



**AN ANALYSIS OF ASSESSMENT USED IN THE ENGLISH  
TEXTBOOK OF MERDEKA BELAJAR CURRICULUM FOR THE  
FIRST-YEAR STUDENTS OF JUNIOR HIGH SCHOOL**

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***Abstract***

*Assessment is one of the important processes in education that is useful for assessing the effectiveness of learning and curriculum achievement. The assessment process is very important to evaluate as well as improve the learning process. The aimed this study is to explore the dominant forms of assessments used in English in Mind the textbook of Merdeka Belajar curriculum for first-year students of Junior High School and to know the types of assessment used in the English textbook of Merdeka Belajar curriculum for first-year students of Junior High School. The writer used the mixed method. Based on the data analysis the writer found 22 types of assessments of English in Mind in which it divided into 16 assessments after analyzed by each aspect skills, they are directed responses, read-aloud, sentence/dialogues complexion and oral questionnaire, pictures-cued task, translation, question and answer, giving instruction and direction, information transfer, dictation, listening cloze, sentence repetition, reading aloud, written response, multiple choice, matching task, short answer, grammatical transformation, and vocabulary assessment. Then, the dominant assessment used in the English textbook of Merdeka Belajar curriculum for the first-year students of Junior High School was a grammatical transformation from writing skills.*

***Keywords:*** Assessment, Textbook, Merdeka Belajar Curriculum

**INTRODUCTION**

Assessment becomes a very important issue in education and the learning process as it needs the teacher to evaluate the development, ability, and responsibility of the students. In particular, these ongoing activities are given to the students to measure their ability with the materials already taught. In detail, assessing is a process of collecting, recording, and analyzing information about students' progress achievement of the syllabus outcomes. Laili (2018) and Irfan (2018) argued that assessment is an important component of learning activities. Not only as a tool to see the students' achievement of the learning goals but the information obtained in assessment could also be used to alter the teaching and learning process (Sekyi, 2016). Through appropriate assessment, teachers can classify and grade their students, give feedback and structure their teaching accordingly. Recently, educators and scholars have been becoming more interested in the requirements of assessment procedures in the scope of foreign language teaching and the learning process, as forms of assessment have been changing rapidly.

Liljedah (2010) underscored the use of the assessments as an effective medium for communication between the teacher and the learner. In other words, this activity is seen as a way for the student to communicate their learning to their



teacher and for the teacher to communicate back to the student through a commentary on their learning. As the teacher regularly values the achievement of the curriculum goals, by conducting an assessment, they send a very clear message to the students that a particular aspect of learning being assessed is important, which is expected to motivate the student to focus their learning on this aspect. A learning report which contains the results of the assessment is also an important piece of communication between the teacher, the students and the parents. This report shows the learning progress of stakeholders other than the teacher and students.

In addition, in Indonesia, assessment is an important element in learning because through the assessment teachers can know the process and learning outcomes achieved by students. As stated the 2013 in National Curriculum, assessment of language skills is not sufficient only by multiple-choice tests (objective tests) and essay tests or observation but must be accompanied by performance tests or alternative assessments. It means assessment is considered an ongoing process that covers a very broad domain, from students responding to questions, offering comments, or using new words or language structures, the teacher automatically makes student performance assessments that can be assessed by the students themselves (self-assessment), teachers, and other students (peer-assessment) and it is a process that helps teachers and students to determine whether the teaching and learning process that has occurred has been running effectively.

Sedigheh (2013) stated formative and summative assessments are essential terms to understand educational assessment. Both assessments also can be assessment centres on students' level of achievement and their skills. Utomo (2016) argued that there are several types of English assessment at the junior high school level, namely (1) formative assessment which is aimed to determine the extent to which the student has already understood the lessons as they follow in the learning process in a certain period and improve the quality of learning. At the school, formative assessment is divided into written tests and oral tests. The second, middle test is usually conducted in the middle of the semester. It is conducted three months after the teaching and learning process. The test is created in the form of multiple-choice and essay questions. Then, summative assessment which is usually conducted in the middle or end of the semester covers more than one or several topics and is aimed to determine the extent of learners passing or not learning. At the school, it is classified final test. It is usually conducted at the end of the semester. This test is aimed to evaluate students after learning during one semester. This test also can be in the form of multiple choice and essay.

Merdeka Belajar's policy will certainly affect the curriculum and academic policies at the national, regional, and institutional levels. This policy also has an impact on the methods and strategies of learning in schools and universities. Saku (2022) stated that the Merdeka Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government.

Based on the description above, the writer is interested to conduct research, especially about the assessments in an English textbook at the junior high school level, where the writer wants to analyze the tasks, assignments and other forms of assessment in that book. This aimed to answer the question: 1) What types of assessment are used in the English textbook of Merdeka Belajar curriculum for first-year students of Junior High School?, 2) What are the dominant assessments used in the English textbook of Merdeka Belajar curriculum for first-year students of Junior High School?

The result of this study is to explore the dominant assessments used in the English textbook of Merdeka Belajar curriculum for first-year students of Junior High School and to know the types of assessment used in the English textbook of Merdeka Belajar curriculum for first-year students of Junior High School.

## METHODS

This research used the *English in Mind textbooks* as the object of the study. It has been written by Herbert Pucha and Jeff Stranks and also it is the official English textbook published by Cambridge. In analyzing the data the writer used some steps they are:

1. Reading through and analyzing the book *English Mind* second edition was analyzed within two weeks, which started from January 24<sup>th</sup> until February 6<sup>th</sup>, 2023.
2. Identifying and analyzing the types and dominant assessments used in the English textbook of the Merdeka curriculum.
3. Writing out the result of the types and dominant assessments used in the English textbook of the Merdeka curriculum. In this Brown's (2004) categories on the assessment were used for the analysis.

## RESULT AND DISCUSSION

This part presented the result of the analysis of the types and dominant assessments used in the English Textbook of the Merdeka curriculum. The data source of this study is the *7th English in Mind* second edition in which the writer found 16 types of assessments that are used in the book, they are directed responses, read-aloud, sentence/dialogues completion and oral questionnaire, pictures-cued task, translation, question and answer, giving instruction and direction, information transfer, dictation, listening cloze, sentence repetition, reading aloud, written response, multiple choice, matching task, short answer, grammatical transformation, and vocabulary assessment.

Speaking was divided into 5 types, namely: directed responses, read-aloud, sentence/ dialogues completion, picture-cued task, question & answer. From this type of assessment, the writer found that question and answer was the first type of assessment that is most commonly used in *English In Mind* books, in which this type of assessment was found on 10 pages in the book. In second place was a pictures-cued task in which there are 5 pages in the English mind book. Furthermore, directed responses, read-aloud, sentence/dialogues completion and oral questionnaire, translation, giving instructions and directions, each the writer can only find on one page.

Listening was divided into 4 types, they are, information transfer, dictation, listening cloze.. The writer found that dictation was the first type of assessment



that is most commonly found in *English In Mind* books. The second place was information transfer, listening cloze, and sentence repetition, which are found in 2 pages in the English mind book. Furthermore, regarding paraphrase recognition, Communicative stimulus, and Authentic listening the writer did not find this assessment in English in the mind book.

Reading was divided into 5 types, namely; reading aloud, written response, multiple choice, matching task, short answer, scanning,. From these types of assessments, the writer found that the matching task was the first type of assessment that is most commonly found in *English In Mind* book, in which this type of assessment is found on five pages in the book. In second place were reading aloud and short answer which there are three pages in the book and multiple choice was two pages, then the written response was one page. Furthermore, for the editing task, scanning, ordering, skimming, summarizing and responding the writer did not find this assessment in the book.

The form of assessment for writing skill was divided into 2 types, namely; grammatical transformation and vocabulary assessment. From these types of assessments, the writer found that grammatical transformation is the first type of assessment that is most commonly found in *English In Mind* book, which is found on 17 pages in the book. In second place was the vocabulary assessment in which there are 13 pages in the English mind book. Furthermore, in dictation and dicto-comp, picture – cued, ordering, short answer and sentence completion, paraphrasing, guided question and answer, and paragraph construction, the writer did not find this assessment in English in the mind book.

After collecting and analyzing the data to determine the types and dominant assessment used in the *English Book Mind Second Edition* it then could be discussed as follow: the writer analyzed the assessment based on four aspects of English which there were speaking, listening, reading, and writing. From the result of the analysis, it then can be concluded that the assessment of the speaking skill was divided 5 types, namely: directed responses, read-aloud, sentence/ dialogues completion, picture-cued task, question & answer. From this type of assessment, the writer found that question and answer was the first type of assessment that is most commonly used in *English In Mind* books, in which this type of assessment was found on 10 pages in the book. In second place was a picture-cued task in which there are 5 pages in the English mind book. Furthermore, directed responses, read-aloud, sentence/dialogues completion and oral questionnaire, translation, giving instructions and directions, each the writer can only find on one page.

Besides, listening skill assessment was divided into 4 types, they are, information transfer, dictation, listening cloze.. The writer found that dictation was the first type of assessment that is most commonly found in *English In Mind* books. The second place was information transfer, listening cloze, and sentence repetition, which are found in 2 pages in the English mind book. Furthermore, regarding paraphrase recognition, Communicative stimulus, and Authentic listening the writer did not find this assessment in English in the mind book.

In addition, the assessment of reading was divided into 5 types, namely; reading aloud, written response, multiple choice, matching task, short answer, scanning,. From these types of assessments, the writer found that the matching task was the first type of assessment that is most commonly found in *English In*



*Mind* book, in which this type of assessment is found on five pages in the book. In second place were reading aloud and short answer which there are three pages in the book and multiple choice was two pages, then the written response was one page. Furthermore, for the editing task, scanning, ordering, skimming, summarizing and responding the writer did not find this assessment in the book.

Then, the assessment of writing skill was divided 2 types, namely, grammatical transformation and vocabulary assessment. From these types of assessments, the writer found that grammatical transformation is the first type of assessment that is most commonly found in *English In Mind* book, which is found on 17 pages in the book. In second place was the vocabulary assessment in which there are 13 pages in the English mind book. Furthermore, in dictation and dicto-comp, picture – cued, ordering, short answer and sentence completion, paraphrasing, guided question and answer, and paragraph construction, the writer did not find this assessment in English in the mind book.

Based on the explanation above the writer can conclude that there are 16 types of assessment used in the English in Mind textbook of Merdeka Belajar curriculum for the first-year students of Junior High School were directed responses, read-aloud, sentence/dialogues completion oral questionnaires, pictures-cued tasks, translation, question and answer, giving instruction and direction, information transfer, dictation, listening cloze, sentence repetition, reading aloud, written response, multiple choice, matching task, short answer, grammatical transformation, and vocabulary assessment. Then, the dominant assessment used in the English textbook of Merdeka Belajar curriculum for the first-year students of Junior High School was a grammatical transformation from writing skills.

## CONCLUSION

The writer would like to present the conclusion of the study. However, this research focused on types and dominant assessments used in the English Mind second edition textbook. The writer found 22 types of assessments of English in Mind in which it divided into 16 assessments after analyzed by each aspect skills, they are directed responses, read-aloud, sentence/dialogues completion and oral questionnaire, pictures-cued task, translation, question and answer, giving instruction and direction, information transfer, dictation, listening cloze, sentence repetition, reading aloud, written response, multiple choice, matching task, short answer, grammatical transformation, and vocabulary assessment. Then, the dominant assessment used in the English textbook of Merdeka Belajar curriculum for the first-year students of Junior High School was a grammatical transformation from writing skills.

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