



Students' Perception of Informal Assessment in the English Classroom At MYLIBERTY

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Article Info	Abstract
<p>Received: 2026-05-01 Revised: 2026-05-13 Accepted: 2026-05-15</p> <p>Keywords: <i>Students perception; Informal Assessment; English Classroom; Mixed-Age Learning; Descriptive Quantitative</i></p> <p>DOI: 10.24256/ideas.v14i1.10389</p> <p>Corresponding Author: Muh Nofal Lakasim Muhnofallakasim13@gmail.com English Education Study Program, Faculty of Letters and Culture, Universitas Negeri Gorontalo, Gorontalo, Indonesia</p>	<p><i>This study aims to investigate students' perceptions of informal assessment in the English classroom at MYLIBERTY in a mixed-age learning environment. This study used a descriptive quantitative design with one variable, namely students' perceptions of informal assessment. The participants were 20 students selected through purposive sampling. The instrument was a questionnaire with 24 Likert-scale statements based on Robbins' theory of perception (1996) and Brown's concept of informal assessment (2004). Data were analyzed using descriptive statistics, including frequency, percentage, and mean score. The results show that students have a very positive perception of informal assessment in all dimensions, namely perceiver factors, object factors, and situational context factors. The highest result was found in perceiver factors, especially motivation and attitude, showing that students feel more confident and motivated during informal assessment activities. Object factors such as assessment types, clarity of instructions, and novelty were also rated positively, indicating that informal assessment is considered clear, varied, and interesting. In situational context factors, students also responded positively to time allocation, classroom conditions, and social interaction, which support a comfortable learning environment. Overall, informal assessment helps increase students' participation, confidence, and engagement in learning English. In conclusion, informal assessment gives a positive impact on students' learning experience in mixed-age classrooms.</i></p>

1. Introduction

Assessment plays an important role in the teaching and learning process, particularly in English language learning. It is not only used to measure students' achievement, but also to support and guide their learning. Through assessment, teachers can observe students' progress, identify their difficulties, and understand how they respond to different learning activities.

In this sense, assessment becomes an integral part of the learning process rather than merely a final measurement. According to Brown (2004, p. 4), assessment is a continuous process that occurs during classroom interaction. In addition, Estaji (2024, p. 1) explains that assessment contributes to improving both students' learning outcomes and teachers' instructional practices. Therefore, assessment should be understood as an ongoing component of classroom learning.

In practice, assessment is generally divided into formal and informal assessment. Formal assessment refers to structured evaluations such as quizzes and examinations, while informal assessment occurs naturally during daily classroom activities. Teachers implement informal assessment through questioning, discussions, group work, and immediate feedback. Brown (2004, p. 5) states that informal assessment emerges through spontaneous classroom interaction, while Nurhayati (2020, p. 4) emphasizes that it allows teachers to directly observe students' understanding during learning. However, the effectiveness of informal assessment is not only determined by its implementation, but also by how students perceive and respond to it.

Previous studies have shown that informal assessment has several positive contributions in English language learning. Nurhayati (2022, p. 3) states that informal assessment helps teachers better understand students' progress during classroom activities. In addition, Rejeki (2020, p. 6) explains that informal assessment can create a more comfortable and interactive learning environment. Furthermore, Purwati (2020, p. 10) found that informal assessment can reduce students' anxiety, especially when they are asked to express their ideas in English.

In addition, Brown (2004, p. 5) states that informal assessment occurs through spontaneous classroom interaction. Similarly, Nurhayati (2020, p. 4), explains that informal assessment allows teachers to directly observe students' understanding during learning activities. Through this process, teachers can monitor students' progress in real time and adjust their teaching strategies based on students' needs. Therefore, informal assessment becomes an important part of classroom learning that is closely related to students' real learning experiences.

However, the effectiveness of informal assessment is not only determined by how teachers apply it, but also by how students understand and respond to it. Students may interpret the same classroom activities differently depending on their learning experiences and internal factors. This idea is supported by Hartikainen (2022, p. 1) who explains that students' perceptions are influenced by their classroom experiences and learning environment. In addition, Bandura

(1997), as cited in Chunxiu He (2022, p. 3) states that students' confidence and motivation affect how they respond in learning activities. This indicates that students' internal factors may shape different interpretations of the same assessment process.

Although previous studies have shown that informal assessment has several positive contributions in English language learning. Nurhayati (2022, p. 3) states that informal assessment helps teachers better understand students' progress during classroom activities. In addition, Rejeki (2020, p. 6) explains that informal assessment can create a more comfortable and interactive learning environment. Furthermore, Purwati (2020, p. 10) found that informal assessment can reduce students' anxiety, especially when they are asked to express their ideas in English.

However, these studies generally emphasize teachers' perspectives and learning outcomes, while students' subjective interpretation of informal assessment remains underexplored. This indicates that existing research tends to focus on the effectiveness of informal assessment from the teacher's perspective, while limited attention has been given to how students personally interpret and experience informal assessment during classroom interaction.

This research gap becomes more important because students' perception plays a crucial role in understanding how assessment works in classroom practice. Without understanding students' perspectives, informal assessment may appear effective from the teacher's side, but students may experience and interpret it differently in real learning situations. Therefore, this study focuses on students' personal meaning-making of informal assessment in a non-formal English learning environment, which has not been widely explored in previous studies.

Therefore, this study aims to find out how students understand and experience informal assessment during classroom activities, and how they respond to it in a mixed-age English learning environment. The mixed-age condition is part of the classroom background that may influence students' experiences, but it is not the focus of the study. This research is expected to provide deeper insight into students' learning experiences and help teachers apply more effective and appropriate assessment practices in English teaching.

2. Method

This study used a quantitative method with a descriptive design to describe students' perceptions of informal assessment. According to Sugiyono (2013), quantitative research uses numerical data to explain a phenomenon. The population of this study consisted of students at MYLIBERTY International English School in the General English program. A total of 20 students were selected as the sample using purposive sampling, as they had experience with informal assessment during classroom activities.

Data were collected using a questionnaire consisting of 24 items based on the theory of perception (Robbins, 1996) and informal assessment (Brown, 2004). The questionnaire used a five-point Likert scale ranging from strongly agree to strongly disagree. The data were analyzed using descriptive statistics, including frequency, percentage, and mean score, and then presented in tables with descriptive explanations to show students' perceptions of informal assessment.

3. Result

Perceiver Factors (Students)

This section presents the results of students' perceptions related to Perceiver Factors in informal assessment. These factors represent internal dimensions of students, including attitude, motivation, interest, experience, and expectation in responding to informal assessment activities in English classroom interaction.

Table 1. Perceiver Factors

Aspect	Mean (Highest Item)	Category
Attitude	4.40	Very High
Motivation	4.50	Very High
Interest	4.30	Very High
Experience	4.30	Very High
Expectation	4.40	Very High
Total	4.38	Very High

The results in Table 1 indicate that students' perceptions of Perceiver Factors are categorized as very high. Motivation obtains the highest score, indicating that students are highly driven to participate in informal assessment activities and perceive them as meaningful for improving their English skills. This suggests that informal assessment is not only seen as an evaluation tool but also as a learning support strategy.

Attitude, interest, experience, and expectation are also categorized as very high, showing that students generally respond positively to informal assessment practices such as observation, oral questioning, group discussion, and interactive feedback. These findings indicate that students' internal readiness strongly supports the effectiveness of informal assessment in classroom learning.

Object Factors (Informal Assessment)

This section presents students' perceptions related to Object Factors in informal assessment. These factors refer to the characteristics of assessment implementation, including assessment types, clarity of instructions, level of novelty, and level of difficulty.

Table 2. Object Factors,

Aspect	Mean (Highest Item)	Category
Assessment Types	4.30	Very High
Clarity of Instructions	4.30	Very High
Level of Novelty	4.40	Very High
Level of Difficulty	4.30	Very High
Total	4.33	Very High

Table 2 shows that Object Factors are perceived very positively by students. Level of novelty obtains the highest score, indicating that creative and varied assessment activities such as games, role plays, and presentations increase students' engagement in learning English.

Assessment types and clarity of instructions are also perceived as very high, showing that students can understand and participate effectively in different forms of informal assessment. Even the level of difficulty is perceived positively, indicating that tasks are considered manageable and do not hinder students' participation in learning activities.

Situational Context Factors (Classroom Context)

This section presents students' perceptions related to Situational Context Factors, including time allocation, classroom conditions, and social interaction during informal assessment activities.

Table 2. Object Factors,

Aspect	Mean (Highest Item)	Category
Time	4.35	Very High
Classroom Conditions	4.30	Very High
Social Interaction	4.35	Very High
Total	4.33	Very High

The findings in Table 3 indicate that Situational Context Factors are perceived very positively by students. Time allocation and social interaction obtain the highest scores, indicating that students feel they are given sufficient opportunity to complete tasks and interact actively during informal assessment activities.

Classroom conditions are also perceived as very supportive, suggesting that the learning environment facilitates the implementation of informal assessment. Overall, the results show that situational factors play an important role in supporting students' positive learning experiences in English classroom interaction.

4. Discussion

Perceiver Factors (Students)

The perceiver factors indicate that students consistently demonstrate a very positive perception of informal assessment in English learning at MYLIBERTY. Students show a positive attitude because informal assessment creates a relaxed classroom atmosphere that reduces learning pressure and encourages participation in activities such as observation, oral questioning, and group discussion. This condition supports students in becoming more confident in using English during classroom interaction. This finding is in line with Brown (2004), who explains that informal assessment occurs through spontaneous classroom interaction where teachers observe students' learning processes during ongoing activities rather than formal testing.

Students' motivation is also high because they perceive informal assessment as a process that supports continuous improvement of English skills rather than merely focusing on scores. Continuous feedback helps students identify their learning progress and develop their abilities gradually. This supports Ninomiya (2016) as cited in Melani (2022), who states that assessment helps identify students' learning needs and supports continuous improvement in learning. It also aligns with Purwati (2020), who found that informal assessment increases students' motivation and participation in communicative classroom activities.

In addition, students show high interest in interactive learning activities such as games, role plays, and discussions, which make the learning process more engaging and enjoyable. This supports Harmer (2007), who explains that interactive classroom activities increase student engagement and motivation, while Brown (2004) also emphasizes that informal assessment naturally occurs in communicative learning environments.

Students' experience also influences their perception, as prior exposure to classroom activities such as presentations and discussions helps them feel more confident during informal assessment. However, differences in experience lead to variations in students' readiness and confidence levels, as noted by Robbins & Judge (2013), who explain that experience influences how individuals interpret and respond to new situations.

Regarding expectation, students perceive informal assessment as fair and reflective of their real English ability, particularly in speaking skills. This expectation is also influenced by Robbins & Judge (2013), who state that expectations affect how individuals interpret experiences and determine satisfaction. Overall, perceiver factors show that informal assessment is positively perceived because it enhances confidence, motivation, engagement, and learning awareness.

Object Factors (Informal Assessment)

The object factors show that students have a very positive perception of the design and implementation of informal assessment in English classes. Students respond positively to various assessment types such as oral questioning, games, discussions, and presentations because these variations allow them to demonstrate their abilities in different ways. This supports Brown (2004), who explains that informal assessment is flexible and occurs through various classroom interactions such as observation, questioning, and communicative activities.

Clarity of instructions also plays an important role in shaping students' perception. When teachers provide clear explanations, students are able to understand task requirements better and complete activities with higher confidence. This aligns with Robbins & Judge (2013), who state that clarity of information influences perception, understanding, and performance.

Furthermore, students perceive informal assessment as interesting because it introduces novelty through creative and interactive activities that differ from traditional classroom tasks. This helps reduce boredom and increase engagement, as also emphasized by Brown (2004), who highlights the dynamic nature of informal assessment in communicative learning environments.

The level of difficulty is generally considered appropriate, where tasks are challenging but still manageable. This balance helps maintain students' motivation while preventing excessive stress, which is important for sustaining learning engagement in mixed-ability classrooms such as MYLIBERTY.

Overall, object factors indicate that well-designed informal assessment supports meaningful, engaging, and effective learning experiences for students.

Situational Context Factors (Classroom Context)

The situational context factors reveal that students perceive the classroom environment as highly supportive for informal assessment. Students feel that the time allocated is sufficient, allowing them to complete tasks without pressure and perform according to their abilities. According to Robbins & Judge (2013), time availability influences performance, stress level, and decision-making quality.

Classroom conditions are also perceived positively, as a comfortable and well-managed learning environment helps students focus and participate more effectively. This aligns with Robbins & Judge (2013), who explain that environmental conditions influence perception and behavior in learning situations.

Social interaction between teachers and students, as well as among students themselves, also contributes significantly to students' positive perception. Supportive interaction creates a safe learning atmosphere where students feel encouraged to participate in English activities. This finding is supported by Brown (2004), who emphasizes that informal assessment is closely related to classroom interaction, where communication becomes a key element of learning. It is also supported by Robbins & Judge (2013), who state that social interaction strongly

influences individual perception and behavior in group settings.

Overall, situational context factors show that supportive time management, conducive classroom conditions, and positive social interaction collectively enhance the effectiveness of informal assessment in English learning.

5. Conclusion

This The present study aimed to investigate students' perceptions of informal assessment in English classes at MYLIBERTY by focusing on three main dimensions, namely perceiver factors, object factors, and situational context factors. These dimensions represent students' internal characteristics, the nature of informal assessment practices, and the classroom environment where the assessment is implemented.

The findings reveal that students generally demonstrate a very positive perception of informal assessment, with mean scores ranging from 3.90 to 4.50, categorized from high to very high. This indicates that students consistently respond positively across all aspects of informal assessment, particularly in terms of motivation, engagement, clarity of instruction, and classroom interaction. Although slight variations appear in several indicators, they remain within the positive category and are mainly influenced by differences in prior experience and classroom conditions. Overall, no negative perception is identified in this study.

Among the perceiver factors, motivation emerges as the most dominant aspect ($M = 4.50$), indicating that students are highly motivated because informal assessment supports English learning in a more natural and less stressful manner. Other aspects such as attitude, interest, and expectation also show very high results, reflecting students' confidence, engagement, and belief that informal assessment is fair and beneficial. Experience, however, represents the lowest aspect ($M = 3.90$), suggesting that differences in prior exposure influence students' adjustment to informal assessment practices.

In the object factors, novelty obtains the highest score ($M = 4.40$), indicating that students perceive informal assessment as creative and engaging through interactive activities such as games, discussions, and presentations. Assessment types and clarity of instructions also show strong results ($M = 4.30$), reflecting students' understanding and acceptance of the assessment process. Meanwhile, level of difficulty records the lowest score ($M = 4.15$), indicating that although tasks are generally appropriate, students experience varying levels of challenge depending on their ability.

In the situational context factors, time allocation and social interaction are the most influential aspects ($M > 4.25$), showing that sufficient time and supportive interactions with teachers and peers enhance students' confidence and participation. Classroom conditions, although still in the positive category, obtain the lowest score ($M = 4.15$), suggesting that improvements in physical learning environment and facilities may further enhance the effectiveness of informal

assessment.

Overall, perceiver factors emerge as the most dominant dimension in shaping students' perceptions, particularly motivation and expectation. In contrast, experience and classroom conditions represent the lowest aspects, although still within the positive range. These findings indicate that informal assessment is perceived as a flexible, interactive, and motivating assessment approach that supports English learning in a mixed-age classroom context.

Suggestions

Based on the findings and conclusions, several suggestions are proposed for teachers, the institution, and future researchers.

For teachers at MYLIBERTY, informal assessment is already effective in enhancing students' motivation, engagement, and participation. Therefore, it is recommended to maintain the use of interactive classroom activities such as discussions, oral questioning, presentations, and games, as these approaches are positively received by students. However, attention should be given to students with lower experience and confidence by providing more structured guidance and encouragement during classroom activities. In addition, clear instructions before tasks and constructive feedback after activities are essential to ensure that students understand learning objectives and areas for improvement.

For the MYLIBERTY institution, it is suggested to further support the implementation of informal assessment by improving classroom facilities and creating a more flexible learning environment that facilitates interaction-based learning. Providing professional development or training sessions for teachers on classroom-based assessment strategies may also help ensure more consistent and effective implementation of informal assessment practices.

For future researchers, this study can serve as a reference for further investigation on informal assessment in different contexts. Future studies may explore specific groups of students with lower experience in informal assessment, or examine the influence of classroom conditions in more detail. Additionally, further research may focus on the impact of informal assessment on specific English skills, such as speaking or communicative competence, to provide a more comprehensive understanding of its effectiveness.

6. Acknowledgement

The researcher would like to express sincere gratitude to Allah Subhanahu Wa Ta'ala for His blessings, mercy, and guidance so that this research entitled "*Students' Perceptions of Informal Assessment in the English Classroom at MYLIBERTY*" could be completed properly. The researcher also expresses deepest gratitude to the beloved parents, Hermono Lakasim and Voni Mahmud, for their endless prayers, love, support, and sacrifices throughout the completion of this study, which have become the main strength in completing this academic journey.

The researcher also expresses deepest appreciation to the thesis advisors, Dr. Sartin T. Miolo, M.Hum and Haris Danial, S.Pd., M.A, for their valuable guidance, constructive feedback, and continuous support. Sincere gratitude is also addressed to the Rector of Universitas Negeri Gorontalo, the Dean of the Faculty of Letters and Culture, the Head of the English Education Department, and all lecturers and staff for their support during the academic process. The researcher also thanks the Director of MYLIBERTY, Ivon Novianti Agus Hadi Mahmud, S.Pd., M.Pd., Gr, for granting permission and assistance during the research process.

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