

**ABSTRACT**

Pusparini, Catharina Dyah. (2013). *English Language Education Study Program Practice Teachers' Conception on Classroom Assessment in School Practice Program*. Yogyakarta: Sanata Dharma University.

School Practice Program (PPL) is one of the obligatory courses for all of the Sanata Dharma University students under the Faculty of Teachers Training and Education, including the English Language Education Study Program (ELESP). The School Practice Program required the practice teachers to be able to implement their knowledge in teaching the students in a school. In the School Practice Program the practice teachers should be able to implement the classroom assessment since it is a part of teaching and educational scope. Different conception on the classroom assessment will lead the practice teachers to the different implementation.

The researcher formulates a problem in this research, namely, what is the English Language Education Study Program (ELESP) practice teachers' conception on classroom assessment in School Practice Program?

To answer the research problem, the researcher used quantitative descriptive research. The researcher used questionnaire and interviews as the instruments. The researcher distributed the questionnaire to eighth semester students of the English Language Study Program. The questionnaire which consisted of 30 items is used to find out the ELESP practice teachers' conception and implementation of classroom assessment. The researcher also held an interview to gain detailed information about the practice teachers' understanding on the classroom assessment.

The result found that the ELESP practice teachers had a good conception on classroom assessment in School Practice Program. The result also found that the ELESP practice teachers had implemented their conception on the classroom assessment well during School Practice Program.

Keywords: *classroom assessment, conception, practice teacher*

**ABSTRAK**

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Program Pengalaman Lapangan (PPL) merupakan salah satu mata kuliah wajib bagi mahasiswa Fakultas Keguruan dan Pendidikan Universitas Sanata Dharma, termasuk Program Studi Pendidikan Bahasa Inggris (PBI). Program Pengalaman Lapangan (PPL) diperlukan agar para praktikan dapat menerapkan ilmu dan pengetahuan dalam mengajar siswa secara nyata di sekolah. Dalam Program Pengalaman Lapangan, praktikan harus mampu mengimplementasikan penilaian kelas karena merupakan bagian dari ruang lingkup pendidikan. Konsepsi yang berbeda terhadap penilaian kelas akan membawa guru praktikan ke dalam implementasi penilaian kelas yang berbeda-beda.

Permasalahan di dalam penelitian ini dirumuskan sebagai berikut: Apakah konsepsi praktikan Pendidikan Bahasa Inggris (PBI) tentang penilaian kelas selama Program Pengalaman Lapangan?

Untuk memecahkan masalah di dalam penelitian ini, peneliti menggunakan penelitian kuantitatif. Peneliti menggunakan kuesioner dan wawancara sebagai instrumennya. Peneliti menyebarkan kuesioner kepada mahasiswa PBI semester delapan. Kuesioner yang terdiri dari 30 item yang digunakan untuk mengetahui konsepsi praktikan PBI tentang penilaian kelas. Peneliti juga mengadakan wawancara untuk mendapatkan informasi lebih dalam mengenai pengetahuan guru praktikan tentang penilaian kelas.

Hasil penelitian menunjukkan bahwa praktikan PBI memiliki konsepsi yang baik terhadap penilaian kelas selama Program Pengalaman Lapangan. Hasil penelitian juga menunjukkan bahwa praktikan PBI telah menerapkan konsepsi mereka tentang penilaian kelas dengan baik selama Program Pengalaman Lapangan.

Kata kunci: *classroom assessment, conception, practice teacher*