively in the classroom. It involves attention to aspects of the assessment includes evaluating goals, what is to be assessed based on the content of learning and how to evaluate? (Mc Millan, 2007). The objective of this study was to explore and identify the mode of assessment practices in teaching Arabic in the classroom. Two research questions, namely; (1) What is the mode of assessment practices conducted by teachers in teaching Arabic?, and (2) How the assessment practice mode was done by the teacher while teaching in the classroom?

Methodology

The qualitative method case studies was chosen for compliance with the assessment activities in teaching Arabic in the classroom. The word '*process*' refers to the practices, activities and events that occur on an ongoing basis, the current sequential teaching and learning activities in the classroom. It went through several procedures and specific measures in the context of real, specific and in-depth survey to produce a complete description descriptively to describe the process (Merriam, 2009; Bogdan & Biklen, 2003).

Research participant a teacher who teaches Arabic in Form 1 at a secondary school. It aims to get data and information from the *emic* perspective. Qualitative data collection methods include observations, interviews and documentary evidence were used. The descriptive data was collected to obtain a holistic and naturalistic depiction of how the practice assessment conducted by teacher during the process of teaching in Arabic subject Form 1 in the classroom (Merriam, 2009). Data collection methods are mutually reinforcing data will be obtained from each other. The process of 'triangulation' and 'qualitative cross-validation' resulting from the various data sources and data collection methods are different. Through triangulation; validity and reliability of the findings will be more secure. Intensive data analysis also used some of the techniques suggested by Miles & Huberman (1994), namely filtering data, presentation of data, form conclusions and make verification.

Teacher Assessment Practice Mode

This study found that ten modes of assessment practice observed during the study participants run the process teaching and learning for subjects in Arabic. Assessment practice modes was identified from the emergent field work study and was described in depth naturalistic and descriptive aims to show how the participant practice is in the process of teaching and learning.

Assessment Practice Mode 1: Repetition and followed by assessment.

Through observation, participant repeated things that were taught many times. Results of repetition, she asked randomly to students and assess each student's ability level. Ustazah Siti (Participant) repeated several times slide that displayed text conversation and followed with audio recording voice conversations. Sounds obvious reading is supported with power point sound effects. Each activity made, participant will ask feedback from the students. Every example readings and conversations that have been recorded with text was repeated for three times impressions. During this session, there are students who were focusing to the screen, referring to textbook and showing something among their friends next to the text that is being read. Participant stated that she made a lot of repetitions in teaching and then she asked questions or training text reading as an assessment practice. Participant guided the students by giving stimulus, tests, observing, assessing their ability, selecting them, listening, assessing, asking them to repeat their reading, reviewing, correcting errors and continued to guide the students to master what was being taught. This finding is supported by documentary evidence used by participant during playback and reading text conversation several times using power point. Then she gave a reading exercise by asking several groups of students. When students read a text conversation, participant admonished error in reading, pronunciation, intonation and so on.

Practice Mode 2: Assessment in the classroom through discussion, question and answer.

Participant choose discussion approach, giving students' the opportunity to talk and discuss with each other, asking questions, providing an opportunity to answer, correcting errors and informing all students new information. They learned from the other students mistakes. Discussion, question and answer and explanation either for the whole class or in a small group (peer to peer) were also practiced by participant as an assessment approach to help students learning in the classroom. The participant agreed that assessment practice done in the classroom such as a discussion and question and answer can help students excel in exams. This is supported by documentary evidence which clearly states in the record books teaching study participants, encouraging discussion of the meaning of words and answering questions in class.

Practice Mode 3: Assessment orally and in writing.

Participant always used the method of assessment in oral question, verbal correction and followed in writing either through hand-outs, workbooks or on a white board in front of the class. According to Ustazah Siti, this method was faster, easier to manage and can be completed in the classroom. Writing training and guidance given during the students response in writing. Writing also help students locate fault responses and can refer later. Documentary evidence showing training materials for reading, pronunciation and writing with a number of activities available such as: fill in the blank, form words, the meanings of words and word opposite as well as some of the activities that are included in textbooks, materials circulation or on-screen display. It was operated orally, question and answer, and also writing in the classroom.

Practice Mode 4: Various types of questions.

Based on the observation, participant diversified assessment activities through a variety of types and parts of the questions as to the meaning of the word, the word to the contrary, form words, make sentences and write numbers with words. Interviews with the participant explained the different approaches used during the questioning of students with different levels of control. Level of exchanged questions and explanations made were towards assisting student learning. Documentary evidence showed various types of questions and approaches were based on circulation, slide and textbooks. While reading the same text was displayed, but the question comprehension and grammar diversified.

Practice Mode 5: Teacher assesses students' errors and accuracy of responses.

Observational data indicated the assessment carried out by the participant to examine the accuracy, fluency and reading skill. Participant also observed student's pronunciation mistakes, writing and spelling, intonation and errors in answering comprehension questions. Participant agreed with this finding and explained various types of error in terms of language and so forth detected through assessment activities in interview session.

Practice Mode 6: Evaluating weakness and followed up immediately and continued guidance.

It is observed that the participant constantly moved from one student to other student, when she was asked by students. She also explained, written sketches and sometimes sported something to the student. Through interviews, the participant explained that the practice of continuous assessment and guidance to help students learning in the classroom and be able to improve performance in the examination. Participant explained how she assessed, evaluated and guided students on an ongoing basis until mastered. Guidance outside the classroom as an additional class, various methods of assessment and drill actual exam question format were also conducted. Participant devoted one by one until all students were able to achieve the minimum target level. Separate interviews with six students who attended the class showed that they were familiar with how to teach participant. They said that Ustazah Siti (participant) guided them one by one. The questions that were asked in class to all students. However, if a student did not understand, ustazah will continue to guide them to master it. According to the students concerned, they learned a lot through corrections and errors committed by their peers during class discussion. This follows from the correction, explanation and continuous guidance.

Practice Mode 7: Selecting and mention the name of the student for the purpose of assessment.

Participant observed the students by rollicking read, and then chose some of them to be assessed specifically. The students' name were called by teachers and students try to answer the questions. Each error reading either grammar, pronunciation and intonation given attention by the participant of the study. The participant also informed that she remembers their names and asked them to answer the questions. According to her, she used to select students and detected the weakest in the classroom. At the same time the excellent students will scramble to answer.

Practice Mode 8: Use assessment tools to help teach the class

It is observed that the participant in this field work study used textbooks, materials, power point display and printed circulars question as relief materials to teach and assess. The questions during the process of teaching were focused on the topics taught formative. During the interview, participant in this study stated that the use of power point and teaching aids can attract students. If not, students are fast asleep. A conducive and comfort of a language laboratory and air-conditioned environment also assist student learning. The teaching record book also recorded use of teaching aids clearly in support of documentary evidence.

Practice Mode 9: Detecting assessment evidence to assist student learning

It is observed that the participant created excitement through various activities during class. Ustazah Siti will detect whether evidence of assessment required for subsequent action. During the interview, participant explained each student behavior, reactions, expressions, movements, verbal responses, raise their hands, ask questions, take notes and so on. Early planning also helps participants to collect evidence of assessment for learning that can help the process of teaching and learning in the classroom.

Practice Mode 10: Interpret assessment evidence which has been identified

Each response given by the students during the teaching process were observed and interpreted by teachers. For example, when oral questions were given in general scramble students answered. Evidence shows students' understanding of the learning standard that has been set for that day. There were three students who did not raise their hands to answer the question. The evidence which were interpreted by the participant did not fully capture what has been taught. The participant interpreted every evidence of assessment as a measure to continue to provide specific guidance to the students so that all students can master the prescribed learning standard. Ten different modes of assessment practices undertaken by participant in this study can be summarized as the following Figure 1:

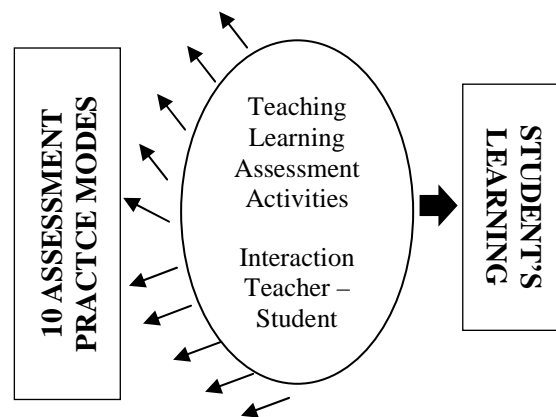


Fig.1. Modes of assessment practice in teaching and learning Arabic language in the classroom in a Secondary School.

Discussion

Based on the results obtained, the researchers found that there are elements of continuous assessment, together with teaching process (on going) and aims to help students more effectively (assessment for better learning). Formative assessment in the classroom able to provide opportunities for teachers to evaluate teaching activities and subsequently make improvements to the strategy, planning, teaching material and content that will be done (Black & Wiliam, 1998). In the aspect of teaching and learning Arabic, there are something that should be noted. If not, there will be a failure in fulfilling curriculum subjects specified in the syllabus. Therefore, it is suggested that some aspects to be addressed as follows:

1. Teaching should also be made in a planned, assess the strengths and weaknesses of the students as equals, using appropriate teaching aids, creative and effective, set clear objectives for each treatment session, teaching and learning, using a dictionary and associates during the appropriate information.
2. Teachers also need to reach out to students, guide them, educate and reduce the social distance with students. Modify teaching strategies to fit with all elements based on information obtained from continuous assessment activities.
3. In addition, teachers also need to ensure that all the objectives of the subjects specified in the curriculum are taught effectively and properly to all students without any compromise in terms of subject content, skills applied, the constraints of time or a certain level of student achievement.

There are many ways how to improve student learning as suggested by Black and Wiliam (1998), which are like giving more time for students to respond, ask students to discuss with a partner or in small groups and then representatives of their reply on behalf of their group respectively, provides a wide selection of different answers and ask students to vote to make a choice right answer and ask all students to write answers and read some of their answers selected.

To ensure the process of teaching and learning in the classroom and efficiently, then the appraisal practice should be done properly, planned, complete and fair in line with what happens in the classroom. This is to ensure no students drop out and fail to reach the minimum target of teaching and learning program provided by the educational curriculum. Thus, some of these things should be noted:

1. Assess the strengths and weaknesses of students' followed by consolidation or enrichment. Students should be given time to evaluate yourself and create meaning through learning activities through which it passes.

2. Using various modes of formative assessment practices depend on the suitability of the time, the title, the content of education, age level of students, the level of understanding of students, who instilled the importance of skills and experience relevant to the reality of students. Creativity and innovation to diversify teacher appraisal practice mode is very necessary for the interests of students and help their learning.
3. Use oral assessment to obtain immediate feedback on their teaching is going on. Any questions teachers should be followed by immediate assessment mechanisms such as monitoring the reactions of students, mimicking, get answers students' responses and interpret whether it reflects the success or lack of instructional strategies that have been made. Oral questions from students should also be encouraged because through teacher can detect the level of control has been achieved.
4. Do not separate the activities of teaching and learning assessment. Avoid assessing only at the end of the lesson, once a week or once-a-month. Instead formative assessment should occur, informal, continuous, sequential, parallel, immediately and use a variety of assessment procedures that vary according to the level of students' language proficiency.

In addition, the tests in the classroom or other training given as homework are also important to get feedback. A good test is applicable collective learning. It is better to conduct the test in short and frequent formative test of a long and occasionally.

Conclusions

From this field work study, we found that there are ten modes of assessment practices for student learning (assessment for learning) occurs in the classroom. Continuous guidance of teachers to be capable of attracting the students and help them with better learning (for better learning).

To determine the assessment practice in the teaching process directed towards assisting student learning as well, then the assessment system should ensure a few things. Recognize forms of assessment done by teachers in the classroom in the form of assessment for learning, where school-based assessment reports were also taken into account in the reporting of student achievement overall. In order to implement the practice of assessment for learning should be a priority in the classroom, the teachers should be provided with clear knowledge, skills, proper, adequate training and awareness of these needs. Thus, the following matters are advised to take action towards providing the expertise to carry out assessment for learning. It includes teacher training and teacher education requires the application of continuous assessment practices that are assisting student learning. Provision of textbooks should be designed to provide continuous assessment materials that cover various aspects towards helping students with better learning. Teachers should also be given exposure on how to use the textbook more effective means for teaching and assessment in the classroom.

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