

# THE USE OF TEACHER'S OBSERVATION FOR ASSESSING STUDENTS' ENGLISH PERFORMANCE IN CLIL

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**Abstract :** *Content and Language Integrated Learning (CLIL) is an educational approach that can be mutually beneficial for both content and language subjects. Many researchers had researched the field of CLIL implementation and assessment but specifically, researching teacher's observation assessment in the CLIL classroom context in Indonesia is rarely investigated. The study was aimed to investigate the teacher's observation assessment. This research was conducted through case study. The instruments to collect data were observation sheet, interview guide, and also documentation. The findings revealed that in conducting teacher's observation assessment, the teacher was used some techniques: questioning, probing, and small group interactions. The research suggested that the teacher have to provide the students with information about the students can do with the language assessment to improve their awareness of the assessment in CLIL, especially English performance assessment which integrated into content assessment and convey explicit assessment information to parents as well.*

**Keyword:** *Assessment, CLIL, English performance, Teacher's observation.*

**Abstrak :** *CLIL adalah pendekatan pembelajaran yang memberi manfaat ganda, baik untuk pemahaman sebuah matapelajaran dan penguasaan Bahasa Inggris sebagai bahasa pengantarnya. Telah banyak peneliti melakukan penelitian dengan topik penerapan pembelajaran dan penilaian pada kelas CLIL, namun penelitian yang berfokus pada penilaian melalui observasi pada kelas CLIL di Indonesia belum pernah dilakukan. Penelitian ini bertujuan untuk menginvestigasi praktek penilaian kecakapan bahasa Inggris para siswa melalui observasi. Penelitian ini dilaksanakan dengan mengadopsi metode studi kasus. Instrumen yang digunakan untuk pengumpulan data adalah, lembar observasi, pedoman wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa dalam menilai kecakapan Bahasa Inggris siswa melalui observasi, guru melaksanakannya melalui bertanya, investigasi (probing), dan interactive dalam kelompok-kelompok kecil. Penelitian ini menyarankan bahwa Para guru perlu membekali para siswa informasi tentang apa yang harus mereka persiapkan dalam penilaian kecakapan bahasa Inggris yang bertujuan untuk meningkatkan pemahaman para siswa tentang penilaian pada kelas CLIL khususnya penilaian kecakapan bahasa Inggris yang diintegrasikan pada penilaian matapelajaran serta menyampaikan secara terbuka informasi penilaian kepada orang tua siswa.*

**Kata kunci:** *CLIL, kecakapan bahasa Inggris, observasi guru, penilaian.*

## INTRODUCTION <sup>2</sup>

CLIL has its unique way in integrating the teaching of content subject and the learning of foreign language. It is unique in terms of the how the method is presented and all the activities done in the classroom, especially in organizing the lesson plan, materials and also the assessment. Since its dual focus, the teachers have to consider both criteria in conducting assessment in CLIL, the criteria to assess the content and also the language. Now days, some experts tried to formulate the effective way to conduct assessment in CLIL to balance the need to assess content understanding and also language performance in a single way. Some scholars have different point of view regarding the assessment practices in CLIL classroom. Some of them consider that content and language cannot be assessed in a single test. Masler (2011) asserted that separated test is more appropriate to assess content and language in CLIL classroom. Separated assessment in CLIL classroom requires specific and clear criteria for each issue related on its dual focus (language skill and content knowledge). In other hand some experts in the CLIL compendium 2001 such as (Marsh & Lange, 2010) argued that content and language can be assessed integrately. Further Coyle, Hood & Marsh (2010) asserted that language objectives may serve several functions as related to content objectives.

In CLIL classroom, specific learning objectives need to be formulated in the term of expected

learning outcomes focused on the assessment of content and the skill required and also the assessment on the foreign language targeted. To conduct assessment toward the result of the subject studied in foreign language, criteria of both areas should be developed and become the basis consideration in assessment. There are two basic questions related to the assessment in CLIL, "What to assess?" and "How to assess?" Short (2013).

First, related to the question of "What to assess?" It requires a consideration of balancing the or even conflict between content and language concern in conducting an assessment in CLIL. Lo (2014) argued that in CLIL classroom, language learning objectives should not be ignored, since language is one of major resource for students to demonstrate their content knowledge. In the term of receptive and productive skill, receptively, the students need to grasp the question presented in the assessment or as an instruction, meanwhile in term of productive skills, the students have to be able to write a sentence or composing a short paragraph to answer the subject tested or speaking<sup>12</sup> in foreign language as it required in the teaching and learning process in the classroom. In line with Gablasova (2014) who asserted that the choice of using foreign language in teaching and learning<sup>3</sup> and also on the assessment constrains students' ability to express their content knowledge in foreign language targeted.

Second, related to the question of "How to assess?" it required two kinds of interpretations. First, the term how to

assess is concerning on the goals or purposes of the assessment, such as whether it purposes to diagnose or to identify students' learning progress. Moreover, it also concern to provide a feedback during the learning (ongoing) such as formative assessment. Second, the term how to assess also concerning on the whether its function to grade or measure the standard of students such as summative assessment (Meyer (2009). Specifically, in CLIL classroom, regarding the diagnostic function and also process oriented assessment, it can follow "the five-step diagnostic and progress-oriented process which involved the development in foreign language competence; development in the content area; development of positive attitudes towards both the foreign language and content area; development of strategic competence in both the language and content; development of intercultural awareness and promotion of intercultural education" (Mehisto & Marsh, 2011).

Based on the five-step diagnostic and progress oriented process, teachers in CLIL setting need to identify the gap between what student has understanding of and also the desired knowledge targeted in educational goal. Regarding the uniqueness of CLIL, it is crucial to get understading the cause of the gap. It can be in the form of the lack of content knowledge or the lack of communication caused by students' insufficient to acquire foreign language. The gap needs to be solved by offering some alternative ways of expressing content understanding. As argued by

Massler, Stotz & Queisser (2011) which recommend integrating hands-on activities and symbolic representations, such as figures, pictographs, maps, diagrams, pantomimes, drama techniques to help incorporating the foreign language ability in teaching content subject.

Then, it is also crucial to be conducted by the teacher in CLIL to determine whether the student facing the problems in leraning situated in CLIL specifically related to the content, the language, or on both aspects focused. After identify the problems faced by the students the teacher can take an alternative way to support the student and adjusting the method, approach, materials, procedures and activities to help the students reach the learning goals. One of the methods that can be used to support the diagnostic assessment in CLIL is teacher's observation assessment

## METHOD

The current study used a case study research design to investigate the practices of teacher's observation assessment in CLIL. The study conducted by involved an English teacher and 24 (twenty four) students of the 9<sup>th</sup> grades MAN 2 Tuban as the subject of the research. Cresswell (2009) stated that a case study defined as an in-depth exploration of a bounded system. Referring to this definition, a case study can be called as a bounded since it is unique, specific based on certain place (context), time and also related to certain characteristic of the participant. Case study is not only characterized with a specific place, time and

participants, but also various techniques and procedures to meet the research objectives. Observation, interview and documentation were used to collect the data. In analyzing the data, thematic analysis by Braun & Clarke (2006) was used to analyze qualitative data since Braun & Clarke (2006, P. 412) argued that “thematic analysis is method to identify, analyse and report themes and patterns within a data set”. In this sense thematic analysis can be also seen as a qualitative descriptive method that help the researcher in serving the core skills for conducting many other forms of qualitative analysis. Further, Braun & Clarke (2006) suggested that thematic analysis provides a flexible and useful research tool, provides a rich and detailed, yet complex, account of the data.

## FINDINGS AND DISCUSSION

### FINDINGS

#### *The Consideration of using teacher's observation assessment*

The use of teacher's observation assessment was to support the written test, the teachers also combine with observing students English progress (speaking, reading, writing, listening) and vocabulary in daily learning. Teacher observation is supporting instrument of written test to conduct English performance assessment.

Teacher observation was mentioned as a supported assessment method used by teacher in interviews and in the questionnaire. Observation was done daily in the classroom. It was conducted by the teacher during the

teaching and learning. As mentioned by teacher in interview session:

*To support written assessment, we used daily observation*

(interview, 26/09//2021)

As we know that in written test students' speaking skill has not been assessed, so the teachers assessing students' speaking skill through teacher observation in daily communication in the class. The teachers considered that it can be done since, the instructional language and students' daily communication was in English. It was help the teacher to be able to assess speaking skill through teachers' daily observation. As stated by teacher:

*Since in written test, students' speaking skill has not been assessed, so to complete the assessment, we used observation to assess students' speaking skill*

(interview, 26/09/2021).

Moreover, dealt with the observation as a tool to assess students' speaking skill was confirmed by teacher who said that:

*...yes sure ... assessing students' speaking skill through daily observation is can be done in our learning context, since we use English as instructional language and all communication system in daily conversation was in English”.*

(interview, 26/09/2021)

#### *The structure of teacher's observation assessment.*

Based on the result of observation in the class, it is perceived as an inherent and self-evident assessment method. The teacher only recorded students' speaking activity in his mind. He did not make any notes of students' speaking skill. It was done since the number of students in the class considered as small class with 24 students in the class. The teacher considered that it was very easy to memorize students' speaking skill on his mind. The result of classroom observation was inherent with the result of interview. In interview session the teacher confirmed that:

*In conducting observation of students' speaking skill, I use self-evident assessment, where I only remembering my students' speaking activities, and do not make any notes".*

(interview, 26/09/2021).

*Yes, I did not make any notes of students' speaking skill, I only memorize my students' speaking skill, it was because the number of the students in each class only 24 (twenty four) students".*

(interview, 26/09/2021)

Based on the result of observation in teacher Ahmad's class, it seems that the teacher makes observations on-the-run. The teacher observing instantaneously and implicit assessment were taken place in the class. For the teacher, observation conducted through the opportunities that emerge in the everyday classroom teaching and learning but it is unclear how the teacher used the observations opportunity for giving feedback for the

students. Since it was not well noted by the teacher, the teacher observation conducted seems like mental records of the observations and use them as the basis for gut-feeling assessment. As it was confirmed by the teacher in the interview session, the teacher confirming that:

*Observation always taken place daily in the classroom, it was instantaneously and such implicit, I do not make any notes towards students' interaction activities, but I keep it in my mind and deliver such gut-feeling assessment towards students' speaking ability*

(interview, 26/09/2021)

Based on the result of observation in the class, it seems that the classroom assessment (observation) used by the teacher was an incidental observation, the assessment conducted unplanned. It appeared instantaneously during the learning process. It also unpredictable, it was based on the students' reactions and activities during the lesson. The result of observation also strengthened with the result of the interview with the teacher:

*I don't see the need that it necessary to assess the students' language performance and planned observation. Assessment is fairly often based on students' activities that sometimes appear incidentally and tend to in the form of gut feeling assessment".*

(interview, 26/09/2021)

The assessment strategies through daily observation was conducted by the teachers in some ways, it was conducted by questioning, probing, and small-

group interaction between learner and teacher in terms of comments on students' oral and written works.

1) *Questioning strategy*

Questioning strategy was appeared when the teacher asked a question to one of the students as drawn in the teacher's and student's conversation below:

T : *Dini...after teacher explaining about dispersal, can you mentioning the kinds of dispersal?*

S : *eemh... dispersal ya teacher...it happen through water, seed, wind .....and....what else teacher?.*

(Observation 1, 19/09/2021)

Questioning strategy in observation assessment also conducted by the teacher during the lesson as shown on the dialogue between teacher and her students below:

T : *Fadia...why don't you listen to me?*

S : *I ask apologize teacher, Raihan disturb me, he take one of my pencil*

T2 : *Raihan, now explain, how is the process of photosynthesis happened?*

RI : *Eeeee...sun...than....*

(Observation 2, 21/09/2021)

Questioning strategy not only initiated by the teacher, but also it could be initiated by the student. It also frequently occurred in teacher Ahmad class, but it was sometimes unpredicted. As shown in the class observation, one

of the students asked to the teacher in the learning process:

S : *Teacher, in my house tho teacher... emh*

T : *Yaa...*

S : *My mom have flower tho teacher.*

T : *Do not use "tho" Rania*

S : *Ok teacher... But it have two colors. Is it called germination teacher?*

T : *eemh... it has Rania...not it have*  
(Observation 1, 19/09/2021)

In questioning, when the student asked question, the teacher also giving corrections to the student's error. It proved that questioning was used to assess students' English performance. It was confirmed by the teacher in interview session. He said that:

*Sometimes we assess the students when he or she asked something they do not understand to us, and in this way we also giving some correction to the students' error, and directly it also assess students' English and put it in my mind.*

(interview, 29/09/2021)

From the evidence appeared in the research setting, it can be inferred that questioning was one of the means used in-class observation to assess students' English performance especially in speaking skill but they do not make any written notes to the students' progress except in his/or her mind.

2) *Probing*

Probing is one of the means used by the teachers in class observation assessment. It was done daily in the teaching and learning process. It is usually conducted by a co-teacher who

helps the science teacher during the lesson. As we know that in each class was provided a co-teacher who was assigned to control the class during teaching and learning. As stated by the teacher in the interview session, he said that:

*Another way used in class observation assessment is probing, but it was done by co-teacher during the lesson.*

(interview, 29/09/2021)

Furthermore, based on the result of observation, probing was done in daily observation' assessment, which happened when the teacher observing the students doing daily work. The teacher seems to give full attention to the way the students finishing the task. The teacher walks around the class and comments on the students' work. It seems that the teacher probing students' learning progress. It was strengthened with the result of an interview with teacher after the class ends. The teacher confirming that:

*"Yes...right, to know the students' English progress...it can be done through probing. Probe the students' progress by give a full attention to each students.*

(interview, 29/09/2021)

In probing the students' English progress, the co-teacher writes any notes to the students' English progress but some of them were conducted as run-probing. It means that not all co-teacher writes any notes about students' English progress. As confirmed by the teacher in the interview:

*In probing students' progress, I do not used to make any notes, I just*

*remembering the students' progress in my mind, it was such as on-run probing.*

(interview, 29/09/2021)

Based on the data presented, it can be concluded that probing was done as a supportive means to assess not only content knowledge but also students' English performance. The teacher notes the result of probing the students but some only remembering on her/his mind as a basic consideration to composing a students' progress report at the end of the semester

### *3) Small group interaction*

Another strategy that used to be done by the teacher in the class observation assessment is small-group interaction. Most of the teacher confirming that sometimes they used small-group interaction to know students' English progress through the response given by the students. As teacher said in the interview conducted, he said that:

*Another tool in-class observation assessment is small group interaction. I want to know students' English progress where sometimes appears through students' responses in the interaction.*

(interview: 29/09/2021)

Small group interaction usually consisted of 2 (two) or more but less than 5 (five) students. The teacher tried to dig information by giving a simple question to one of the students. Usually, the topic is about her/his family. The students were mostly like to tell about their families. As it was confirmed by the teacher in the interview:

*Usually, I create small group interaction not only in the class*

*situation, It mostly taken place in the rest time with a simple topic about her/his family*

(interview, 29/09/2021)

The teacher tried to create a small interaction in a group of students or even individual interaction. The topics discussed in the interaction usually about their family. At this moment, the teacher also captured students' English speaking skills. Again, all the processes

## DISCUSSION

The finding dealt with the teachers' observation conducted by the teachers was adequate to assess students' English performance especially in assessing speaking and listening skills. As Bailey (2015) who asserted that **both learners and the teacher may be unaware of the assessment process, which is why observation ultimately serves learning facilitation and immediate decisions.**

Observation assessment can be categorized and results gut instinct assessment if in the process of observation was not concerning with a specific focus and purposes. Without any specific focus, assessment through teachers' observation does not necessarily reflected into actual feedback. It is can caused the target of observation may allusive.

The findings revealed that *first*, the observation assessment conducted was unplanned and it was incidentally conducted and flows through the teaching and learning processes (on run) or incidentally. Rohmah et., al (2019) confirmed that

do not note formally. The teacher tried to memorize students' speaking skills in their minds. As mentioned by the teacher:

*Small group interaction also used as an assessment tool in teacher observation, mostly, it happens during rest time, we memorize it in our mind.*

(interview, 29/09/2021)

Incidental observation is therefore the weakest form of teacher observation and would preferably be used only as supplementary evidence to support other forms of evidence. Relying on incidental observation alone would be unsatisfactory

The finding was in line with Rohmah, at., al (2019) who confirmed that in observation assessment for primary students can be done accidentally, unplanned, and in any situation that appeared with systematic evidence (recorded). Pinner (2012) inferred that observation is not the main assessment instrument, it was a kind of supplementary instrument to the main instrument of the assessment. The finding also in line with Koopman, Skeet, & de Graaff, (2014) who stated that on-run observation helps the teacher to understand students' real achievement since it naturally appeared.

*Second*, the observation assessment conducted by the teacher does not relate to the learning outcomes. Since it was conducted accidentally, unplanned, and in the form of on run

observation in the class. Sometimes it also does not situate within familiar learning contexts but is derived from a variety of situations and occasions. Brady, & Kennedy (2001) inferred that teachers' observation assessment, learning outcomes that have not been demonstrated can be deliberately prompted. Assessment should be planned as well as incidental. Further Heritage (2007) indicated that teachers have to ensure that assessment through observation is comprehensive and outcome-based.

Third, the finding whether the teacher's observation assessment is recorded with the evidence, the data showed that the observation assessment conducted was not recorded with evidence, no standard, and criteria as a guideline. The teachers did not make any note of the result of the assessment. The finding following Rohmah, Nurdianingsih & Zainudin (2021) believed that in teachers' observation assessment where the aim is to map the student's profile of demonstrated learning outcomes, standardized is not the issue. The finding is contrary to Genesee & Upshur (2016) belief that for the implementation of teachers' observation, it has been recommended that the evidence focuses on the demonstration of learning outcomes. Evidence is documentation that records, illustrates, or confirms student demonstrations of learning outcomes. Várkuti (2010) asserted that to get a valid assessment through observation, it must be evidence-based that recorded systematically.

## CONCLUSION

It was presented in the subsection before that the practices of teacher observation assessment conducted by some teachers' were such on-run observation was conducted in three kinds of methods: questioning, probing, and small group interaction. It also inferred that the assessment was practiced with no standard and criteria used. There was no specific assessment tools were used in teacher's observation assessment.

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