**THE INTEGRATION OF INFORMAL ASSESSMENTS**

**IMPLEMENTED IN ESP COURSE**

**TO MOTIVATE STUDENTS**

TO SPEAK UP

**1Futuh Handoyo, 2Lia Agustina, 3R. Setiawan**

1English Lecturer, Accounting Department, State Polytechnic of Malang, Indonesia

2English Lecturer, Accounting Department, State Polytechnic of Malang, Indonesia

3English Lecturer, Accounting Department, State Polytechnic of Malang, Indonesia

Co. Author Email: [lia\_alfan2d@yahoo.com](mailto:lia_alfan2d@yahoo.com)

|  |  |
| --- | --- |
| ***Article Info*** | **Abstract** |
| ***Article History***  *Received:*  *Revised:*  *Published:* | *An assessment is a method of collecting and discussing data from a variety of sources to gain a comprehension understanding of what students know, understand, and can do with their knowledge as a result of their educational experience to enhance future learning.*  *The purposes of this study were: 1). to see the students’ motivation in learning the English project proposed in the ESP Course – Business Meetings Project, 2). to measure the student's achievement in language skills – especially in oral communication skills, 3). to see the students’ respond on the model implemented. The study used an Action Research method by distributing a questionnaire, students’ achievements and classroom activities that were taken as the data. The object was 26 students of Accounting Department – State Polytechnic of Malang. The result of this study showed the success of the model implemented which could be seen from the T-test of the first project, it amounted to 62,30, while the second project was 74,69 and the third project was 79,30.*  *The conclusion stated that the model was successfully implemented.*  ***Keywords****: integration, informal assessment, increase, oral communication skill* |
| ***Keywords***  *Writing instructions;*  *ELT learning;*  *Communicative learning;* |
| ***How to cite:*** | |

**INTRODUCTION**

**Motivation**

Motivation is one of the most important things when it comes to learning languages. When students have a positive attitude towards English, they're more likely to work and keep learning even when it's hard.

Motivation helps students stay interested and keep trying even when things get tough. Sometimes motivation can get stronger or weaker, so teachers need to have ways to help students stay motivated and keep enjoying learning.

In addition to making sure students understand what they are learning, it is also really important to keep them excited and interested in learning English. Teachers need to make sure that students don't get bored and feel positive about learning English. Students should also be encouraged to participate actively in their learning. (Hartono et al., 2022) states in learning process every students has own way to reach the goals that she/he sets. Therefore, the teacher has to be able to create a comfortable and conducive class environment to make the students enjoy the class. Because the students have different characteristics and background knowledge, the teachers must be selective in choosing a good strategy to motivate the students so they could achieve the learning goal.

Teaching strategies influence the success of teaching, it improves students’ involvement in the learning process. Teaching strategies can be a factor that influence of successful teaching as (Bahous & Nabhani, 2011) stated that teaching strategies can also enhance students’ engagement or involvement in the learning process. The statement was supported by (Armstrong, 2020), in which he states that teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. The way teachers teach can make a big difference in how well students learn. If teachers use fun and interesting ways to teach, it can make learning more exciting for students. Teachers should try different ways of teaching every day to keep things interesting.

To increase students' enthusiasm in teaching and learning activities, teachers still need to be more creative in the way they use media, strategies, or given information. The objectives of the teaching and learning process cannot be met in the absence of motivation, for that reason the researchers wanted to implement the integration of informal assessments implemented in Business Meetings’ Project to motivate students to learn English especially on the oral communication.

**Assessment**

The teacher’s main goal of teaching English language is assessing students' progress during the lecturing and knowing the achievement of the students at the end of the semester. (Rhamli, 2020) stated that [assessment](https://www.myenglishpages.com/blog/definition-of-testing-assessment-and-evaluation/)**for learning refers to the process of collecting and interpreting evidence about learning to be used by the teacher and learners to adjust teaching and learning.**

Assessment is an important factor of improved education on the part of faculty, students, and programs. It provides feedback from which those involved can learn and make the necessary changes to enhance the learning environment, (Ben-Jacob, 2017).

According to Pierce, (2002; cited in (ÖzkanKırmızı, 2019) assessment is a crucial part of any learning and teaching activity. It is not only informs instructional decisions made on a day-to-day basis and helps diagnose students’ strengths and weaknesses related to classroom instruction, but also provides specific feedback to students in support of their learning. In addition, evaluations provide teachers with immediate feedback on how to apply their teaching practice for students' learning styles.

(Jerrold, 2012) cited in (Saragih, 2016) mentions that assessment is how to identify the learners’ needs, document their progress, and determine how the teachers are doing as teachers and planners.

(Tosuncuoglu, 2018) states that assessment includes information about student awareness, understanding, perception and attitude to learning. Further he continues to say that assessment answers the needs of the student and is a central to teacher planning, including testing.

**The Purpose of doing assessment**

(Linch, 2016) states the purpose of the assessment are gathering relevant information about students’ performance or progress, or to determine student interests to make judgments about their learning process. Then, teachers can reflect on each student’s level of achievement, as well as on specific inclinations of the group to customize their teaching plans.

The purpose of learning assessments is not only to give grades or scores, but also to learn about the learning progress. Teachers use the information, collect them to design activities that direct the learning toward intended goals. Assessment is to give students the opportunity to demonstrate what they have learned rather than to trap them on what they have not learned.

(Gultom, 2016) states that the aim of the assessment is to get students to reveal their strengths and weaknesses, and this assessment should not be threatened, students appreciate for having feedback on knowledge, ability, and positive feelings.

**Literature Review**

**Motivation**

Motivation has extremely important part for foreign language learners. In learning English, motivation is the key that impacting the students’ success or failure ( (Jingyi Ai1, †, a, \* Yujie Pan2, †, b, \*, 2021). Motivation can increase interest in literacy, and also learning can produce motivation. Also, motivation encourages students to achieve their thing in learning English. With that motivation students would be more interested and try their stylish in literacy. It can be seen that motivation plays an important part in the success of students’ achievement inEnglish. There are several criteria that may be used to predict the quality of the English learning process. These comprise the opinions, attitudes, and level of motivation of the students toward studying English.

The way that students approach learning English would help them accomplish their objectives and find solutions to the issues that arise during the process.

A student's performance in learning English is also influenced by her desire and ambition to master in learning language**.**

In (Silfia, 2019) states that: a) Motivation raises students' awareness of the learning process, such as, students would focus on how they learn best and how to comprehend the information that the teacher has provided. b) Motivation gives students the path to reach their objectives, increasing their motivation and attention throughout the learning process.

Students that are motivated are more eager and engaged in the learning process. This is the most crucial section since it will increase students' enthusiasm to study English when they feel confident about it.

Motivation is the key to achieving learning objectives.

Extrinsic/external motivation and intrinsic/internal motivation are the two categories of motivation. Students exhibit varying levels of motivation, ranging from low to high. Intrinsic motivation involves students' desire and effort to learn. Even without external rewards, students with intrinsic motivation are enthusiastic about studying. While some students possess intrinsic motivation, others may have low or high levels of it. Teachers should be aware of this aspect of student development in the classroom. Extrinsic motivation, on the other hand, arises from external factors. If students rely on external rewards, teachers must pay closer attention to them as they may lack motivation without such incentives. These external factors can include rewards or punishments that encourage students to enjoy and engage in learning English. Teachers should also consider this aspect of student development in the classroom.

**Formal and Informal Assessment**

Language is used for the purposes of socially interaction, such as communicating with another person in a conversation, typing documents, finding information on graphs or schedules. The performance should be measured either on the basis of documentation that the task is successfully completed or by applying a grading system to assess specific aspects.

(Ben-Jacob, 2017) states that educational assessment is the amount of knowledge, skills, or beliefs in terms that can be accounted for or measured. Educational assessment should be based on the foundation of the knowledge and the process of teaching

Analyzing the teaching and the learning process is important. (Fitriani, 2019) states that assessment is vital to education and plays important role in teaching and learning  
process. It determines whether the teaching goals have been met. It is used for both formal and informal assessments.

Informal assessments are standardized data-based measurement that determine what and how well students have learned, while formal assessments are qualitative judgments that evaluate topic knowledge and performance development.

In informal assesment, it is necessary to carefully plan and use informal assessments as a diagnostic, formative or summative assessment tool. The project's educational goals and

objectives are to prove knowledge acquired from a particular technique in order to determine

whether informal measures can be carried out.

Below are the examples of informal formative assessments down loaded, dated 06.08.2023 from (*What Is an Informal Assessment? (With Benefits and Examples)*, 2022), <https://www.proprofs.com/quiz-school/blog/informal-assessment/>

1. Quizzes

Quiz is a tool to be used to ask questions about the lesson before, during or at the end of the lessons

1. Projects

Project is a huge assignment, usually done in a group, it encourages knowledge, skills to engage a real-world problem-solving.

1. Portfolio

Teacher may ask students to make a portfolio to know the students’ progress, it may content about students’ knowledge, experiences, and strengths.

1. Oral Presentation

Teacher may ask students to present speeches to see the progress of the students’ ability

1. Observation

Observation is an activity that focusing on students while they are learning to identify their learning gap and challenging that may face by students

At the moment, evaluation stands as an indicator of a student's ability to assess what students are going to have, to do in order to get a good grade.

While based on the National Standards Factshee mentioning some principles of assessment for learning ([https://nzcurriculum.tki.org.nz/Archives/Assessment/National-Standards-archives/Fact-sheetsdown 27 March 2013](https://nzcurriculum.tki.org.nz/Archives/Assessment/National-Standards-archives/Fact-sheetsdown%2027%20March%202013), loaded, 30 October 2023);

* Learning to learn

Assessment of teaching methods can lead to an improvement in the ways students learn and help students become more accustomed to not just what they've learned, but how they have learnt it.

* Building students' assessment capability

The key moments in personal learning is when students make an active participation in assessments of their learning through interpreting performance. This provides students with an understanding of their own strengths and needs, as well as an opportunity to make choices about what is next.

* Engaging and motivating

The role that teachers play in students' motivation is one of the main purposes for assessing learning. It is not enough to have knowledge and understanding of what needs to be achieved. Teachers must do their best and be prepared to stay engaged.

* Content knowledge

Teachers should be fully aware of the content on their teaching and how students are learning it. This means having a clear understanding of the concepts and how to facilitate on a new learning.

* Planned and communicated

A careful comparison between teaching strategies and assessment criteria should be made. Students should be notified in advance of what they will be taught, as well as the approach and rationale for evaluating their progress. To enable teachers to adjust their plans based on new information, opportunities, or perspectives, the design of teacher's programs should be flexible. Approaches for gauging students' comprehension of their goals, as well as the standards that will be employed to assess the students’ work, should be included in their planning.

* Progressive and cumulative

The assessment should have validity, fairness and appropriateness. Progress should be measured, not only achievement.

* Supports teaching and learning goals

The teachers have to be aware of the way in which an assessment is supposed to improve learning, and how they need to check that it does. The assessment should emphasize the quality of the interaction between students and teachers and be appropriate for the purpose.

* Recognizes social and cultural aspects of assessment

A social and cultural dimension is included in all aspects of the evaluation. In order to ensure assessment is appropriate and effective, teachers must have knowledge of the student's culture, background and experience.

* Teaching inquiry

In preparing the assessment; a teacher should observe learning, analyse and interpret evidence of learning, give feedback to students as well as support students in their own assessments.

**Oral Communication and ESP Course**

The aim of teaching English to EFL students is to give confidence to express ideas in

the form of oral communication (Tyas, 2018). A communication is used as a tool for

communicating in working environment as well as within academia.

Considering the importance of oral communication to students’ success, the researchers implemented ESP in the form of project based learning for the accounting students at State Polytechnic of Malang – Indonesia for the 3rd semester as a way of picturing a real life business communication.

In an ESP course, a case study is an effective informal assessment method for putting students' skills into practice in their professional environment. It enhances students' enthusiasm to learn a language, fosters accountability, and strengthens problem-solving skills (Roell, 2019).

It should aim to fulfil the purpose of the course in demonstrating development, and enhance analytical and critical thinking skills (Roell, 2019). In order to learn meaningfully, students and teachers should apply case studies. Knowledge of content is often promoted by teachers who use actual assignments. A case study is used to assess the student's readiness for applying their knowledge in real world situations. It enables the assessment of any process or product to be taken into account.

Doing Presentation of Business Meetings in an EFL class provides an important opportunity for students to practice students oral communication skills in conveying ideas and also conveying the expectations, needs and will have other students.

The reality of the activity is also one of the factors that contribute to the requirements of the ESP classes, which can help students develop their English skills so that they can use them in a professional context in the future. (Belyaeva, 2019) mentioned that one of the characteristics of ESP is that it is designed to meet the learners’ needs and should relate the content to a particular discipline, occupation, or activities. This emphasizes the importance of the learning material as well as the media to promote the learning for Accounting Department students, which are mainly focused on Accounting-related topics, which are covered in the 3rd semester study on business meetings project.

(Uswatun, 2013) stated that built-autonomous learning media aimed at assisting the learning process to be more effective, engaging, interactive, and also fun, and they should be developed based on the needs of the students in each meeting. This would definitely increase the chances of improving and simplifying the learning achievement goals and also increase the motivation of students to learn, and ultimately, the students' achievement would also increase.

**Method.**

The researchers use an Action Research Study.

Below is the Procedure of the Action Research;

**PLANNING**

Evaluating Identifying

Implementing Informing

Revisiting Organizing

**REFLECTING** **ACTION** **ACTING**

**RESEARCH**

Analysing Trialling

Reporting Collecting

Sharing Questioning

**OBSERVING**

**Population and Samples**

The subject used was the Accounting Students of the third semester of D4 Management Accounting Department - State Polytechnic of Malang with the samples of 26 students.

**Data Collection Technique**

Data were taken from the students’ achievement, classroom activities’ observation and a questionnaire distributed.

**Technique of Analysing the Data**

1. To collect information about motivation of the students in learning English, the researcher

used a questionnaire. According to Arikunto’s (2006) (YUSDA, 2020), a questionnaire is “a statement or question” that the researcher uses to gather information from respondents.

The questionnaire was rated by Likertscare rating. On this scale, students will answer the factor of motivation on a scale of 1-5, with 1 meaning “Strongly agree”, 2 meaning “Agree”, 3 meaning “Undecided”, 4 meaning “Disagree”, and 5 meaning “Very strongly disagree”. (See Sugiyono, 2010 in (YUSDA, 2020).

The Questionnaire asked respondents to answer the following questions based on the scale:

**Table 1 - The Likert Scale Rating;**

|  |  |
| --- | --- |
| **Students’ option** | **score** |
| Strongly agree | 5 |
| Agree | 4 |
| Undecided | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

**(**Sugiyono, 2010 in Yusda, 2020)

**Table 2 – The Categories of Learning Motivation**

|  |  |
| --- | --- |
| **Score interval Categories** | |
| 0 - 49 | Low Degree of Motivation |
| 50 – 75 | Moderate Degree of Motivation |
| 76 – 100 | High Degree of Motivation |

(Prapp Hal and Gardner, 1981 inYusda , 2020)

1. While the researchers used both pre-test and post-test to determine the students'

improvement on the students’ ability. The classroom activities’ observation and a questionnaire distributed to see the students’ motivation.

The researcher used the T-test technique to compare and to calculate the mean of the pre-test and post-test scores as follows:

The mean is the average obtained by dividing the sums of the scores of all the respondents. The study's findings was implemented as follows:

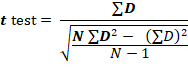




X = score

∑= sum or add

N = Subject



The implementation of the T-test was implemented to see whether there was a significant difference between before and after the model implemented for the 3rd semester’s students of the Accounting Department – State Polytechnic of Malang.

**Results and Discussion**

There are two types of motivations: intrinsic motivations and extrinsic motivations. Intrinsic motivation is refers to learning itself having its own rewards (Arnold, 2000 in (Mujani, 2019). Harmer (2007:98 in (Mujani, 2019) stated that intrinsic motivation comes from within the individual such as effort, desire, and attitude. While extrinsic motivations might come from outside, such as; parents, teachers or environment.

The student’s motivation is either the pleasure of learning or the need to feel better about themselves.

Below was the students’ respond on the Questionnaires distributed

Table 3- **Students’ Respond on Intrinsic Motivation Questionnaire**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Intrinsic Motivation Questionnaire**  Effort, desire, attitude | Strongly Agree (SA) **5** | Agree (A)  **4** | UndUndecided  (UD)  **3** | Disagree (DA)  **2** | Strongly Disagree (DS) **1** | Total |
| 1  2  3  4  5  6  7  8  9  10  11  12 | I enjoy learning English  I study English for my future life.  Being able to speak English make me proud in front of others  When I could speak English it makes me easier to find a job  I suppose people would admire me if I speak English.  I'll get better grades if I study English  Studying English will broaden my view.  Learning English is one of the challenging subject that I enjoy  It’s so cool if I'm suitable to speak English.  I'm learning English to come more educated.  I get upset when I'm doing worse than my classmates in English. English is a useful tool in searching information on the Internet. | 12 mhs  16 mhs  10 mhs  15 mhs  8 mhs  15 mhs  13 mhs  17 mhs  15 mhs  23 mhs  16 mhs  26 mhs | 11mhs  10mhs  12mhs  11mhs  12mhs  11mhs  13mhs  9 mhs  9 mhs  3 mhs  10mhs  0 | 2 mhs  0  2 mhs  0  5 mhs  0  0  0  1 mhs  0  0  0 | 1 mhs  0  1 mhs  0  1 mhs  0  0  0  1 mhs  0  0  0 | 0  0 0  0  0  0  0  0  0  0  0  0 | 112  120  115  119  105  119  117  121  116  127  120  130 |

The total was 1.421

The mean of the students’ Intrinsic Motivation was 54.65

**Students’ respond on Intrinsic Motivation Questionnaire**

1. *I enjoy learning English*

The researchers found learning English to be enjoyable. There were a student who disagreed, two who were unsure, and twenty three who agreed firmly. It provided knowledge that the students found interesting and found enjoyable to acquire.

1. *I study English for my future life.*

This questions were agreed upon by all students. Sixteen students strongly agreed and ten students agreed that learning English is crucial for their future. Based on the interview, it was said that many multinational corporations are in a new era. They could be joining that organization as employees, and they might have significant connections within the workplace. They would have a great chance to pursue a successful job in the future. Speaking English makes students feel confident when they are with other people*.*

1. *Being able to speak English make me proud in front of others*

Twelve students agreed, two could not decide, and one stated they disagreed with the message. Ten students chose to strongly agree. Students would be right to feel proud of their abilities because English is a universal language used in practically every profession outside of education. It's difficult to share ideas in that language; it takes a lot of practice, height motivation, and effort.

1. *When I could speak English it makes me easier to find a job*

Studying English is crucial since it will help students to get a good job; 11 people agreed and 15 strongly believe that knowing the language would help them land an amazing job in the future, because many large corporations choose to hire individuals who speak English well.

1. *I suppose people would admire me if I speak English*

One student disagreed with the concept, five others were unsure, and said that studying English wasn't the best way to feel significant in social situations. Their language use—Indonesian—and their manner of speaking were more important than their English.

There were twelve students and eight students concur that mastering the language was crucial as it would increase their admiration from others in all circumstances, mastering the language might help them feel even more prestigious throughout individuals worldwide.

1. *I'll get better grades if I study English*

Eleven students agreed with the statement and fifteen students selected strongly agreed, stating that students will receive high grades if they learn English every day. They will receive it as a result. It aims to inspire students to set goals for themselves and study regularly.

1. *Studying English will broaden my view*.

Thirteen students chose strongly agreed on the statement and the other thirteen said agreed. By learning English students will increase their chance in continuing education abroad. Students also can have access to further estimable papers and sources which substantially written in English. From adding education of course it’ll increase students’ chance in developing students’ career as well. English is also the language of business. So if students plan to enter a global pool, learning English will surely be salutary for students. It also can open numerous further unborn openings in students’ career path.

1. *Learning English is one of the challenging subject that I enjoy*

Seventeen students selected the statement with great agreement, the remaining nine was agreed.

It getting challenging when students have to overcome certain obstacles in learning English. Practicing is one way to do it. Students would progress more quickly the more they are exposed to the language. Also, students require a group of individuals with whom they can converse in English. The English-speaking community is crucial since it will bring together everyone who has the aim of improving their English.

1. *It’s so cool if I'm suitable to speak English.*

Fifteen students stated strongly agreed, nine students chose agreed, a student said undecided and a student disagreed. To be a good driver, students must practice driving. It is the same for speaking English. No matter how students study grammar and vocabulary, if students do not make the mouth to speak, it is very difficult to do it.

1. *I'm learning English to come more educated*.

Twenty-three students who strongly agreed made the aforementioned remark, whereas three students agreed. Large corporations naturally desire and need to speak with educated individuals as the globe grows more interconnected. These days, everyone tries to pick up and use English. English is increasingly being used by individuals of many nationalities and cultures for communication..

1. *I get upset when I'm doing worse than my classmates in English.*

Sixteen students to decide strongly agreed and ten students agreed that receiving a bad grades may seem like the end of the world, but it's not. It is important to encourage to ourselves to think clearly and stay positive that things will work out. The only real failure would be failure.

1. *English is a useful tool in searching information on the Internet*

Every student agreed that the internet is a useful resource for learning about and researching a variety of topics, and that it allows us to communicate with people around the world.

Through a massive worldwide network, computers are connected via the Internet to one another. It enables the sharing of data between two or more computers connected to a network. Consequently, the internet facilitates communication through chat, audio, video conferencing, and other media, with English being the medium of exchange.

Table 4- **Students’ Respond on Extrinsic Motivation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Extrinsic Motivation**  Teacher, parents, environment | Strongly Agree (SA) 5 | Agree (A)  4 | Undecided  (UD)  3 | Disagree (DA)  2 | Strongly Disagree (DS) 1 | Total |
| 1  2  3  4  5  6 | I study English because of my parents  I'm more motivated when the teacher performs in a friendly manner in the classroom  Teacher would get angry if I were bad at English.  My parents would get angry if I get bad at English  My parents show great interest in everything related to my English lesson  My parents help me when I've difficulty to do my schoolwork | 20mhs  16mhs  12mhs  20mhs  10 mhs  17 mhs | 5 mhs  10mh  13mh  5 mhs  12mh  5 mhs | 1  0  1 mhs  1 mhs  2 mhs  4 mhs | 0  0  0  0  2 mhs  0 | 0  0  0  0  0  0 | 123  120  115  123  108  117 |

The total was 706

The mean of the students’ Extrinsic Motivation was 27.15

When the sum of intrinsic and extrinsic motivation values is added up, the total value will enter the level of high level of motivation – which is based on the Categories of Learning Motivation, adopted from Prapp Hal and Gardner, 1981 in(YUSDA, 2020)**.**

**Students’ respond on Extrinsic Motivation**

1. *I study English because my parents tell me to study English hard*

All students agreed that Parents play a vital role by giving children the courage and confidence to do their work, providing encouragement and helping to develop study skills.

1. *I'm more motivated when the teacher performs in a friendly manner in the classroom*

Sixteen selected students were decided to choose strongly agreed and 10 students agreed with above statement. Teachers play an important role in teaching and learning activities to socialize and train students' learning motivation.

1. *Teacher would get angry if I were bad at English.*

Twelve students selected strongly agree, thirteen students agreed with the statement, and

one student was unsure about the answer. The saying shows the teacher's responsibility

and love for his students. Even students need rewards/attention from teachers and rewards

don't always mean a nice gift.

1. *My parents would get angry if I get bad at English*

Twenty students decided to strongly agree, five students agreed with the statements, and one student was unsure about the answer. Every parent loves their children and always wants the best for them. Anger is just a form of their love.

1. *My parents show great interest in everything related to my English lesson*

This statement was responded to by ten students who chose to strongly agree, twelve students who chose to agree, two students who were unsure, and one student who disagreed.

The things our parents experience today are in the era of globalization, everything is related to English. Parents want their children to achieve the best in the future.

1. *My parents help me when I've difficulty to do my schoolwork*

Seventeen students chose strongly agree, five students chose agree, and four students were unsure about the answer.

Parents have an important role in motivating their children and parents should support their children in motivating them.

**Projects’ Evaluation**

In the research, the students’ score kept on having progress which started from the first project’s evaluation to the third project’s evaluation. It was succeeded to be implemented that the implementation of the model was significantly success.

The improvement of students’ score in each project evaluation can be seen in the following table.

Table 1. The Score range from the 1st project to the 3rd project

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Project 1** | **Project 2** | **Project 3** |
| **Lowest Score** | 60 | 70 | 75 |
| **Highest Score** | 70 | 81 | 88 |
|  |  |  |  |
| Number of Students | 26 | 26 | 26 |

It had shown that the students’ score increased well, started from project 1 – from the lowest score of 60 to the highest score of 70, project 2 – from the lowest score of 70 to the highest score of 81 and the last project (project 3) was from 75 to 88.

The mean of the score showed the students’ improvement score in Business Meetings Project.

Below was the mean of the students’ score:

Xp1 = 1633 x 100% = 62,80

26

Xp2 = 1942 x 100% = 74,69

26

Xp3 = 2062 x 100% = 79,30

26

Table 5. The Mean’s Score of the Students’ Project

|  |  |  |
| --- | --- | --- |
| **Evaluation on Projects** | **Total of the score** | **Mean** |
| Project 1 | 1633 | 62,80 |
| Project 2 | 1942 | 74,69 |
| Project 3 | 2062 | 79,30 |

Table 5 showed the mean from the first project was 62,80, the second project was 74,69 and the third project was 79,30. The mean kept improving on every project.

It showed the informal assessment influence on the students’ motivation to spek up.

|  |
| --- |
|  |
|  |
| Table 6. Number of students who reached the target learning |

|  |  |  |
| --- | --- | --- |
| **Projects** | **Students’ score** | **No. of students** |
| Project 1 | Students who reached the score of 70 | 16 students |
| Project 2 | Students who reached the score of 75-80 | 12 students |
| Project 3 | Students who reached the score of 78-88 | 13 students |

The target score of 70 is considered to reach the ability of good, and it was taken by 16 students while the score of 75-80 was reached by 12 students. On the last project, students who reach the score of 78-88 was amounted by 13 students.

**Discussions**

Based on the questionnaire distributed, it was found out that the integration of informal assessment implemented in ESP Course in the form of Business Meeting Presentations could improve the students’ motivation to speak up as expected by the researchers. All the participants of this study stated that the result of the assessment’s sharing and feedback’ discussion help the students to bring a new energy to learn English to improve the students’ ability.

The assessment encouraged students to participate as well as to increase engagement and cooperation among students, at the same time it gave the researchers a more accurate on what students are learning, struggling with problems-faced and modified the teaching. Informal assessment help students’ learning to gain knowledge, and it was effective as a mechanism to inform instruction.

From the data taken it was informed that clarifying information for students’ assignments, included the providing feedback from the assessments made the students to be active in learning. This information helped the researchers to decide a strategy and learning method used to make a sense of the classroom atmosphere.

The implementation of the informal assessment served the researcher to learn the information of the students’ understanding, to decide the teaching to meet the learning’s need and to identify the areas of strength and weaknesses together to improve the learning’ strategy. The detailed information of assessment represent a comprehensive and accurate of the assessment.

The data taken from the observation of implementing Business Meetings Project stated that the atmosphere created was warm as the researchers put the position as a consultant and a facilitator in the classroom together implemented discussions’ system to be used as a learning strategy.

The class was divided into four groups, every single students in a group had a role as an important position in a company, and it was a challenging role for the students.

While the topics suggested were interested, it discussed problems and solving faced in a company that forced students to be creative and innovative which effected on pushing the students to improve some skills; a technology skill and some soft skills; tolerance, appreciation, gentle. Students’ self-confidence and knowledge were well improved.

The model avoid the students’ boredom, the language used communicatively, it had drawn the conclusion that the students’ motivation in learning English was success to be improved.

**Conclusion**

Based on the findings of the previous chapter, integrating informal assessments in Business Meetings Project improved the students’ motivation to learn English, resulting in an improvement of the average score from the first assessment of the first project was 62,30, the second project was 74,69, and the third project was 79,30.

The questionnaire and interview results showed that students happy and enjoyed the model.

**References:**

Ai, J., Pan, Y., & Zhong, W. (2021). The Role of Motivation in Second Language Acquisition: A review. *Education and Humanities Research*, *594*, 624. http://creativecommons.org/licenses/by-nc/4.0/

Armstrong, Steve. *Article for* Innovate *My School*: *The 10 most important teaching*

*strategies*.http://www.innovatemyschool.com/ideas/the-10-most-powerful-teachingstrategies/.

Armstrong, S. (2020). *10 Most Important Teaching Strategies*. www.globalpuzzle.net

Bahous, R., & Nabhani, M. (2011). *Motivating Students in the EFL Classroom : A Case Study of Perspectives*. *4*(3), 33–43. https://doi.org/10.5539/elt.v4n3p33

Belyaeva, A. (2019). English For Specific Purposes: Characteristic Features And Curriculum Planning Steps. *Darnioji Daugiakalbystė | Sustainable Multilingualism*.

Ben-Jacob, M. G. (2017). Assessment: Classic and Innovative Approaches. *Open Journal of Social Sciences*, *Vol.5 No.1*. https://doi.org/10.4236/jss.2017.51004

Fitriani, D. (2019). Assessment practices: Challenges and opportunities faced by EFL teachers. *Jurnal Bahasa Dan Sastra*, *20*(1), 77–83.

Gultom, E. (2016). Assessment And Evaluation In Efl Teaching And Learning. *Assessment and Evaluation in Efl Teaching and Learning*, 190–198.

Hartono, H., Indra Putri, R. I., Inderawati, R., & Ariska, M. (2022). The strategy of Science Learning in Curriculum 2013 to Increase the Value of Science’s Program for International Student Assessment (PISA). *Jurnal Penelitian Pendidikan IPA*, *8*(1), 79–85. https://doi.org/10.29303/jppipa.v8i1.1185

Jingyi Ai1, †, a, \* Yujie Pan2, †, b, \*, W. Z. (2021). The Role of Motivation in Second Language Acquisition: A review. *Advances in Social Science, Education and Humanities Research, Volume 594, Proceedings of the 2021 3rd International Conference on Literature, Art and Human Development (ICLAHD 2021)*, *594*.

Linch, M. (2016). *The Real Purpose Of Assessment in Education*. https://www.theedadvocate.org/REAL-PURPOSE-ASSESSMENTS-EDUCATION/

Mujani, S. (2019). Students’ motivation and problems in learning English in effective English conversation course (EECC). *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, *10*(2), 176–185.

ÖzkanKırmızı. (2019). The impact of the flipped classroom on receptive and productive vocabulary learning. *Journal Of Language And Linguistic Studies*, *15(2)*, 15(2).

Rhamli, M. (2020). *What Is Assessment For Learning? Definition, Purpose, Types, And Examples*.

Roell, C. (2019). Using a case study in the EFL classroom. *English Teaching Forum*, *57*(4), 24–33. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1236098&site=ehost-live

Saragih, F. H. (2016). Testing And Assessment In English Language Instruction. *Jurnal Bahas Unimed*, *27 (1)*.

Silfia, N. D. U. E. (2019). An Analysis of Students’ Motivation in Learning English at SMAN 8 Kota Jambi Academic Year 2018/2019. *Jelt : Journal Of English Language Teaching*, *3*.

Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, *6*(9), 163. https://doi.org/10.11114/jets.v6i9.3443

Tyas, T. R. (2018). Students’ Speaking Strategies in Expressing Their Idea in Analytical Exposition Text. *RETAIN*, *Volume 6 N*, 154–164.

Uswatun, H. (2013). Autonomous Learning As Language Learning Strategy Based on Students Preferenced Learning Style. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *1(2)*, 1–22. http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/163

Uddinayah, N. D., & Silfia, E. (2019). An Analysis of Studdents' Motivation in Learning English at SMAN 8 Kota Jambi Academic Year 2018/2019.  
*Journal Of English Language teaching*, *3*(2), 140.

*What Is an Informal Assessment? (With Benefits and Examples)*. (2022). https://ca.indeed.com/career-advice/career-development/informal-assessment%0AIndeed Editorial Team%0A

YUSDA, D. Z. P. (2020). AN ANALYSIS OF STUDENTS’ MOTIVATION IN LEARNING ENGLISH AT JUNIOR HIGH SCHOOL 2 BANGKINANG KOTA. *Thesis*. https://repository.uin-suska.ac.id/view/creators/Dwi\_Zella\_Permata\_Yusda=3A-=3A=3A.html