



The Effect of Multiple Choice and Essay Assessments Based on Everyday Contexts on English Learning Outcomes of Students in Grade VII of Junior High School

Pengaruh Penilaian Pilihan Ganda dan Esai Berbasis Konteks Sehari-hari terhadap Hasil Belajar Bahasa Inggris Siswa Kelas VII SMP

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Abstrak

Penelitian ini menyelidiki penerapan dan hasil penilaian pilihan ganda dan esai berbasis konteks dalam pembelajaran bahasa Inggris di antara siswa SMP kelas tujuh sebagai pelajar muda. Dengan menggunakan metode kuantitatif deskriptif, 16 siswa di SMP Islam Nur Al Qalam diuji menggunakan pertanyaan yang terkait dengan topik kehidupan sehari-hari (misalnya, pengenalan diri, rutinitas harian). Hasil penelitian menunjukkan bahwa 75% mendapat nilai dalam rentang "Baik" hingga "Sangat Baik" pada tes pilihan ganda, dan 50% mendapat nilai pada bagian esai. Temuan ini menunjukkan bahwa penilaian kontekstual meningkatkan pemahaman dan ekspresi siswa, yang mendukung teori Pengajaran dan Pembelajaran Kontekstual. Penelitian ini menyimpulkan bahwa pendekatan penilaian ini efektif dan tepat untuk mengevaluasi hasil bahasa Inggris pada pelajar muda. Oleh karena itu, penilaian kontekstual dianggap sebagai alat yang efektif dan sesuai usia untuk mengevaluasi hasil pembelajaran bahasa Inggris di antara pelajar muda di SMP.

Kata Kunci: Penilaian Kontekstual, Pelajar Muda, Pembelajaran Bahasa Inggris

Abstract

This study investigates the implementation and outcomes of context-based multiple-choice and essay assessments in English learning among seventh-grade junior high school students as young learners. Using a descriptive quantitative method, 16 students at SMP Islam Nur Al Qalam were tested using questions related to daily life topics (e.g., self-introduction, daily routines). Results showed that 75% scored in the "Good" to "Excellent" range on the multiple-choice test, and 50% did so on the essay section. These findings suggest that contextual assessments enhance students' understanding and expression, supporting the Contextual Teaching and Learning theory. The study concludes that this assessment approach is effective and appropriate for evaluating English outcomes in young learners. Therefore, contextual assessments are considered effective and age-appropriate tools for evaluating English learning outcomes among young learners in junior high school.

Keywords: Contextual Assessment, Young Learners, English Learning



INTRODUCTION

English is one of the compulsory subjects at the junior high school, which is a young learners' level, and has an important role in equipping students with global communication skills. However, in its implementation, English learning for grade VII students still faces various challenges, especially in terms of the connection of teaching materials with the real experiences of everyday students. Students often find English lessons abstract, theoretical, and difficult to apply in the context of their lives. In this context, the form of learning assessment or evaluation has a strategic role to measure learning outcomes while supporting the achievement of learning goals. The two forms of assessment that are commonly used in schools are multiple-choice questions and description/essay questions. Multiple-choice questions have advantages in terms of objectivity and assessment efficiency, while essay questions are able to measure critical thinking skills, organizing ideas, and mastering language structures productively. However, these two forms of assessment are not necessarily effective if they are not designed according to the characteristics of students, especially at the junior high school level, which is still categorized as young learners. Therefore, assessment based on the context of daily life emerged as an approach that is considered to be able to bridge academic needs with the reality of students.

Context-based assessment is an evaluation approach that puts students' real experiences as the basis for problem formulation. In English learning, this assessment can be in the form of questions that ask students to explain their daily routine, introduce themselves, mention objects around them, or write down the time. With this approach, students are expected to be able to process English material more meaningfully because it is directly connected to their daily lives. This approach is supported by the principles of Contextual Teaching and Learning as described by (Johnson, 2002) This emphasizes the importance of the relationship between the content of the lesson and the lives of students as a way to improve understanding and motivation to learn. In the context of assessment, question forms such as multiple-choice and essays will be more effective if they are designed contextually and adjusted to the level of cognitive development of students.

Three theories underlie this research. First, the assessment theory from (Brookhart, 2010) explains the importance of the validity and reliability of evaluation instruments, as well as the role of a combination of objective and subjective questions in measuring learning outcomes. Second, the theory of Contextual Teaching and Learning (CTL) emphasizes the connection of material with the reality of students' lives. Third, the learning outcomes theory from Bloom, which has been revised which categorize cognitive achievement from the level of understanding to creation, which in this study is measured from students' achievement on multiple-choice questions and essays based on real context.

A number of previous studies have been conducted in the field of contextual assessment and learning outcomes, but most have not explicitly addressed the combination of multiple-choice questions and essays in everyday context-based assessments for young learners at the junior high school level. Research (Țîru & Maria, 2024) Proves that context-based learning approaches combined with practical assessments have a positive impact on the learning outcomes of secondary school students in Romania. However, this research is still limited to teaching chemistry and does not focus on evaluation based on question combinations. Research by (Suhartono et al., 2025) Shows that the application of context-based authentic assessments in junior high school in PPKn



subjects can increase student engagement and learning motivation, but has not studied the types of multiple-choice questions and essays separately. Finally, a comprehensive study by (Nikolov & Timpe-Laughlin, 2021) Cambridge Language Teaching explains the importance of preparing assessments that are in accordance with the characteristics of young language learners, but does not specifically evaluate the form of questions and student achievement based on contextual assessments.

Based on the five studies, it can be concluded that there is still a research gap; the absence of a quantitative study that measures the combined effectiveness of multiple-choice questions and essays based on daily context-based essays on the English learning outcomes of junior high school grade VII students. Based on this background, this study aims to analyze how the form of English assessment, which includes multiple-choice questions and essays based on everyday contexts, is applied in learning in grade VII of junior high school, and how the results of student achievement are classified according to learning outcome categories.

Research Questions

1. How is the implementation of multiple-choice and essay assessments based on everyday context in the English language learning process of grade VII junior high school students?
2. What are the English learning outcomes of students after being assessed using context-based multiple-choice and essay questions??

Purposes

1. To describe the implementation of multiple-choice and essay assessments based on everyday context in the English language learning process of grade VII junior high school students.
2. To describe the English learning outcomes of students as measured by contextual multiple-choice and essay assessments.

Theoretical Framework

1. Assessment Theory

Assessment is a systematic process of collecting, analyzing, and interpreting information to determine student learning achievement. According to (Brookhart, 2010) Educational assessment includes various forms of instruments, such as multiple choice, fill-in-the-blank, essays, and performance observations, that are used to assess the achievement of learning objectives. In the context of English learning, (Brown, 2016) Stated that the form of assessment chosen must be adjusted to the characteristics of the skills to be measured, such as receptive skills (listening, reading) and productive skills (speaking, writing).

In this study, the form of assessment used is multiple-choice questions and essays. Multiple-choice questions have the advantage of measuring mastery of factual knowledge and understanding objectively and efficiently. Meanwhile, essay questions can measure students' ability to organize ideas, form arguments, and express understanding in writing. (Silvia Marni, Roekhan, 2019). These two forms were chosen to provide a comprehensive overview of the ability of grade VII junior high school students to master English material, especially those related to the basic competencies that have been established in the curriculum.



2. Contextual Teaching and Learning (CTL) Theory

Contextual learning theory explains that the learning process will be more meaningful if students are able to relate the material learned to real experiences in daily life. According to (Johnson, 2007) CTL emphasizes the importance of students' active involvement in authentic and meaningful learning processes through seven main components, namely constructivism, connectedness, reflection, inquiry, learning community, modeling, and authentic assessment.

The application of everyday context-based assessments, as used in this study, is a concrete form of the CTL approach. In multiple-choice questions and essays, students are invited to understand and use English to declare time, introduce themselves, describe objects in the environment, or answer questions related to daily activities. This familiar context helps students relate the material to their real world, which not only increases comprehension, but also motivation and engagement in learning. Thus, CTL is a very suitable approach to designing English assessments that are applicable and meaningful for grade VII junior high school students.

Learning Outcomes Theory

Learning outcomes are changes in behavior or abilities obtained by students after participating in the learning process. Bloom in (Krathwohl et al., 1964) Grouped learning outcomes into three main domains, namely cognitive, affective, and psychomotor. In the cognitive realm, which is most relevant for this study, learning outcomes include levels ranging from remembering, understanding, applying, to evaluating and creating.

In this study, the English learning outcomes of grade VII junior high school students were measured through their performance in answering multiple-choice questions and essays that had been prepared based on the context of daily life. Therefore, learning outcome indicators include students' ability to understand vocabulary and sentence structure in a familiar context, as well as apply them in the form of written responses. This theory is important because it provides a framework for evaluating the extent to which context-based assessments can measure the achievement of English competencies cognitively.

METHODOLOGY

1. Research Methods

This study uses a descriptive quantitative approach with an analysis study design of assessment results. This approach was chosen because the research focuses on describing the application of multiple-choice assessment forms and essays based on everyday context, as well as measuring the learning outcomes of grade VII junior high school students based on their performance in working on the questions. This study did not use a control group, so it did not aim to compare the two types of assessments, but rather to evaluate how effective contextual assessments were in reflecting student learning outcomes. The analysis was carried out on the question documents and the results of student work that had been given previously, which consisted of 20 multiple-choice questions and 5 essay questions, all of which were arranged based on the themes and topics of the students' daily lives.



2. Research Focus

The main focus of this study is to analyze the application of English assessment in the form of multiple-choice questions and essays based on daily context to grade VII junior high school students. The research highlights how the questions are designed according to basic competencies in the curriculum, such as self-introduction, stating time, describing objects or animals, and mentioning body parts, all of which are concrete and familiar to students. In addition, this study also focuses on the achievement of student learning outcomes as measured through the scores or scores of their answers to these questions.

3. Research Location and Time

This research was carried out at Nur Al Qalam Islamic Junior High School, a secondary school located in Banten Province. This location was chosen because the school has implemented an English assessment designed based on the context of students' daily lives, and researchers have direct access to data on questions and student work results. The time for the research took place in the even semester of the 2024/2025 school year, with data collection and analysis carried out from May to June 2025.

4. Subjects and Objects of Research

The subject in this study was a grade VII student of SMP Islam Nur Al Qalam who took an English assessment using multiple-choice questions and essays based on daily context. The number of students who were the subjects of the study was 16, consisting of one class VII study group. The object of this research is an English assessment document, which includes the form of multiple-choice questions and essays, as well as the results of student work. It is obtained through assessments in the form of multiple-choice questions and essays, all of which are designed taking into account the context of students' daily lives, such as self-introduction, objects in class, pets, time, and daily activities.

5. Data collection techniques

The data in this study were collected through documentation and document analysis. The documents analyzed consisted of: (1) a grid of English assessment questions, (2) a multiple-choice question script and essay, and (3) a student's answer sheet along with the scores obtained. The researcher also used a question analysis sheet to assess the level of difficulty (difficulty index), discriminating power (discrimination index), and the level of success of students in doing the questions. This technique allows researchers to conduct a quantitative assessment of the quality of assessment instruments and their effectiveness in reflecting student learning outcomes.

6. Data Analysis Techniques

The collected data were analyzed using descriptive quantitative techniques. For the multiple-choice questions, student responses were scored and converted to a scale of 0–20. Essay questions were scored based on a rubric that considered language accuracy, vocabulary usage, and relevance to the question. The total scores from both types of assessments were categorized into four levels: Excellent, Good, Sufficient, and Less. The distribution of student scores was then analyzed to determine the effectiveness of contextual assessments in



supporting English learning outcomes. The results were presented in frequency tables and interpreted to answer the research questions. For essay questions, the assessment is carried out based on a written assessment rubric, which includes the accuracy of structure, vocabulary, and the suitability of the answers. All analysis results are presented in the form of tables and narrative interpretations to answer the formulation of research problems.

The score obtained by the students is then converted to a scale of 100 with the formula:

$$\text{Final score} = (\text{Score obtained} / \text{Maximum score}) \times 100$$

FINDINGS & DISCUSSION

Data Findings

CONTEXTUAL ASSESSMENT SHEET

Educational Unit: **SMP ISLAM NURAL QALAM**

Time/duration: 45 minutes

Class / Semester : **VII / 2 (Two)**

Days and Date : May 28, 2025

Petunjuk :

1. Perhatikan dan ikuti petunjuk pengisian Lembar Jawaban yang disediakan;
2. Periksa dan bacalah soal-soal sebelum Anda menjawab;
3. Laporkan kepada pengawas kalau terdapat tulisan yang kurang jelas, rusak atau jumlah soal kurang;
4. Dahulukan mengerjakan soal-soal yang Anda anggap mudah;
5. Pilihlah salah satu jawaban yang paling benar dengan menghitamkan bulatan jawaban;
6. Apabila Anda ingin memperbaiki/mengganti jawaban, bersihkan jawaban semula dengan penghapus sampai bersih, kemudian hitamkan bulatan jawaban yang menurut Anda benar;
7. Periksa seluruh pekerjaan Anda sebelum diserahkan kepada pengawas.

I. Complete the blank space by choosing a, b, c, or d for the best answer!

1. Selamat ulang tahun yang ke 22
Translate that sentence into English!
a. Happy twenty-first birthday
b. Happy twenty-second birthday
c. Happy twenty-two birthday
d. Happy two two birthday
2. Tahun 1995:
a. One nine nine five
b. One nine ninety five
c. One hundred nine ninety five
d. Nineteen ninety-five
3. Which of the following is NOT a common tool used in the classroom?
a. Ruler
b. pencil
c. eraser
d. stove
4. What is the main function of a chalkboard/whiteboard?
a. To write notes
b. To draw pictures
c. To measure lengths
d. Both a and b



5. A _____ is a woman who is elegant, refined, and well-mannered.

- a. Gentleman
- b. Lady
- c. Girl
- d. Boy

6. The _____ was always getting into trouble.

- a. Gentleman
- b. Lady
- c. Boy
- d. Girl

7. She lost a _____

- a. small white cat
- b. cat small white
- c. white small cat
- d. small cat white

8. Choose the correct word...

- a. Nose
- a. Eyes
- b. Hair
- c. Leg



9. The mouse is next to the box

a.



b.



c.



d.





Are the doughnuts more than the balls?

- Yes, the doughnuts are the same with the balls
- Yes, there are more doughnuts than balls
- No, there are more balls than doughnuts
- No, there are more doughnuts than balls

11. The car is..... the house

- Behind
- Under
- In front of
- In



12. What time is it?

- It is half past twelve
- It is thirty past one
- It is half past one
- It is thirty past twelve



13. 11:00, what time is it?

- It is eleven o'clock
- It is twelve o'clock
- It is nine o'clock
- It is ten o'clock

14. What flower is it?

- It is a sunflower
- It is rose
- It is Lily Dy
- It is an orchid



15. What is the color of leaf?

- Grey
- Pink
- Green
- Black





16. What is the English of “buah naga”?

- a. grape
- b. pineapple
- c. lemon
- d. dragonfruit

17. Choose the correct answer!

- a. Pear, melon, apple, orange
- b. Banana, apple, grapes, lemon
- c. Strawberry, orange, banana, and pear
- d. Grapes, banana, pear, and orange



18. Edward: Hi, my name is Edward. what is your name? Bella: My name is Bella, where do you come from? Edward: ...

- a. How do you do?
- b. Nice to meet you
- c. How are you?
- d. I'm from Surabaya

19. Gina: Do you have brother or sister?

Linda: Yes, I have two brothers and a sister. Linda has...

- a. Two siblings
- b. No sibling
- c. Three siblings
- d. Four siblings

20. David beckham is a football player, he kick the ball with his....

- a. Foot
- b. Eyes
- c. Ears
- d. Head

II. ESSAY! Read the text to answer no. 21-24!

- 1. Make 2 negative sentences !
- 2. Translate into English !
 - a. 12 : 00
 - b. 09 : 30
- 3. Mention name 3 things in the class !
- 4. Make a sentence of self-introduction !
- 5. mentioned 3 body parts you know !



No.	NAMA	PILIHAN GANDA																				JMLAH SKOR	ket
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	RESTU KINAN NAZMI FAISAL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	sangat baik
2	TB. AZKA ALKAUSAR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	
3	ADIA ADIL SUBAKTI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	
4	ZAZKIA HARIDZAH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	
5	ZALEEKA BATRYZIA BADAWI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	
6	M. IKBAL TRISETYO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	✓	✓	0	✓	✓	✓	✓	✓	18	baik
7	M. HERLIAN SYAHPUTRA	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	0	✓	✓	0	✓	✓	✓	✓	✓	✓	16	
8	ANNISA AULIA PUTRI	✓	✓	✓	✓	✓	0	✓	0	0	0	✓	✓	✓	✓	✓	✓	0	✓	0	✓	15	
9	GILANG CAHYA GUMILANG	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	0	0	0	✓	✓	✓	✓	✓	0	✓	15	
10	ABYAN ADITYA MAHYA	0	✓	0	✓	✓	✓	✓	✓	✓	✓	0	✓	0	✓	✓	✓	✓	✓	0	✓	15	
11	M. MIFTA AL-FAIZ	✓	✓	✓	✓	0	✓	0	✓	✓	✓	0	0	✓	✓	0	0	✓	✓	✓	✓	14	cukup
12	ISMAIL SHALEH	0	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	0	0	✓	✓	0	✓	✓	0	✓	14	
13	GAGAH NICKU ARFIE	0	0	✓	✓	✓	✓	0	✓	✓	✓	0	0	✓	✓	✓	0	0	✓	0	✓	12	
14	RYO KEANU MALIK SAPUTRA	0	0	✓	✓	✓	✓	0	0	✓	✓	0	0	✓	✓	✓	✓	✓	✓	0	✓	11	
15	SAIF AULI AL-KHADAFI	0	✓	✓	✓	0	✓	0	✓	0	✓	0	0	✓	0	✓	✓	0	0	0	0	9	kurang
16	RESTU ADAM PUTRA ALAMSYAH	0	✓	✓	✓	0	0	0	0	0	0	0	✓	✓	✓	✓	✓	0	0	0	0	8	

Discussion

The results of the multiple-choice assessment given to 16 grade VII students of Nur Al Qalam Islamic Junior High School showed a varied distribution of scores. The number of multiple-choice questions is 20 items, with a maximum score of 20. Based on the results of data collection, it was obtained that 3 students (18.75%) obtained a perfect score of 20, which indicates full mastery of the material. One student (6.25%) scored 19, two students (12.5%) scored 18, and one student (6.25%) scored 16. There were 3 students (18.75%) who got a score of 15, and two students (12.5%) got a score of 14. Meanwhile, three other students were under the medium to low category, namely one student (6.25%) obtained a score of 12, one student obtained a score of 11, and one student obtained a score of 9 and 8, respectively.

To analyze student learning outcomes, scores are then categorized into four levels of achievement based on conversion to a scale of 100 and the following range of scores:

1. Excellent: 85–100 (score 17–20)
2. Good: 70–84 (score 14–16)
3. Sufficient: 55–69 (score 11–13)
4. Less: < 55 (score ≤ 10)

Based on this classification, as many as 7 students (43.75%) were included in the Very Good category, consisting of 3 students with a score of 20, 1 student with a score of 19, 2 students with a score of 18, and 1 student with a score of 16. Then, 5 students (31.25%) were in the Good category with a score between 14 and 15. Two students (12.5%) were in the Sufficient category (scores of



11 and 12), while 2 students (12.5%) were classified as Less because they obtained scores below 11, 9, and 8.

Table 1.2 Learning Outcome Distribution Table (Multiple Choice Questions):

Kategori	Rentang Skor	Jumlah Siswa	Persentase
Sangat Baik	17–20	7 siswa	43,75%
Baik	14–16	5 siswa	31,25%
Cukup	11–13	2 siswa	12,5%
Kurang	≤ 10	2 siswa	12,5%
Total	—	16 siswa	100%

These results show that most students (75%) can achieve the Good and Very Good categories in working on multiple-choice questions based on daily contexts. This reflects that students are quite familiar and able to understand English material packaged in situations that suit their lives, such as time statements, self-recognition, and the use of nouns in the surrounding environment. The application of questions that are relevant to students' daily lives has a positive impact on their performance in objective assessments, which supports the findings of contextual learning theory (CTL). On the other hand, students who obtain Sufficient and Insufficient scores are likely to experience obstacles in understanding basic vocabulary or problem-answering strategies, but still show participation in answering all questions. Thus, the data shows that the form of multiple-choice questions based on daily context can provide good learning outcomes for the majority of grade VII junior high school students, and is relevant to be used in the evaluation of meaningful and applicable English learning.

Table 1.3 Essay score

NO	NAME	NOMER ESSAY					TOTAL SCORE	category
		1	2	3	4	5		
1	M. IKBAL TRISETYO	8	8	8	4	8	36	EXCELLENT
2	RESTU KINAN NAZMI FAISAL	8	8	5	6	4	31	GOOD
3	M. HERLIAN SYAHPUTRA	2	8	4	4	6	24	ENOUGH
4	TB. AZKA AL KAUSAR	5	8	8	4	8	33	GOOD
5	ADIA ADIL SUBAKTI	8	6	4	4	5	27	ENOUGH
6	ZAZKIA HAFIDZAH	4	7	2	4	4	21	LESS
7	ANNISA AULIA PUTRI	6	8	6	3	5	28	GOOD
8	ZALEEKA BATRYZIA BADAWI	7	8	8	7	7	37	EXCELLENT
9	LET THE LIGHT SHINE	8	8	7	8	8	39	EXCELLENT
10	ABYAN ADITYA MAHYA	4	3	8	5	5	25	ENOUGH
11	M MIFTA AL-FAIZ	4	7	4	4	1	20	LESS
12	ISMAIL SHALEH	4	3	8	4	3	22	ENOUGH
13	RYO KEANU MALIK S.	4	8	2	8	8	30	GOOD
14	GAGAH NICK ARFIE	3	8	3	4	8	26	ENOUGH
15	SAIF ALI AL - GADDAFI	5	0	6	6	2	19	LESS
16	ADAM RESTU	4	4	5	8	8	29	GOOD



The results of the assessment on the essay questions given to 16 grade VII junior high school students showed a fairly varied distribution of scores. The essay questions consist of 5 questions with a maximum score of 8 points per question, so that the maximum total score is 40. Based on the results of the assessment, the student's score ranged from 19 to 39. The scores are then classified into four categories of learning outcomes as follows:

1. Excellent: 34 – 40 (85–100%)
2. Good: 28 – 33 (70–84%)
3. Sufficient: 22 – 27 (55–69%)
4. Less : ≤ 21 (< 55%)

Based on the classification above, the following details are obtained:

1. Excellent Category (34–40): 3 students (36, 37, 39)
2. Good Category (28–33): 5 students (28, 29, 30, 31, 33)
3. Sufficient Category (22–27): 5 students (22, 24, 25, 26, 27)
4. Less Category (≤ 21): 3 students (19, 20, 21)

Table 1.4 Learning Outcome Distribution Table (Essay Questions):

Kategori	Rentang Skor	Jumlah Siswa	Persentase
Sangat Baik	34 – 40	3 siswa	18,75%
Baik	28 – 33	5 siswa	31,25%
Cukup	22 – 27	5 siswa	37,5%
Kurang	≤ 21	3 siswa	12,5%
Total	—	16 siswa	100%

From the table above, it can be concluded that as many as 8 students (50%) are included in the "Good" and "Very Good" categories, showing that the majority of students can solve contextual essay questions with a fairly high performance. A total of 5 students (31.25%) were in the "Sufficient" category, indicating that they already understood the basics of the material, although there were still shortcomings in sentence preparation or structuring accuracy. Meanwhile, 3 students (18.75%) were still in the "Less" category, which means they had difficulty expressing their ideas in English in writing, even when the context was adapted to their daily experience.

The high percentage of students who make it into the "Good" and "Excellent" categories suggests that assessments designed based on the real-life context of students are able to help them understand the questions and relate them to their experiences. For example, questions about introducing themselves and explaining daily routines allow students to use sentence structures and vocabulary that are familiar to them in their lives. In other words, the context of the questions that are close to students' daily lives contributes to increasing their understanding and confidence in answering questions independently.

These results support a contextual teaching and learning approach that states that learning will be more meaningful if the material is linked to students' personal experiences. In addition, the results also show that the form of contextual essay assessment is suitable for evaluating productive aspects in English language learning, especially writing skills and the use of sentence structure.

Thus, based on the results of the analysis above, it can be concluded that essay assessments based on daily context make a positive contribution to the English learning outcomes of grade VII junior high school students.



CONCLUSION

Based on the findings of this study, it can be concluded that the use of multiple-choice and essay assessments based on students' everyday contexts positively contributes to the English learning outcomes of grade VII junior high school students (young learners). The majority of students achieved scores in the "Good" and "Excellent" categories in both types of assessments, indicating that contextual questions helped them better understand the tasks and relate them to their own experiences. The essay assessments, in particular, allowed students to express ideas confidently when writing about familiar topics such as morning routines or introducing family members. This shows that contextual tasks not only assess productive language skills more effectively but also reduce anxiety and increase student engagement.

These findings support the principles of Contextual Teaching and Learning. (Johnson, 2007), which argues that learning becomes more meaningful when academic content is connected to students' real-life experiences. Furthermore, this approach aligns with the needs of young learners, who benefit from concrete and relevant materials in language learning. In conclusion, context-based assessments—especially those using real-life themes in multiple-choice and essay formats—are effective tools for evaluating and supporting students' English language development. Therefore, such assessments are recommended for broader implementation in junior high school English classrooms to foster engagement, comprehension, and language performance.

SUGGESTION

This study has limitations because it only uses one group and focuses on descriptive results without comparison between types of assessments or inferential statistical tests. Therefore, researchers are further advised to expand the scope of research by using experimental or correlational designs, as well as including other variables such as the level of material understanding or the level of learning motivation. Further research can also be done with a wider population to make the results more generalizable.

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