

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the research findings and analysis. The results answered two research questions: (1) What are teachers' perspectives on the use of diagnostic assessment tools in terms of their usefulness in the EFL classroom? (2) How appropriate are the teachers' diagnostic assessment tools in identifying students' abilities and learning needs?. Data were obtained from teachers who administered diagnostic tests as assessment methods in the English as a Foreign Language (EFL) classroom.

A. Findings

This research addressed the research questions presented in Chapter I. It used interviews, questionnaires, and document analysis as data collection methods. To answer the first research question, interviews and questionnaires were used. Meanwhile, interviews and document analysis were employed to address the second research question. The data were collected from teachers who used diagnostic tests as an assessment method in the EFL classroom. Six teachers were selected and interviewed as participants in this study. The research focused on two main topics: the teachers' perspectives on the diagnostic assessment tools they used, and how they utilized them to identifying students' abilities.

1. Teachers Perspectives on the Use of Diagnostic Assessment Tools in Terms of Their Usefulness in the EFL Classroom

This section discussed teachers' perspectives on the use of diagnostic assessment tools in terms of their usefulness. To address the first research question, interviews were conducted to clarify teachers' views, followed by questionnaires to reinforce the interview data. Both instruments focused on cognitive, affective, and conative aspects. Therefore, this section is divided into two parts: interview results and questionnaire results.

a. Interview Results

This section presents findings from interviews that examine teachers' perspectives on the usefulness of diagnostic assessment tools. The interviews included eight open-ended questions to investigate teachers' views in detail. The questions addressed three domains: cognitive, affective, and conative. Specifically, the analysis considers teachers' understanding of diagnostic assessment (cognitive), their attitudes toward its use (affective), and their related actions (conative). The interview questions were aligned with the questionnaire to strengthen the validity of the data. Results are reported using interview transcripts.

Table 4.1 Interview and teachers response to question 1.

<p><i>Menurut Bapak/Ibu seberapa penting dalam penggunaan penilaian diagnostic dalam proses pembelajaran?</i></p> <p>[In your opinion, how important is the use of diagnostic assessment in the learning process?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Jelas penting, untuk mapping kemampuan anak. Jadi, untuk menilai seberapa jauh kemampuan proficient bahasa Inggris siswa di kelas itu, jadi untuk bisa memetakan jenis pembelajaran apa yang cocok untuk anak-anak, khususnya di kelas-kelas tersebut. Karena mungkin tiap kelas akan berbeda”</i></p> <p>[Clearly, it is important for mapping the students' abilities. It is used to assess how proficient the students are in English in the class, so that we can determine what kind of learning approach is suitable for them, especially in those classes, because each class might be different.]</p>
Teacher 2	<p><i>“Penting untuk mengetahui level awal peserta didik, terutama dalam konteks mengajar. Karena tidak selalu kita mendapatkan kelas yang sama setiap tahunnya. Misalnya tahun ini kita tidak mendapatkan kelas yang sama, padahal sebelumnya kita sudah pernah mengajar kelas tersebut, maka mengetahui level awal mereka menjadi sangat penting. Hal ini karena tingkat kemampuan peserta didik bisa berbeda-beda di setiap kelasnya, dan hal tersebut akan terlihat dari hasil belajar mereka nanti.”</i></p> <p>[It is important to know the students' initial level, especially in the context of teaching. This is because we do not always get the same class every year. For example, this year we might not have the same class even though we taught that class previously, so knowing their initial level is very important. This is because</p>

	students' ability levels can vary from class to class, and this will be reflected in their learning outcomes later on.]
Teacher 3	<p><i>“Sangat penting melakukan diagnostic test karena selain dapat mengukur kemampuan siswa, test ini juga dapat mengetahui kelebihan siswa serta aspek yang perlu diperbaiki. Menurut saya, hal ini juga berdampak langsung positif bagi siswa itu sendiri. Jadi, diagnostic test menjadi hal yang sangat penting.”</i></p> <p>[It is very important to conduct diagnostic tests because, besides measuring students' abilities, these tests can also identify students' strengths and areas that need improvement. In my opinion, this has a direct positive impact on the students themselves. Therefore, diagnostic tests are very important.]</p>
Teacher 4	<p><i>“Sangat penting, apalagi kalau saya mengajar siswa yang sama sekali baru dan belum pernah diajari oleh saya sebelumnya, jadi saya bisa tahu kemampuan siswa dalam kelas ini bagaimana”</i></p> <p>[It is very important, when teaching students who are entirely new and have never been taught by me before. This way, I can know the ability level of the students in this class.]</p>
Teacher 5	<p><i>“Diagnostik tes sendiri, kalau dalam pemahaman saya, berarti kan diagnostik tes itu untuk mengetahui sejauh mana pengetahuan awal, prior knowledge siswa tersebut dalam bahasa Inggris. Tentunya ini sangat berpengaruh, harusnya dilakukan. karena untuk mengukur sejauh mana kemampuan siswa sehingga kita bisa merencanakan lebih baik di dalam kelas kelas kita bisa bagi dan kita juga bisa melakukan tindakan-tindakan yang tepat dari hasil diagnostik test tersebut itu sangat penting”</i></p> <p>[In my understanding, a diagnostic test is used to determine the extent of a student's prior knowledge, especially in English. This is very important and should be done because it measures how capable the students are. With this information, we can better plan our classes, group students accordingly, and take appropriate actions based on the results of the diagnostic test. It is definitely very important.]</p>
Teacher 6	<p><i>“Kalau diagnostik ya pasti penting banget ya apalagi buat mengukur kemampuan anak kan setiap kelas tuh anak kemampuan anak pasti beda-beda ya jadi kita tuh harus tahu dulu sebelum ke materi atau belajar pasti harus tahu dulu kan kemampuan anak udah sampai mana udah bisa gimana pasti kan hasilnya bakal beda-beda pasti bakal penting banget jadi biar nyesuaiin metodenya pembelajarannya”</i></p>

	[Diagnostic tests are definitely very important , especially for measuring students' abilities. Since the ability levels of students vary in each class, we need to know their abilities first before moving on to the material or learning. Understanding where students stand is crucial because the results will definitely vary. This is very important so that we can adjust the teaching methods accordingly.]
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The interview results regarding the importance of using diagnostic assessment in the learning process showed positive responses from the teachers. T1 stated that diagnostic assessment was important to map students' English proficiency so that the teaching methods could be adjusted for each class. Meanwhile, T2 expressed the importance of knowing students' initial levels because the teacher did not always teach the same class, so it was important to know the students' initial abilities for appropriate learning. T3 stated that diagnostic assessment was very important because it could measure students' abilities, strengths, and aspects that needed improvement. T4 said it was especially important for new students to know their abilities from the beginning, and T5 considered it important to know students' initial abilities for better learning planning. Moreover, T6 said it was very important to know children's abilities before applying the appropriate teaching methods. These responses align with the theory from Brown (2004), who states that a diagnostic test is designed to diagnose specified aspects of a language. Hence, these responses showed that teachers are very aware of the important role of diagnostic assessment in the learning process in the EFL classroom.

Table 4.2 Interview and teachers response to question 2

<i>Menurut Bapak/Ibu bagaimana keefektifan penggunaan diagnostic assessment yang bapak/ibu buat untuk memahami kebutuhan siswa dalam proses pembelajaran?</i>	
[In your opinion, how effective is the use of diagnostic assessment that you have created to understand students' needs in the learning process?]	
Respondent	Answer
Teacher 1	<i>“Sangat efektif, apalagi kalau diagnostic test-nya kerja bareng sama pihak ketiga, misalnya Pearson, yang soalnya pakai adaptive test. Jadi, pertanyaannya menyesuaikan dengan level</i>

	<p><i>anak-anak, sehingga kita bisa punya gambaran yang akurat tentang kemampuan mereka, terutama untuk tiga skill: writing, reading, dan listening. Untuk speaking, saya tes sendiri. Selain itu, saya juga sering melakukan diagnostic test sendiri di kelas untuk mengukur sejauh mana anak-anak paham struktur bahasa Inggris, karena itu penting banget buat pelajaran mereka nanti”</i></p> <p>[It is very effective, primarily when the diagnostic test is conducted in collaboration with a third party, such as Pearson, which uses adaptive tests. This means that the questions are tailored to the children's level, providing an accurate picture of their abilities, particularly in three key skills: writing, reading, and listening. For speaking, I test them myself. Additionally, I often conduct my own diagnostic tests in class to assess how well the children understand English grammar, as this is crucial.]</p>
Teacher 2	<p><i>“Ya, menurut saya diagnostic test itu efektif, tapi biasanya saya lebih fokus ke skill dasar dulu. Soalnya ada juga diagnostic test yang lebih ke gaya pembelajarannya, tapi itu saya nggak terlalu dalam. Saya rasa cukup kalau kita tahu skill dasar siswa saja sudah bisa membantu dalam pengajaran”</i></p> <p>[Yes, diagnostic tests are effective, but I usually focus on basic skills first. There are also diagnostic tests that focus more on learning styles, but I don't really explore those. It's enough to know the students' basic skills to help with teaching.]</p>
Teacher 3	<p><i>“Oke, menurut saya keefektifan diagnostic test itu kalau dari skala 0 sampai 100%, sudah cukup oke, sekitar 80% efektif. Contohnya, sekarang banyak murid baru di kelas 10 yang belum terlalu suka atau belum bisa bahasa Inggris. Dengan adanya diagnostic test di pretest, saya jadi tahu nih, misalnya si A kekurangannya di mana, terus apa yang harus ditingkatkan. Jadi mereka juga dapat insight, kayak 'oh iya, aku kurang di sini, nanti aku harus improve di situ.' Ada feedback yang jelas. Terus setelah itu, di post-test, dites lagi apakah ada perubahan atau nggak. Nah, di situ terlihat dampaknya. Jadi, menurut saya diagnostic test itu sangat efektif”</i></p> <p>[The effectiveness of the diagnostic test, when rated on a scale from 0 to 100%, is quite good, with an efficacy of around 80%. For example, many new 10th-grade students are not yet very fond of or proficient in English. With the diagnostic test used as a pretest, I can identify, for instance, where student A's weaknesses lie and what needs improvement. This also gives them insight, like 'Oh yes, I am weak in this area, and I need to</p>

	improve there.' There is clear feedback. Then, after that, in the post-test, we retest to see if there has been any improvement. That is where the impact can be seen. The diagnostic test is highly effective .]
Teacher 4	<p><i>“Saya rasa diagnostic test ini sangat efektif karena dengan tahu level bahasa Inggris siswa, saya bisa menyesuaikan gaya mengajar dan kecepatan materi yang akan saya sampaikan. Jadi, pembelajaran bisa lebih tepat sasaran dan nggak terlalu cepat atau lambat buat mereka”</i></p> <p>[This diagnostic test is highly effective because it enables me to adjust my teaching style and the pace of the material I deliver according to the students' English level. This way, the learning can be more targeted and neither too fast nor too slow for them.]</p>
Teacher 5	<p><i>“Sangat, sangat efektif sih. Karena dengan adanya data di awal, kita jadi bisa tentuin model pembelajaran yang tepat, apa yang dibutuhin siswa, materi seperti apa yang harus disiapin di kelas, dan lain-lain. Jadi, ini bener-bener berpengaruh banget”</i></p> <p>[Very effective. With initial data, we can determine the right learning model, what students need, and what material to prepare in class, among other things. This has a significant impact.]</p>
Teacher 6	<p><i>“Menurut saya sih cukup efektif, karena sebagai guru kita jadi tahu kemampuan anak-anak yang mana yang masih kurang, yang mana yang sudah meningkat, dan yang ada di level menengah. Jadi kita bisa siap-siapin metodenya, mana yang harus di-handle gimana, jadi pengajarannya lebih tepat sasaran”</i></p> <p>[It is quite effective because, as teachers, we can identify which students still have weaknesses, which have improved, and which are at the intermediate level. So, we can prepare the method accordingly and decide how to handle each group, making the teaching more targeted.]</p>

The interview results on the effectiveness of using diagnostic assessment to understand students' needs in learning received positive responses. T1 responded that it was very effective, especially by using diagnostic assessment with applications that used adaptive tests, which could adjust to students' levels and provided an accurate picture of their abilities. Meanwhile, T2 said it was effective; knowing students' basic skills already helped teaching. T3 stated it was effective

because diagnostic assessment could provide clear feedback and measure the change in students' abilities from the beginning to the end of the learning process. T4 said the assessment was very effective because knowing students' levels allowed teaching style and material pace adjustment so that learning is more targeted. T5 stated it was very effective because the initial data helps determine the right learning model according to students' needs and materials. Moreover, T6 mentioned it was fairly effective as it helped know students' ability levels and adjust teaching methods accordingly. It aligns with Brown's (2004) theory, which states that diagnostic tests are designed to diagnose specific language aspects and identify students' strengths and weaknesses, tailoring learning to their competencies. However, the interview statements demonstrate that diagnostic assessment is a practical tool for use in the learning process.

Table 4.3 Interview and teachers response to question 3

<p><i>Apakah dalam pembelajaran Bapak/Ibu merasa terbantu dengan penilaian diagnostic ini, dalam penggunaan dan hasil penilaian diagnostic yang bapak/ibu rancang?</i></p> <p>[Do you feel helped by this diagnostic assessment in your teaching, in terms of the use and the results of the diagnostic assessment you designed?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Oh jelas terbantu, seperti yang saya bilang, saya melakukan test dengan pihak lain dan saya juga melakukan test diagnostic sendiri di kelas dan itu membantu mengukur pemahaman siswa terhadap struktur Bahasa Inggris, yang memang penting dan saya juga memahami kemampuan dan kebutuhan siswa”</i></p> <p>[Oh, definitely helpful. As I mentioned, I conduct tests with third parties and also perform my own diagnostic tests in the classroom, which help measure students' understanding of English structure, which is very important, and also helps me understand their abilities and needs.]</p>
Teacher 2	<p><i>“Saya sangat terbantu sama diagnostik test ini. Jadi saya bisa tahu, oh ternyata kemampuan anak itu segini. Karena kan soal diagnostik nggak semuanya gampang, ada yang dibuat susah, ada juga yang dibuat lebih mudah. Jadi dari situ saya tahu, kalau mereka dapat skor yang lebih tinggi, berarti memang pemahamannya juga memang bagus, jadi levelnya juga jelas”</i></p>

	[I am very helped by this diagnostic test. I can see, for example, the students' abilities. The diagnostic test questions are not all easy; some are made difficult, some easier. So, if they score higher, it means their understanding is good, and their level is clear.]
Teacher 3	<p><i>“Ya saya merasa cukup terbantu karena saya mengetahui kekurangan dan area yang perlu ditingkatkan pada siswa, sehingga siswa sendiri mendapat insight yang jelas untuk memperbaiki kemampuan mereka. Dan saya juga melakukan pre-test dan post-test jadi saya bisa tahu perkembangan siswa secara nyata.”</i></p> <p>[Yes, I feel quite helped because I know the students' weaknesses and areas that need improvement, so the students get clear insight to improve their skills. I also do pre-tests and post-tests, so I can see the students' real progress.]</p>
Teacher 4	<p><i>“Sangat terbantu karena test ini bisa memetakan sebaran kemampuan siswa dalam Bahasa Inggris sehingga memudahkan dalam proses penilaian.”</i></p> <p>[Very helpful because this test can map the distribution of students' English abilities, making the assessment process easier.]</p>
Teacher 5	<p><i>“Tentunya sangat terbantu dengan adanya penilaian”</i></p> <p>[Of course, very helpful with this assessment.]</p>
Teacher 6	<p><i>“Iya cukup terbantu sih, jadi saya lebih bisa menyesuaikan metode pembelajarannya dan lebih terarah.”</i></p> <p>[Yes, quite helpful, so I can better adjust the learning methods and make the teaching more directed.]</p>

The interview results regarding how teachers felt helped by the use of diagnostic assessment, and the assessment results showed positive responses. T1 felt helped because diagnostic assessment, both from applications and tests themselves, helped measure students' understanding and recognize their needs. Meanwhile, T2 said they were very helpful in knowing students' abilities since the diagnostic questions used had varied difficulty levels, which helped them understand students' comprehension levels. T3 stated helped because it identified students' weaknesses and areas to improve, and tracked students' progress. T4 said

it had been very helpful because diagnostic tests mapped students' abilities, facilitating assessment and learning processes. Moreover, T5 felt helped by the diagnostic assessment, while T6 felt helped to adjust teaching methods to be more directed. However, these statements align with the theory of Kholid, Rahman, and Irawan (2024), who view assessment as a process that measures academic achievement and serves as a means to gather diagnostic data that helps design instruction tailored to students' needs. This diagnostic assessment helped teachers in differentiated instruction and enabled teachers to evaluate students' individual abilities and learning needs accurately.

Table 4.4 Interview and teachers response to question 4

<p><i>Menurut pandangan Bapak/Ibu, bagaimana respon siswa terhadap penilaian diagnostic yang bapak/ibu lakukan?</i></p> <p>[According to your perspective, how do students respond to the diagnostic assessment that you conduct?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Respon dari anak-anak sih positif banget. Mereka jadi bisa jujur nih, tahu kemampuan mereka sebenarnya di level mana. Terus di akhir biasanya kita ada tes akhir, jadi kelihatan progres mereka kayak gimana. Itu juga bikin mereka senang dan merasa puas, kayak ‘oh ternyata aku naik nih, ya’”</i></p> <p>[The students’ response is very positive. They become honest and aware of their actual ability level. Then, at the end, we usually have a final test, so their progress becomes visible. That also makes them happy and feel satisfied, like, “Oh, I actually improved.”]</p>
Teacher 2	<p><i>“Biasanya sih diagnostic test ini nggak saya kaitkan sama tes nilai siswa. Tes ini cuma jadi bekal buat saya dalam ngajar di kelas dan sebagai persiapan buat tes sumatif atau tes lainnya nanti. Jadi, biasanya mereka nggak terlalu tahu soal ini. Tapi kalau saya kasih tes, saya selalu jelasin kalau ini diagnostic test buat ngukur kemampuan dasar bahasa Inggris kalian. Nilainya nggak masuk raport, jadi kalian nggak perlu khawatir”</i></p> <p>[Usually, I don’t relate the diagnostic test to the students’ grading. This test is only a tool for me to prepare my teaching in the classroom and as preparation for summative tests or other assessments later. So, usually, they are not really aware of this. But whenever I give a test, I always explain that this is a diagnostic test to measure their basic English skills.]</p>

Teacher 3	<p><i>“Kalau soal respon siswa sih, mereka biasanya nggak merasa terbebani. Misalnya, mereka cuma diminta baca teks atau bikin teks, kayak deskriptif teks untuk penilaian diagnostic tulisannya atau mereka cuma diminta membacakan teks. Jadinya mereka enjoy karena nggak perlu ngafalin apa-apa. Mereka juga udah sadar sama tolok ukur kemampuan dirinya, kayak ‘oh dulu aku kurang di sini, sekarang pengen coba liat udah sejauh mana aku maju.’ Jadi mereka punya motivasi buat improve”</i></p> <p>[As for the students’ response, they usually don’t feel burdened. For example, they are only asked to read a text or write a text, like a descriptive text for the written diagnostic assessment, or they are only asked to read aloud a text. So, they enjoy it because they don’t have to memorize anything. They are also already aware of their own ability standards, like, “Oh, I used to be lacking here, now I want to see how far I have progressed.” So, they have motivation to improve.]</p>
Teacher 4	<p><i>“Dari yang saya lihat, respon siswa baik karena disini saya mengunakan aplikasi jadi memudahkan siswa untuk mengerjakannya”</i></p> <p>[From what I see, the students’ response is good because here I use an application that makes it easier for students to complete the tasks.]</p>
Teacher 5	<p><i>“Kalau buat saya sih, kalau kita jelasin dulu ke siswa, mereka pasti bakal ngerti. Tapi kalau cuma kasih tes doang tanpa ada tindak lanjut, mereka biasanya anggap tes itu cuma tes biasa aja. Nah, kalau kita kasih tau hasilnya sama apa yang harus diperbaiki, mereka pasti paham dan mau berusaha. Jadi, memang perlu ada sesi khusus supaya anak-anak tahu kemampuan mereka sejauh mana dan apa yang harus dilakukan selanjutnya”</i></p> <p>[For me, if we explain to the students first, they will definitely understand. But if we just give the test without any follow-up, they usually consider it just an ordinary test. However, if we share the results and what needs to be improved, they will understand and want to make an effort. So, there really needs to be a special session so that the students know their ability level and what they should do next.]</p>
Teacher 6	<p><i>“Respon siswa cukup baik sih karena kan test ini juga buat mereka lebih paham dan tau kemampuan mereka jadi ya cukup baik sih”</i></p> <p>[The students’ response is quite good because this test helps them better understand and recognize their abilities, so yes, it is quite positive.]</p>

The interview results regarding teachers' views on students' responses to the diagnostic assessment were positive. T1 viewed students' responses as positive because they could be honest, aware of their abilities, and satisfied with their progress. Meanwhile, T2 stated that the assessment was not linked to grades since the diagnostic test only served as a basis for instruction, so students did not worry much. T3 mentioned that students did not feel burdened; they enjoyed the assessment because it was light, and they were motivated to improve their abilities after knowing their benchmarks. T4 said that student responses were good because using applications in the assessment made it easier for them to take the diagnostic test. Moreover, T5 said that if the assessment was well explained, students would understand and be willing to improve their abilities, and it was important to have a follow-up after the test. T6 stated students' responses were good because the test helped them understand their abilities. This statement aligns with the theory from Adom, Mensah, and Dake (2020), which states that the function of assessment in the classroom also includes providing feedback that motivates and guides students in the learning process. However, these statements proved that diagnostic assessment received positive responses from students when it was used as an assessment that provided feedback.

Table 4.5 Interview and teachers response to question 5

<p><i>Apakah Bapak/Ibu mengalami kesulitan dalam menganalisis hasil penilaian diagnostic? Seperti kesulitan mencari media pembelajaran yang sesuai dengan kebutuhan siswa atau materi yang sesuai?</i></p> <p>[Do you experience any difficulties in analyzing the results of the diagnostic assessment? Such as difficulties in finding learning media that suit the students' needs or materials that are appropriate?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Oh jelas, biasanya saya pakai pendekatan personal. Jadi siswa dikelompokkan berdasarkan levelnya, misalnya yang low atau novice, intermediate, dan advanced. Nanti dalam kelas saya tanggung jawabin kelompok mana yang low, middle, dan upper. Pembelajaran biasanya mulai dari yang umum dulu, yang meng-cover pengetahuan dasar semuanya, baru buat latihan atau exercisenya disesuaikan supaya tiap level bisa punya peningkatan tersendiri”</i></p>

	<p>[Oh definitely, I usually use a personal approach. Students are grouped based on their levels, such as low or novice, intermediate, and advanced. In my class, I am responsible for the low, middle, and upper groups. The teaching usually starts with general material that covers all basic knowledge, then the exercises or practices are adjusted so that each level can have its own improvement.]</p>
Teacher 2	<p><i>“Gak sih, gak terlalu ada kesulitan”</i></p> <p>[No, not really, I don't have much difficulty.]</p>
Teacher 3	<p><i>“Sejauh ini tidak menemukan masalah atau kendala tertentu sih paling ya menemukan metode yang sesuai untuk siswa dengan hasil diagnostic mereka”</i></p> <p>[So far, I haven't encountered any particular problems or obstacles, maybe just finding the right method for students based on their diagnostic results.]</p>
Teacher 4	<p><i>“Pernah apalagi kalau hasilnya menunjukkan kemampuan siswa yang sangat bervariasi, kadang cukup bingung menentukan media yang cocok buat semuanya jadi saya harus benar – benar memilih yang fleksibel dan bisa menjangkau berbagai tingkat kemampuan”</i></p> <p>[Yes, especially when the results show very varied student abilities, sometimes it is quite confusing to determine the right media for everyone, so I have to really choose something flexible that can reach various ability levels.]</p>
Teacher 5	<p><i>“Menurut saya sih sebenarnya nggak ada masalah, tapi kadang kalau saya ketemu siswa yang pemahamannya masih di level sangat basic, atau bahkan di bawah basic, itu yang bikin saya agak kesulitan. Apalagi kalau harus menerapkan tuntutan kurikulum yang levelnya sudah harus advance, terutama di SMA. Jadi, kalau kemampuan anak masih basic tapi kurikulum minta advanced, itu yang bikin saya bingung gimana cara nyesuain pembelajarannya supaya semua kebutuhan terpenuhi”</i></p> <p>[In my opinion, there is actually no problem, but sometimes when I encounter students whose understanding is still at a very basic level, or even below basic, that makes it a bit difficult for me. Especially when I have to apply curriculum demands that require an advanced level, particularly in high school. So, if the students' abilities are still basic but the curriculum requires advanced, that makes me confused about how to adjust the learning so that all needs are met.]</p>

Teacher 6	<p><i>“Tidak terlalu kesulitan cuman karena setiap siswa punya tingkat kemampuan yang berbeda, jadi harus benar – benar menyesuaikan materi agar bisa efektif dan tepat sasaran”</i></p> <p>[Not too difficult, but because every student has different ability levels, the material must be truly adjusted to be effective and on target.]</p>
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The interview results regarding difficulties in analyzing the results of diagnostic assessments received varied responses. T1 generally did not experience difficulty and could overcome existing challenges by grouping students based on levels (Novice, Intermediate, and Advanced) and adjusting exercises for each group. Meanwhile, T2 did not experience significant difficulties and utilized assessment results well. T3 stated that there was not much difficulty; they only needed to find appropriate teaching methods aligned with diagnostic results. T4 mentioned that the diversity of diagnostic results required selecting relevant and flexible learning media to be adaptable to students' levels. Moreover, T5 faced difficulty encountering students at basic levels, but the curriculum required advanced learning, making it challenging to adjust teaching. T6 did not experience major difficulties but had to carefully adjust materials to be effective and targeted. However, these statements were relevant to Sulistianingsih & Wismanto's (2024) theory of integrating assessment into lesson planning, which utilizes diagnostic assessment results to design learning activities that are more effective and tailored to students' needs. Thus, the difficulties encountered related to varied assessment results, which had to be adapted to teaching materials to meet students' needs in the learning process.

Table 4.6 Interview and teachers response to question 6

<p><i>Apakah hasil penilaian yang Bapak/Ibu analisis juga mempengaruhi strategi pembelajaran yang bapak/ibu gunakan dalam mengajar Bahasa Inggris?</i></p> <p>[Does the assessment results that you analyze also influence the teaching strategies you use in teaching English?]</p>	
Respondent	Answer
Teacher 1	<p><i>"Iya berpengaruh untuk strategi pembelajaran "</i></p> <p>[Yes, it influences the learning strategy.]</p>
Teacher 2	<p><i>"Iya berpengaruh kalau misalnya anaknya kebanyakan yang low learner, saya pasti nggak akan kasih bahan listening yang terlalu sulit. Jadi saya sesuaikan materi listening-nya supaya mereka bisa ikutin dan nggak kebingungan "</i></p> <p>[Yes, it influences the strategy; for example, if most students are low learners, I will definitely not give listening materials that are too difficult. So, I adjust the listening materials so they can follow along and not get confused.]</p>
Teacher 3	<p><i>"Iya berpengaruh, Karena di kurikulum memang ada ketentuan pakai metode diferensiasi, jadi nggak bisa semua murid disamaratakan. Mereka kan punya kelebihan dan kemampuan yang beda-beda. Saya kasih sedikit perbedaan, tapi bukan buat dibanding-bandingin antar murid ya. Misalnya supaya semua dapat materi yang sama, contohnya naratif teks. Kalau yang udah suka bahasa Inggris dan kemampuannya sudah tinggi, saya kasih teks dengan vocabulary yang lebih tinggi, mungkin level intermediate sampai advanced. Nah, yang belum suka dan masih dalam progress, saya kasih teks yang vocab-nya level beginner. Jadi semuanya disesuaikan sama kemampuan mereka. Soalnya kalau saya samain semua level, nanti ada yang kesulitan "</i></p> <p>[Yes, it influences the strategy because the curriculum requires using a differentiation method, so all students cannot be treated equally. They have different strengths and abilities. I give slight variations, but not to compare students with each other. For example, to ensure everyone gets the same topic, such as a narrative text. For those who already like English and have high abilities, I give texts with higher-level vocabulary, maybe intermediate to advanced level. Meanwhile, for those who are not yet interested and still in progress, I provide texts with beginner-level vocabulary. So, everything is adjusted according to their abilities. If I were to make all levels the same, some would have difficulty.]</p>

Teacher 4	<p><i>“Iya sangat berpengaruh dari hasil itu saya tahu kebutuhan siswa, jadi strategi yang saya pakai juga bisa disesuaikan, misalnya dengan memberi materi tambahan atau pendekatan yang lebih sederhana untuk siswa yang masih kesulitan”</i></p> <p>[Yes, it is very influential; from the results, I know the students' needs, so the strategy I use can also be adjusted, for example by providing additional materials or a simpler approach for students who are still struggling.]</p>
Teacher 5	<p><i>“Tentu strategi pembelajaran juga berpengaruh”</i></p> <p>[Certainly, the learning strategy is also influenced.]</p>
Teacher 6	<p><i>“Pastinya sangat berpengaruh karena kan metode nya juga berbeda dan strateginya harus disesuaikan”</i></p> <p>[Definitely very influential because the methods are different, and the strategies must be adjusted accordingly.]</p>

The interview results regarding the influence of diagnostic assessment results on teaching strategies provided similar responses. T1 stated that diagnostic assessment results greatly influenced determining precise teaching strategies for students. Meanwhile, T2 said it influenced teaching because if students had low listening skills, the material was adjusted to help them follow the lessons. T3 mentioned the influence of differentiated learning mandated by the curriculum, where teachers provided different materials based on students' abilities so that all students could follow the learning well. T4 stated that assessment results helped recognize students' needs so strategies could be adjusted. Moreover, T5 said assessment results strongly influenced classroom strategies to ensure teaching aligned with students' abilities. T6 stated that assessment results clearly affected teaching methods and strategies. It aligned with the theory of Ramadina, Lativah, Solih, & Nasution (2024) teachers also play a role in determining follow-up actions based on assessment results, such as making improvements and enhancements to educational programs and teaching strategies. Therefore, utilizing diagnostic assessment results to adjust teaching strategies was an appropriate way to enhance learning effectiveness.

Table 4.7 Interview and teachers response to question 7

<p><i>Apakah Bapak/Ibu merasakan dampak selama pembelajaran setelah melakukan penilaian diagnostic ini?</i></p> <p>[Do you feel any impact during the learning process after conducting this diagnostic assessment?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Dampaknya ada, pertama saya jadi tahu kemampuan mayoritas anak-anak itu ada di level mana. Jadi nanti tingkat kesulitan materi atau aktivitas pembelajaran saya sesuaikan dengan level mereka. Contohnya, angkatan tahun 2023 itu level awalnya cukup bagus, jadi pengajarannya juga berbeda meskipun sama-sama kelas 10. Sedangkan angkatan 2024 banyak yang levelnya low, jadi cara pembelajarannya juga harus disesuaikan”</i></p> <p>[There is an impact; first, I know the majority of the students’ ability levels. So later, I adjust the difficulty level of the materials or learning activities according to their levels. For example, the 2023 batch had a fairly good initial level, so the teaching was different even though they were all in grade 10. Meanwhile, the 2024 batch had many students at a low level, so the learning approach also had to be adjusted.]</p>
Teacher 2	<p><i>“Dampaknya sih nggak terlalu besar, biasanya biasa aja. Tapi buat saya itu jadi bekal buat tahu sampai mana si anak paham materinya”</i></p> <p>[The impact is not very significant, usually just normal. But for me, it serves as a reference to know how well the student understands the material]</p>
Teacher 3	<p><i>“Iya ada dampaknya, jadi saya lebih paham tentang kemampuan siswa dan kebutuhan siswa”</i></p> <p>[Yes, there is an impact; I understand the students’ abilities and needs better.]</p>
Teacher 4	<p><i>“Iya cukup terasa dampaknya, pembelajarn jadi lebih terarah karena saya tahu apa yang perlu ditekankan siswa juga jadi leboh responisf karena materi yang saya berikan sesuai dengan kemampuan mereka”</i></p> <p>[Yes, the impact is quite noticeable. Learning becomes more directed because I know what needs to be emphasized, and students become more responsive since the materials I provide match their abilities.]</p>

Teacher 5	<p><i>“Tentu aja ada dampak yang saya rasain. Minimal saya jadi tahu karakteristik dan situasi masing-masing siswa. Jadi saya bisa nyusun trik-trik pembelajaran supaya siswa sesuai hasil diagnostik itu bisa mencapai target yang kita mau”</i></p> <p>[Of course, there is an impact that I feel. At the very least, I understand the characteristics and situations of each student, so I can prepare learning tricks to help students, based on the diagnostic results, achieve the targets we know.]</p>
Teacher 6	<p><i>“Dampaknya terlihat dari siswa setelah melakukan diagnostic assessment, anak jadi tau mengenali dan contohnya, siswa sedikit lebih bisa membuat kalimat sesuai dengan struktur”</i></p> <p>[The impact is seen in students after conducting the diagnostic assessment; they become more aware and, for example, students are somewhat better at forming sentences according to structure.]</p>

The interview results regarding the impact of diagnostic assessment use on students' ability to understand material received positive teacher responses. T1 stated that diagnostic assessment helped identify students' initial understanding and adjust teaching so students could better understand as learning was tailored to their needs. Meanwhile, T2 said that after the assessment, teachers could select materials that matched students' levels, helping students to understand better. T3 mentioned that students showed improvement because they were informed about their abilities and weaknesses. Moreover, T4 stated that targeted teaching based on assessment results led to better understanding and clearly visible progress. T5 said that by initially understanding students' conditions, teachers could tailor teaching more precisely, positively impacting students. T6 revealed that the assessment made students more aware of their abilities, and tailored teaching enhanced student understanding. However, these statements aligned with the theory of Kholid, Rahman, and Irawan (2024), which states that diagnostic assessment is the best way to support teaching that matches students' individual abilities. Therefore, the influence of diagnostic assessment proves that effective diagnostic assessment was essential for more directed learning.

Table 4.8 Interview and teachers response to question 8

<p><i>Dari pengalaman bapak/ibu, bagaimana penggunaan penilaian diagnostic ini bisa memengaruhi kemampuan siswa dalam memahami materi Bahasa Inggris?</i></p> <p>[Based on your experience, how can the use of diagnostic assessment improve students' ability to understand English material?]</p>	
Respondent	Answer
Teacher 1	<p><i>"Menurut saya, penilaian ini cukup untuk mengetahui pemahaman awal siswa dan dari itu juga saya bisa menyesuaikan pembelajaran dan siswa jadi lebih paham karena pembelajaran benar – benar disesuaikan"</i></p> <p>[This assessment is sufficient to determine students' initial understanding. From that, I can also adjust the learning process so that students understand better, as the learning is genuinely tailored to their needs.]</p>
Teacher 2	<p><i>"Jadi, setelah penilaian itu, saya bisa lihat mana materi yang lebih cocok buat siswa, dan mereka jadi lebih paham. Dan juga, karena kita udah tahu level mereka, jadi bisa menyesuaikan. Kita cari teks yang pas, yang mereka paham dan yang nggak. Misalnya di kelas, ada Bahasa Inggris Umum dan Bahasa Inggris Tingkat Lanjut. Walaupun sama-sama kelas 11, saya nggak bakal kasih teks sulit buat yang di kelas Umum, soalnya di situ kan biasanya campuran kemampuan. Sedangkan di kelas Tingkat Lanjut, mereka yang memang sudah lebih mahir dan skornya juga bagus, jadi saya kasih teks yang lebih menantang"</i></p> <p>[After that assessment, I can determine which material is more suitable for the students and help them understand it better. Also, because we already know their level, we can adjust accordingly. We look for appropriate texts, ones they can understand and ones they cannot. For example, in class, there are General English and Advanced English classes. Although they are both 11th-grade classes, I will not assign complex texts to the General class because it typically includes a mix of abilities. Meanwhile, in the Advanced class, the students are already more proficient and have achieved good scores, so I provide them with more challenging texts.]</p>
Teacher 3	<p><i>"Saya lihat mereka udah banyak improve, karena semuanya sudah dikasih tahu. Jadi siswa ngerti kesalahan dan kekurangannya. Tapi saya juga sadar, diagnostic test ini bukan satu-satunya ukuran utama buat bilang mereka paham materi, karena ada faktor lain yang juga berpengaruh dalam pemahaman bahasa Inggris mereka"</i></p>

	<p>[I see that they have improved a lot, because they have been given feedback. So the students understand their mistakes and shortcomings. But I also realize that this diagnostic test is not the only measure to determine whether they understand the material, because there are other factors that also influence their understanding of English.]</p>
Teacher 4	<p><i>“Menurut saya iya karena mereka mendapatkan pembelajaran yang lebih tepat sasaran jadi pemahaman mereka terhadap materi jadi lebih baik dan progresnya juga lebih jelas kelihatan”</i></p> <p>[I think so, because they receive more targeted learning, so their understanding of the material is better and their progress is also more clearly visible.]</p>
Teacher 5	<p><i>“Ya menurut saya, karena dengan memahami kondisi siswa di awal, kita jadi bisa menyelaraskan apa yang mereka butuhkan dan apa yang harus kita lakukan dalam pembelajaran. Dengan begitu, perlakuan atau treatment yang kita berikan bisa tepat sasaran, dan itu pastinya bakal berpengaruh positif terhadap pemahaman siswa”</i></p> <p>[Yes, in my opinion, because by understanding the students' conditions at the beginning, we can align what they need and what we should do in learning. That way, the treatment we give can be right on target, and that will definitely have a positive effect on students' understanding.]</p>
Teacher 6	<p><i>“Menurut saya penilaian ini membuat siswa jadi lebih sadar tentang kemampuan mereka, dan berpengaruh positif juga karena siswa merasa pembelajarannya sesuai dengan kebutuhan siswa itu sendiri”</i></p> <p>[In my opinion, this assessment makes students more aware of their abilities, and has a positive effect because students feel that the learning process is tailored to their own needs.]</p>

The results of interviews about the use of diagnostic assessments affect students' ability to understand English material in class. T1 stated that these assessments enable teachers to adjust their instruction so that students can better grasp the material. T2 explained that after conducting diagnostic assessments, teachers can determine which material is appropriate for students based on their ability levels. T3 pointed out that the feedback provided in this assessment gives students an understanding of their strengths and weaknesses, enabling them to improve their learning. T4 stated that more targeted learning improves students'

understanding of the material. T5 stated that by understanding the students' conditions, teachers can provide targeted material that has a positive impact on students' understanding of the learning material. Moreover, T6 demonstrates that this assessment enables students to gain an understanding of their abilities and has a positive impact, as the learning is tailored to meet their individual needs. This understanding aligns with the theory of Kholid, Rahman, and Irawan (2024), which states that diagnostic assessment is the most effective way to support teaching that matches students' individual abilities. Therefore, this diagnostic assessment has a positive impact on improving students' understanding of English learning, as teachers provide the necessary materials to support students' learning, enabling them to enhance their abilities.

b. Questionnaire Result

The questionnaire comprised 14 closed-ended statements, each rated on a Likert scale from “strongly agree” to “strongly disagree”. Distribution occurred via Google Forms, and the instrument was presented in Bahasa Indonesia to facilitate teacher comprehension. The statements were categorized into cognitive, affective, and conative components. The cognitive component assessed teachers' understanding of the diagnostic tests they designed and implemented. The affective component evaluated teachers' attitudes toward these diagnostic tests. The conative component examined the application of assessment after administering diagnostic tests. The questionnaire was completed by 10 respondents and conducted from 26 August to 2 September 2025. Below was a table and description displaying the analysis for each questionnaire item.

- a) The analysis of the statistical cognitive aspect of the critical role of diagnostic assessment

Table 4.9 Participants response 1

Saya memahami peran penting penilaian diagnostic dalam mengidentifikasi kebutuhan siswa.

(I understand the important role of diagnostic assessment in identifying students' needs)

No	Respondents	Answer
1.	Participants 1	Strongly Agree
2.	Participants 2	Agree
3.	Participants 3	Strongly Agree
4.	Participants 4	Agree
5.	Participants 5	Strongly Agree
6.	Participants 6	Strongly Agree
7.	Participants 7	Strongly Agree
8.	Participants 8	Strongly Agree
9.	Participants 9	Strongly Agree
10.	Participants 10	Agree

Participants responded to the statement regarding the important role of diagnostic assessment in identifying student needs, with seven participants “strongly agree” (P1, P3, P5, P6, P7, P8, & P9) and three participants “agree” (P2, P4, & P10). Indicates that a significant number of them strongly support the role of diagnostic assessment in identifying student needs. This finding is aligned with theories of diagnostic definition. Based on Winna and Sabarun (2023), diagnostic evaluation aims to pinpoint particular language skills that students have not yet acquired or need further instruction. Moreover, diagnostic assessment is also designed to identify learners' challenges, knowledge gaps, and skill deficiencies before learning begins (Harmer, 2007). The “strongly agree and agree” responses to this statement prove that diagnostic assessment is essential to learning.

Table 4.10 Participants response 2

Saya memahami tujuan utama penilaian diagnostic dalam pembelajaran EFL

(I understand the main purpose of diagnostic assessment in EFL learning)

No	Respondents	Answer
1.	Participants 1	Agree
2.	Participants 2	Agree
3.	Participants 3	Strongly Agree
4.	Participants 4	Agree
5.	Participants 5	Strongly Agree
6.	Participants 6	Agree
7.	Participants 7	Agree
8.	Participants 8	Agree
9.	Participants 9	Agree
10.	Participants 10	Agree

The findings showed consistent agreement regarding the purpose of diagnostic assessment in EFL classes. Two participants “strongly agree” (P3 & P5). Eight participants “agree” (P1, P2, P4, P6, P7, P8, P9, & P10), indicating that the majority significantly understand the purpose of diagnostic assessment in EFL classes, and no participants are undecided, disagree, or strongly disagree. These findings aligned with the role of teachers, who play a crucial part in designing and implementing diagnostic assessments, as this helps them identify students' strengths and weaknesses to adjust teaching effectively (Clark, Nash, & Karvonen, 2022). In addition, based on Sudibyo (2021), this assessment also allows teachers to identify the obstacles students' face, which can then be used to provide learning activities tailored to the students' needs. Therefore, it was important to understand the objectives before conducting an assessment.

b) The Analysis of Statemen Cognitive Aspect of Considerations in Designing Diagnostic Assessments

Table 4.11 Participants response 3

Saya selalu mempertimbangkan pemahaman awal dan karakteristik siswa saat merancang asesmen diagnostik

(I always consider students' prior understanding and characteristics when designing diagnostic assessments.)

No	Respondents	Answer
1.	Participants 1	Agree
2.	Participants 2	Strongly Agree
3.	Participants 3	Agree
4.	Participants 4	Agree
5.	Participants 5	Strongly agree
6.	Participants 6	Strongly agree
7.	Participants 7	Agree
8.	Participants 8	Strongly agree
9.	Participants 9	Agree
10.	Participants 10	Agree

Participants' reactions to statements about designing diagnostic assessments always considered students' prior understanding or basic knowledge. Three participants “strongly agree” (P5, P6, & P8) and seven participants “agree” (P1, P3,

P4, P7, P9, & P10), indicating that a large number of them felt that prior understanding should be taken into account in diagnostic assessments. This variable aligns with the theory of designing diagnostic assessments, as Wardhani (2023) states, which posits that teachers follow established procedures in designing diagnostic assessments, from planning and identifying materials to compiling questions. In addition, teachers must also determine the purpose of the assessment, whether it is to determine students' initial understanding or characteristics, select the appropriate media, and plan the schedule and necessary resources (Kholid, Rahman, & Irawan, 2024). Thus, it showed that knowing the purpose of the assessment was also important.

Table 4.12 Participants response 4

Saya mengetahui bagaimana menyesuaikan desain penilaian diagnostik dengan kebutuhan siswa.

(I know how to adjust the design of diagnostic assessments to meet students' needs.)

No	Respondents	Answer
1.	Participants 1	Undecided
2.	Participants 2	Agree
3.	Participants 3	Agree
4.	Participants 4	Strongly agree
5.	Participants 5	Strongly agree
6.	Participants 6	Strongly agree
7.	Participants 7	Agree
8.	Participants 8	Agree
9.	Participants 9	Agree
10.	Participants 10	Agree

Responses to questions about designing diagnostic assessments tailored to student needs were generally acceptable. Three participants “strongly agree” (P4, P5, P6) and six participants “agree” (P2, P3, P7, P8, P9, & P10). However, one participant responded undecided (P1), and no participants disagreed or strongly disagreed. It shows that diagnostic assessments must be suitable for students' needs. This statement is in accordance with the theory of designing diagnostic assessments. Based on Sun and Suzuki (2013), the instruments for diagnostic testing should be designed to be clear, focused, and efficient, making it easier for

teachers to interpret the results obtained from students. Hence, adjusting diagnostic assessment materials according to students' needs is important for teachers to know.

Table 4.13 Participants response 5

Saya merancang penilaian diagnostik berdasarkan material kurikulum.

(I design diagnostic assessments based on curriculum material)

No	Respondents	Answer
1.	Participants 1	Strongly disagree
2.	Participants 2	Agree
3.	Participants 3	Agree
4.	Participants 4	Undecided
5.	Participants 5	Agree
6.	Participants 6	Agree
7.	Participants 7	Undecided
8.	Participants 8	Agree
9.	Participants 9	Agree
10.	Participants 10	Strongly agree

These findings showed various perspectives on designing diagnostic assessments based on curriculum materials. Two participants “strongly agree” (P1 and P10), six participants “agree” with this statement (P2, P3, P5, P6, P8, and P9). However, two participants (P4 and P7) are “undecided” about this statement, expressing neither disagreement nor strong disagreement. These findings present conflicting statements; however, designing diagnostic assessments requires guidelines, with curriculum guidelines being a key objective, as the curriculum determines what students should learn and achieve (Arifin, 2022). Moreover, participants who were undecided about this question are assumed to have used different materials adapted by the school. However, this statement received considerable agreement that, in designing diagnostic assessments, it was important to adapt them to the curriculum materials used.

c) Analysis of the Affective Aspect of Confidence in the Benefits of Diagnostic Assessment

Table 4.14 Participants response 6

Saya percaya bahwa asesmen diagnostik membantu meningkatkan motivasi dan kepercayaan diri siswa di kelas EFL.

(I believe that diagnostic assessment helps improve students' motivation and confidence in the EFL classroom.)

No	Respondents	Answer
1.	Participants 1	Strongly agree
2.	Participants 2	Agree
3.	Participants 3	Strongly agree
4.	Participants 4	Agree
5.	Participants 5	Strongly agree
6.	Participants 6	Strongly agree
7.	Participants 7	Agree
8.	Participants 8	Agree
9.	Participants 9	Agree
10.	Participants 10	Agree

Responses to statements about diagnostic assessment helping students improve their motivation and confidence in EFL classes were generally received positively. Four participants responded “strongly agree” (P1, P3, P5, & P6) and six participants “agree” (P2, P4, P7, P8, P9, & P10). These findings are consistent with the idea that for assessment to impact students positively, educators must view assessment as an important part of the teaching process, not merely a tool for grading students (Sahinkarakas, 2012). It shows that diagnostic assessment not only helped teachers but also helped students in the learning process.

Table 4.15 Participants responses 7

Saya merasa percaya diri dalam merancang alat penilaian diagnostik saya sendiri.

(I feel confident in designing my own diagnostic assessment tools)

No	Respondents	Answer
1.	Participants 1	Strongly disagree
2.	Participants 2	Strongly agree
3.	Participants 3	Agree
4.	Participants 4	Agree
5.	Participants 5	Agree
6.	Participants 6	Strongly agree
7.	Participants 7	Undecided
8.	Participants 8	Undecided
9.	Participants 9	Undecided
10.	Participants 10	Agree

These findings revealed varying perspectives on the belief in designing one's own diagnostic assessment. Specifically, two participants “strongly agree” (P2 & P6), four participants “agree” (P3, P4, P5, & P10). However, one participant strongly “disagree” (P1) with this statement, and three participants were “undecided” (P7, P8, and P9) about this statement. These findings provided different insights into the design process. Moreover, as Wardhani (2023) states, the role of teachers in diagnostic assessment is crucial because they are responsible for designing, implementing, and analyzing the results of the assessment. Thus, teachers had a role in creating diagnostic assessments that were tailored to the needs of students to make learning more interactive.

Table 4.16 Participants responses 8

Saya percaya bahwa penilaian diagnostik efektif untuk mengidentifikasi kekuatan dan kelemahan siswa.

(I believe that diagnostic assessment is effective for identifying students' strengths and weaknesses)

No	Respondents	Answer
1.	Participants 1	Strongly agree
2.	Participants 2	Agree
3.	Participants 3	Strongly agree
4.	Participants 4	Strongly agree
5.	Participants 5	Strongly agree
6.	Participants 6	Agree
7.	Participants 7	Agree
8.	Participants 8	Agree
9.	Participants 9	Strongly agree
10.	Participants 10	Agree

Based on the survey results, most participants agreed that diagnostic assessments effectively identify students' strengths and weaknesses. Specifically, five participants “strongly agree” (P1, P3, P4, P5, & P9) and five participants “agree” (P2, P6, P7, P8, & P10). This finding aligned with the definition of diagnostic assessment itself, as Brown (2004) states, which notes that diagnostic tests are designed to diagnose specific language aspects and identify students' strengths and weaknesses, tailoring learning to their competencies. Moreover, the

role of teachers in the effectiveness of assessment is important, and teachers need to master assessment to be more effective and meaningful (Rokhyati, 2023). Thus, these results showed that this diagnostic assessment is effective in determining students' abilities.

Table 4.17 Participants responses 9

Saya merasa yakin bahwa penggunaan asesmen diagnostik memberikan hasil yang bermanfaat untuk perbaikan pembelajaran.

(I am confident that the use of diagnostic assessment provides useful results for improving learning)

No	Respondents	Answer
1.	Participants 1	Strongly agree
2.	Participants 2	Agree
3.	Participants 3	Strongly agree
4.	Participants 4	Strongly agree
5.	Participants 5	Strongly agree
6.	Participants 6	Strongly agree
7.	Participants 7	Strongly agree
8.	Participants 8	Agree
9.	Participants 9	Agree
10.	Participants 10	Agree

Participants responses to statements regarding the benefits of using diagnostic assessment in learning were positive. Six participants responded “strongly agree” (P1, P3, P4, P5, P6, & P7) and four participants “agree” (P2, P8, P9, & P10). However, no participants disagreed or strongly disagreed with this statement. Moreover, the role of teachers is important for assessments that provide beneficial results. Based on Astika, Ramadina, Lativah, Solih, and Nasution (2024), teachers also play a role in determining follow-up actions based on assessment results, such as making improvements and refinements to educational programs and teaching strategies. Teachers also need to use assessments that can provide specific feedback to ensure that students benefit from improvements in their learning (Farhady & Selcuk, 2022). Hence, for beneficial assessment results and improved learning, teachers must determine appropriate assessments and feedback for the learning process.

Table 4.18 Participants responses 10

Saya termotivasi untuk terus memperbaiki dan mengembangkan asesmen diagnostik yang saya gunakan.

(I am motivated to continuously improve and develop the diagnostic assessments I use)

No	Respondents	Answer
1.	Participants 1	Strongly agree
2.	Participants 2	Agree
3.	Participants 3	Agree
4.	Participants 4	Strongly agree
5.	Participants 5	Strongly agree
6.	Participants 6	Strongly agree
7.	Participants 7	Strongly agree
8.	Participants 8	Strongly agree
9.	Participants 9	Agree
10.	Participants 10	Agree

These findings provided strong support for the idea that teachers had to continue to improve and develop diagnostic assessment. Six participants responded “strongly agree” (P1, P4, P5, P6, P7, & P8) and four participants “agree” (P2, P3, P9, & P10). These findings support the theory of Ramadina, Lativah, Solih, and Nasution (2024), which posits that teachers play a crucial role in determining follow-up actions based on assessment results, such as making improvements and enhancements to educational programs and teaching strategies. Therefore, by evaluating this assessment, it was provided a more effective assessment in the future.

d) Analysis of the Conative Aspect of the Use of Diagnostic Assessment

Table 4.19 Participants responses 11

Saya secara aktif menyesuaikan metode pengajaran berdasarkan hasil penilaian diagnostik.

(I actively adjust my teaching methods based on the results of diagnostic assessments.)

No	Respondents	Answer
1.	Participants 1	Strongly agree
2.	Participants 2	Agree

3.	Participants 3	Strongly agree
4.	Participants 4	Agree
5.	Participants 5	Strongly agree
6.	Participants 6	Agree
7.	Participants 7	Strongly agree
8.	Participants 8	Agree
9.	Participants 9	Agree
10.	Participants 10	Agree

Participants' responses to questions regarding adjusting diagnostic assessment results with teaching methods were positive. Four participants responded "strongly agree" (P1, P3, P5, & P7) and six participants "agree" (P2, P4, P6, P8, P9, & P10). However, no participants responded with a "disagree" or "strongly disagree" response. These findings demonstrate that diagnostic assessments accurately identify students' abilities and weaknesses. Consequently, teachers are responsible for tailoring teaching methods to these assessments. According to Ariefky & Inayati (2023), teachers serve as facilitators who manage the learning process to foster a comfortable learning environment for students. Moreover, as Ramadina, Lativah, Solih, and Nasution (2024) state, teachers also play a role in determining follow-up actions based on assessment results, such as making improvements and enhancements to educational programs and teaching strategies. Therefore, adjusting teaching methods makes it easier for teachers to provide learning that better suits students' needs.

Table 4.20 Participants responses 12

Saya menggunakan berbagai format penilaian (seperti tes tulis, observasi, kuesioner) secara bergantian sesuai kebutuhan siswa

(I use various assessment formats (such as written tests, observations, questionnaires) alternately according to students' needs.)

No	Respondents	Answer
1.	Participants 1	Strongly disagree
2.	Participants 2	Undecided
3.	Participants 3	Strongly agree
4.	Participants 4	Undecided
5.	Participants 5	Strongly agree
6.	Participants 6	Undecided

7.	Participants 7	Undecided
8.	Participants 8	Strongly agree
9.	Participants 9	Agree
10.	Participants 10	Agree

Participants responded differently to the statement using various assessment formats (such as written tests, observations, questionnaires) alternately according to student needs. Four participants “strongly agree” (P1, P3, P5, & P8) and two participants “agree” (P9 & P10) with this statement. However, four participants (P2, P4, P6, and P7) were undecided about this statement, and none disagreed or strongly disagreed. These responses varied, but the findings aligned with Hanna's (2023) statement that these assessments employ various techniques and instruments to identify improvement areas, thereby guiding subsequent instruction. (Techniques include observation, questioning, and formal and informal tests). Hence, using various techniques in diagnostic assessment made students more interested in completing the assessment.

Table 4.21 Participants responses 13

Saya menggunakan hasil penilaian diagnostik untuk meningkatkan perencanaan pembelajaran di masa mendatang.

(I use the results of diagnostic assessments to improve future lesson planning.)

No	Respondents	Answer
1.	Participants 1	Strongly agree
2.	Participants 2	Strongly agree
3.	Participants 3	Agree
4.	Participants 4	Strongly agree
5.	Participants 5	Strongly agree
6.	Participants 6	Strongly agree
7.	Participants 7	Agree
8.	Participants 8	Strongly agree
9.	Participants 9	Strongly agree
10.	Participants 10	Agree

Responses to the statement that assessment results should be used to improve learning planning were generally accepted. Seven participants responded “strongly agree” (P1, P2, P4, P5, P6, P8, & P9) and three participants responded

“agree” (P3, P7, & P10). However, no participants responded with a "disagree" or "strongly disagree" response. These findings aligned with Sulistianingsih & Wismanto's (2024) theory of integrating assessment into lesson planning, which utilizes diagnostic assessment results to design learning activities that are more effective and tailored to students' needs. Moreover, this proved that after diagnostic assessment, the results should have been used for lesson planning so that the material provided was in line with students' needs.

Table 4.22 Participants responses 14

Saya memberikan umpan balik kepada siswa berdasarkan hasil penilaian diagnostik yang telah dilakukan

(I provide feedback to students based on the results of diagnostic assessments conducted.)

No	Respondents	Answer
1.	Participants 1	Strongly agree
2.	Participants 2	Strongly agree
3.	Participants 3	Agree
4.	Participants 4	Agree
5.	Participants 5	Strongly agree
6.	Participants 6	Strongly agree
7.	Participants 7	Strongly agree
8.	Participants 8	Agree
9.	Participants 9	Agree
10.	Participants 10	Strongly agree

These results showed that many participants provided feedback to students after using diagnostic assessments. Six participants responded “strongly agree” (P1, P2, P5, P6, P7 & P10) and four participants “agree” (P3, P4, P8, & P9) to this statement. These findings support Nimard & Tavssoli (2019) diagnostic assessments enable teachers to discuss students' weaknesses and strengths with them and provide the specific feedback they need. Moreover, based on Hancock & R (2006), designing diagnostic assessments involves identifying students' specific needs and weaknesses, using various assessment instruments such as written tests, interviews, and observations to collect data on students' abilities, and providing constructive feedback to help students overcome their shortcomings. Thus,

providing feedback to students on assessment results helped them better understand their abilities in the learning process.

2. How Appropriate the Teachers Diagnostic Assessment Tools in Identifying Students' Abilities and Learning Needs

The section discussed the accuracy of diagnostic assessment tools used to identify student abilities. To address Research Question number two, the study employed interviews and document analysis as data collection methods. Interviews were conducted before document analysis to obtain detailed information regarding teachers' approaches to diagnostic assessments, including the strategies and components involved. Data from the interviews informed the subsequent document analysis, facilitating a comprehensive understanding of the design process. Interview questions were organized into cognitive, affective, and conative domains. Accordingly, this section was structured into two parts: results from the interviews and results from the document analysis.

a. Interview Result

This section presented interview results regarding teachers' approaches to using diagnostic assessments that addressed students' abilities. The interviews included five open-ended questions, each targeting one of three aspects: cognitive, affective, and conative. Teachers' perspectives were examined in terms of their understanding of diagnostic assessment (cognitive), their attitudes toward assessment (affective), and their related actions (conative). The results were provided as interview transcripts.

Table 4.23 Interview and teachers response to question 9

<p><i>"Kapan biasanya Bapak/Ibu menggunakan penilaian diagnostic dalam proses pembelajaran?"</i></p> <p>[When do you usually use diagnostic assessments in the learning process?]</p>	
Respondent	Answer
Teacher 1	<p><i>"Biasanya saya melaukukan diagnostic test itu di awal pembelajaran pasti kita melakukannya, kalau saya selalu ada diagnostic test yang dilakukan oleh saya pribadi dan juga yang dilakukan oleh pihak luar penyelenggara pihak ketiga itu seperti Pearson"</i></p>

	<p>[Usually, I conduct the diagnostic test at the beginning of the learning process. I always have a diagnostic test that I personally administer, as well as tests conducted by external parties such as Pearson.]</p>
Teacher 2	<p>“Kalau awal pembelajaran itu saya selalu menggunakan penilaian diagnostic”</p> <p>[At the beginning of the learning, I always use diagnostic assessment.]</p>
Teacher 3	<p><i>“Biasanya, penilaian diagnostik digunakan sebelum memulai materi, misalnya sebelum mempelajari bab 1, dilakukan diagnostic test berbasis speaking. Setelah pemberian materi, dilakukan penilaian formatif yang juga berupa post-test untuk melihat kemampuan berbicara siswa. Tujuannya adalah untuk mengetahui apakah ada peningkatan kemampuan speaking siswa setelah mengikuti proses pembelajaran dengan menggunakan diagnostic assessment.”</i></p> <p>[Usually, the diagnostic assessment is used before starting the material, for example, before studying chapter 1, a speaking-based diagnostic test is conducted. After delivering the material, a formative assessment in the form of a post-test is also given to see the students’ speaking abilities. The purpose is to find out if there is any improvement in students’ speaking skills after undergoing the learning process using the diagnostic assessment.]</p>
Teacher 4	<p><i>“Biasanya saya melakukan penilaian diagnostic di awal masuk semester ganjil untuk mengukur level Bahasa Inggris mereka ada dimana.”</i></p> <p>[Usually, I conduct diagnostic assessments at the beginning of the odd semester to measure their English proficiency level.]</p>
Teacher 5	<p><i>“Diagnostik tes tentunya dilakukan di awal pertemuan. Pertemuan-pertemuan pertama itu kita lakukan diagnostik tes, Jadi tentunya diagnostik tes dilakukan di awal sebelum kita mengajar”</i></p> <p>[Diagnostic tests are definitely conducted at the beginning of the meeting. In the first few sessions, we conduct diagnostic tests, so they are done before we start teaching.]</p>
Teacher 6	<p><i>“Di awal semester 1, sebelum masuk ke materi, biasanya saya ingin mengetahui dulu kemampuan bahasa Inggris siswa sampai di mana. Dari situ kita bisa lihat</i></p>

	<p><i>perkembangan mereka, karena biasanya di akhir semester juga dilakukan post-test untuk mengukur sejauh mana peningkatan kemampuan siswa sebelum mereka melanjutkan ke tahap berikutnya”</i></p> <p>[At the beginning of the first semester, before starting the material, I usually want to know the students’ English proficiency level. From there, we can see their progress because usually a post-test is also conducted at the end of the semester to measure how much the students’ abilities have improved before moving on to the next stage.]</p>
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The interview results regarding the timing of diagnostic assessment use in the learning process received varied positive responses. T1 stated that diagnostic assessment was conducted at the beginning of learning, and T2 also always used diagnostic assessment at the start of learning. Meanwhile, T3 used diagnostic assessment before starting the material, while T4 used it at the beginning of the odd semester to measure students’ English levels. T5 used diagnostic assessment at the start of meetings before teaching, T6 applied it at the beginning of the first semester before introducing the material. These statements align with the theory of Rohmah, Wilson, & An’asy (2025), who state that this approach is part of formative assessment, aiming to determine students’ starting points so that the learning process becomes more effective and inclusive. Overall, this diagnostic assessment played a crucial role in understanding student abilities and determining teaching strategies from the beginning of the learning process.

Table 4.24 Interview and teachers response to question 10

<p><i>“Biasanya tujuan apa yang menjadi dasar Bapak/Ibu merancang penilaian diganostic? Apakah ingin mengetahui pemahaman awal, pengetahuan dasar, atau karakter siswa?”</i></p> <p>[What is usually the main purpose behind designing your diagnostic assessment? Is it to find out students’ initial understanding, basic knowledge, or their characteristics?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Saya melakukannya untuk pemahaman awal siswa”</i></p> <p>[I do it to understand students’ initial comprehension.]</p>

Teacher 2	<p><i>“Untuk penilaian diagnostic ini saya lebih ingin mengetahui pemahaman awal siswa itu bagaimana”</i></p> <p>[For this diagnostic assessment, I want to know how students’ initial understanding.]</p>
Teacher 3	<p><i>“Iya tujuan saya untuk penilaian diagnostic ini ya untuk pengetahuai pemahaman awal dan dasar siswa.”</i></p> <p>[Yes, my purpose for this diagnostic assessment is to understand students’ initial and basic knowledge.]</p>
Teacher 4	<p><i>“Biasanya saya menggunakan penilaian diagnostic ini untuk pemahaman awal siswa”</i></p> <p>[Usually, I use this diagnostic assessment to gauge students’ initial understanding]</p>
Teacher 5	<p><i>“Saya pernah coba dua-duanya, yang pertama buat ngukur pemahaman, yang kedua buat ngenalin karakter belajar siswa. Apalagi sekarang dengan kurikulum Merdeka yang masih jalan, kita memang harus tahu kemampuan dan karakter belajar tiap siswa supaya bisa milih metode pembelajaran yang pas buat mereka. Jadi, materinya lebih gampang dipahami sama mereka.”</i></p> <p>[I have tried both purposes: first, to measure understanding, and second, to identify students’ learning characteristics. Especially now with the ongoing Merdeka curriculum, we really need to know each student’s ability and learning characteristics to choose the right teaching methods for them. This way, the materials are easier for them to understand.]</p>
Teacher 6	<p><i>“Lebih ke pengetahuan dasar sih, kayak grammar bahasa Inggris contohnya, terus kemampuan mereka dalam nyusun kalimat gimana”</i></p> <p>[It is more about basic knowledge, such as English grammar for example, and their ability to construct sentences.]</p>

The interview results regarding designing or using diagnostic assessments received positive responses. T1 stated that this diagnostic assessment aimed to know students' initial understanding before learning began. At the same time, T2 focused on knowing students' prior understanding to understand how far they had mastered the material to be studied. Meanwhile, T3 aimed to know better students' basic knowledge and initial understanding to design learning that matched students'

levels. T4 focused on students' initial understanding to know their readiness before continuing to the learning material. Moreover, T5 served two purposes in this assessment: to measure students' prior understanding and to assess students' learning character. T6 stated the purpose as knowing students' basic knowledge. These responses were relevant to the theory of Hasanuddin (2020), indicating that by assessing students' prior knowledge, educators can identify differences in knowledge between students and gaps that must be addresses. Hence, it was important to understand the purpose underlying the assessment to know the focus of the assessment and adjust materials that cold support more relevant assessment results.

Table 4.25 Interview and teachers response to question 11

<i>Format penilaian diagnostic apa saja yang Bapak/Ibu gunakan? Dan apakah bapak/ibu mempertimbangkan indicator pencapaian siswa saat merancang format tersebut?</i> [What types of diagnostic assessment formats do you use? And do you consider students' achievement indicators when designing these formats?]	
Respondent	Answer
Teacher 1	<p><i>"Format penilaiannya itu berbasis aplikasi selain itu ada yang multiple choice atau misalnya pertanyaan-pertanyaan kan aplikasi itu nanti bentuk questionnya itu yang various itu ada multiple choice, ada matching, ada typing maksudnya fill in the blank ada juga long answer, ada short answer, jadi macam-macam, dan disitu juga sudah ada indicator yang harus dicapai."</i></p> <p>[The assessment format is app-based, including multiple choice and various question types in the app such as multiple choice, matching, typing (fill in the blank), long answer, and short answer, so the questions vary. The app also includes achievement indicators that must be met.]</p>
Teacher 2	<p><i>"Kalau biasanya sih buat indikator pencapaian, saya pakai sih. Tapi nggak yang kayak saya teliti dulu atau gimana-gimana. Biasanya formatnya cuma pilihan ganda aja"</i></p> <p>[Usually, for achievement indicators, I do use them, but not in detail like a research study. The format is mostly just multiple choice.]</p>
Teacher 3	<p><i>"Saya menggunakan sebuah aplikasi dan disitu juga sudah lengkap berbagai test nya dan saya juga engadaptasi sistem"</i></p>

	<p><i>penilaian speaking dari Haris, yang biasanya pakai aspek pronunciation, fluency, comprehension, grammar, dan vocabulary. Tapi saya ubah sedikit buat fokus ke fluency, enunciation, confidence, dan speaking secara umum. Range nilainya dari 70 sampai 100. Kalau nilainya 70 berarti masih belum lancar dan ada beberapa kosa kata yang belum dikuasai. Sedangkan nilai 100 berarti speaking-nya sudah sangat baik”</i></p> <p>[I use an app that has a complete set of tests, and I also adapt the speaking assessment system from Haris, which usually uses aspects like pronunciation, fluency, comprehension, grammar, and vocabulary. But I modify it to focus on fluency, enunciation, confidence, and speaking in general. The score range is from 70 to 100. A score of 70 means not fluent yet and some vocabulary is not yet mastered, while 100 means the speaking skill is very good.]</p>
Teacher 4	<p><i>“Saya menggunakan sebuah aplikasi English score dari british English app disitu banyak format yang bisa digunakan, dan juga penilaiannya menggunakan standar CEFR dan tingkat kemahiran Bahasa inggris siswa dapat langsung terlihat ketika mereka selesai mengerjakan test yang ada seperti level A1, A2, B1, B2, dan C1.”</i></p> <p>[I use the English Score app from British English, which offers many formats and uses CEFR standards. Students’ English proficiency levels are directly shown after they finish the tests, such as levels A1, A2, B1, B2, and C1.]</p>
Teacher 5	<p><i>“Biasanya formatnya saya pakai yang tertulis atau paper-based. Tapi supaya lebih gampang dinilai, saya juga pakai format online, pakai Google Form atau Quizzes, yang memang sangat membantu. Karena ini tes pemahaman awal, jadi nggak ada indikator khusus buat ketercapaian siswa, lebih ke buat acuan saya saja dalam nyusun pembelajaran ke depannya.”</i></p> <p>[I usually use written or paper-based formats. But to make scoring easier, I also use online formats like Google Forms or Quizizz, which are very helpful. Since this is an initial understanding test, there isn’t a specific achievement indicator; it serves more as a reference for me to plan future learning.]</p>
Teacher 6	<p><i>“Enggak sih, maksudnya tidak menggunakan indicator secara khusus dan juga format yang biasanya gunakan ya paling multiple choice seperti itu.”</i></p> <p>[No, I don’t use specific indicators, and the formats I usually use are mostly multiple choice.]</p>

The interview results regarding formats used in diagnostic assessments and the indicators applied show various formats. T1 used application-based formats with different question types such as multiple choice, matching, fill-in-the-blank, long, and short answers. This format used achievement indicators that students had to reach. Though not specifically, T2 generally used a multiple-choice format and considered achievement indicators. Meanwhile, T3 used an application with various question types, but the indicators used were not specifically based on the students' levels, only score ranges. T4 used the British English Score application with diverse formats and CEFR-based assessment. T5 used a written format, with non-specific achievement indicators. T6 used game-based or paper-based formats that did not specifically use indicators. Hanna (2023) theory states that these assessments use various techniques and instruments to identify areas for improvement, thereby guiding subsequent instruction, including observation, questioning, and formal and informal tests. Hence, it was also important to consider students' achievement indicators so that assessment results were relevant and could be used as references for learning needs.

Table 4.26 Interview and teachers response to question 12

<p><i>“Dari pengalaman Bapak/Ibu, apakah ada kendala ketika merancang/menggunakan penilaian diagnostik? Bagaimana cara Bapak/Ibu mengatasinya?”</i></p> <p>[From your experience, have you encountered any challenges when designing or using diagnostic assessments? How do you overcome them?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Karena, biasanya sih saya pakai tes online, soalnya biar penilaiannya bisa langsung otomatis untuk tiga skill, yaitu writing, reading, listening, plus struktur bahasa Inggris. Jadi hasilnya langsung keluar tanpa ribet. Kalau kendalanya sih biasanya yang terkait sama perangkat atau jaringan internet anak-anak, ada yang internetnya lemot atau bahkan gak bisa login. Tapi sejauh ini kendalanya nggak terlalu ganggu, karena tes tetap bisa dijalankan.”</i></p> <p>[Usually, I use online tests so that the assessment can be automatically done for three skills: writing, reading,</p>

	<p>listening, plus English structure. The results come out immediately without hassle. The challenge is usually related to the students' devices or internet connection; some have slow internet or can't log in. However, so far, this issue hasn't been too disruptive because the test can still be conducted.]</p>
Teacher 2	<p><i>"Kendalanya lebih ke siswa, bukan saya sendiri karena ada dari mereka ngerjain tanpa masalah. Dan kadang ada anak-anak yang nemuin kendalanya, kayak soal-soalnya kebanyakan atau terlalu sulit gitu. Jadi, kendalanya lebih ke sisi siswa aja"</i></p> <p>[The challenges are more on the students' side, not mine. Some students complete the test without problems, but occasionally some face difficulties, such as the questions being too many or too difficult. So, the challenges mostly come from the students.]</p>
Teacher 3	<p><i>"Sebenarnya kendalanya cuma dua hal sih. Yang paling utama itu waktu, karena cuma dua jam pelajaran. Terus yang kedua, karena tesnya one by one, jadi satu-satu dipanggil. Nah, kendalanya selain soal waktu yang jadi lebih lama, saya juga harus nyiapin materi atau tugas buat anak-anak yang belum dipanggil supaya mereka nggak cuma diem aja bingung mau ngapain. Jadi itu yang paling butuh persiapan banget"</i></p> <p>[Actually, there are only two main challenges. The first is time, as there are only two teaching hours. The second is that the test is taken one by one, so students are called individually. Besides the longer time required, I also have to prepare materials or assignments for students who haven't been called yet so they don't just sit idle and confused about what to do. That requires a lot of preparation.]</p>
Teacher 4	<p><i>"Tidak ada kendala tertentu dikarenakan saya menggunakan aplikasi untuk penilaian ini, hal ini yang memudahkan saya dalam proses pengajaran dan penilaian Bahasa"</i></p> <p>[There are no particular challenges because I use an application for this assessment, which makes teaching and English assessment easier for me.]</p>
Teacher 5	<p><i>"Kendalanya sih biasanya karena kesibukan di luar tugas utama sebagai guru. Khususnya saya, karena juga sebagian tanggung jawab di beberapa jabatan lain di sekolah, jadi kadang waktu buat ngadain diagnostic test</i></p>

	<p>itu jadi mepet. Terus juga tantangannya di nyusun soalnya, terutama di sekolah ini. Kemampuan bahasa Inggris siswanya mungkin sekitar 80% masih kurang, jadi kalau saya bikin diagnostic test yang standar sekola, biasanya mereka anggap berat. Saya pernah coba kasih contoh, saya pikir soalnya mudah, tapi pas dites beberapa kali, ternyata ada siswa yang masih belum bisa alfabet atau nomor-nomor. Jadi itu jadi tantangan buat saya buat nyusun test diagnostic yang bener-bener bisa ngegambarin kemampuan siswa.”</p> <p>[The challenges usually come from other responsibilities outside the main role as a teacher. For me, I also have several other roles at school, so sometimes the time to conduct the diagnostic test becomes tight. Another challenge is designing the test questions, especially at this school. About 80% of the students still have weak English skills, so if I make a standard school diagnostic test, they usually find it difficult. I once gave what I thought was an easy test, but after several tries, some students still couldn't recognize the alphabet or numbers. So, that became a challenge for me to create a diagnostic test that truly reflects the students' abilities.]</p>
Teacher 6	<p>“Awalnya sih kayaknya nggak ada kesulitan yang berarti. Paling, kalau buat soal-soal instrumen sebelumnya, mungkin itu agak susah buat mereka, jadi mereka jadi nggak bisa ngerjain dengan baik”</p> <p>[At first, there seemed to be no significant difficulties. At most, some had trouble with the previous instrument questions, so they couldn't complete them well.]</p>

The interview results regarding challenges in designing or using diagnostic assessments indicate that teachers face many difficulties in their implementation. During online tests, T1 mentions technical problems related to students' devices and internet connectivity. Meanwhile, T2 experiences challenges from the students' side, such as too many or difficult questions, but teachers do not face significant obstacles. T3 points out the limited time in conducting the assessments. T4 does not experience difficulties due to using applications that facilitate the assessment process. T5 faces challenges in designing appropriate diagnostic questions, with

diverse student abilities requiring adjustments. Moreover, T6 stated that questions not matching students' abilities make it difficult for them to complete the test. However, according to Kraus & Minstrell (2002), challenges in designing diagnostic assessments include limited teacher knowledge, access to research on student conceptions, and the time and effort required to analyze open-ended responses effectively. Therefore, despite various challenges, teachers find ways to overcome them and ensure practical assessments are conducted.

Table 4.27 Interview and teachers response to question 13

<p><i>“Apakah Bapak/Ibu pernah mendapatkan pelatihan dari sekolah terkait penilaian diagnostic ini?”</i></p> <p>[Have you ever received training from the school related to this diagnostic assessment?]</p>	
Respondent	Answer
Teacher 1	<p><i>“Sering, Alhamdulillah, pengawas kami memang sangat paham soal assessment. Jadi pembinaannya cukup intensif dari pengawas sekolah kami”</i></p> <p>[Often, Alhamdulillah, our supervisor is very knowledgeable about assessment, so the guidance from our school supervisor is quite intensive.]</p>
Teacher 2	<p><i>“Pernah tapi waktu itu udh cukup lumayan lama”</i></p> <p>[Have attended training before, but that was quite a long time ago.]</p>
Teacher 3	<p><i>“Kalau pelatihan tentang diagnostic assessment di sekolah sih belum ada, biasanya di sekolah lebih fokus ke deep learning atau hal-hal yang berhubungan sama administrasi. Jadi untuk diagnostic assessment ini saya belajarnya mandiri atau ikut pelatihan di luar.”</i></p> <p>[There has been no training on diagnostic assessment at school; usually, the school focuses more on deep learning or administrative matters. So, for diagnostic assessment, I learn independently or attend training outside of school.]</p>
Teacher 4	<p><i>“Tidak ada pelatihan khusus tentang ini”</i></p> <p>[There is no specific training on this.]</p>
Teacher 5	<p><i>“Kalau pelatihan khusus sih ada, tapi nggak spesifik buat bahasa Inggris aja. Di sekolah biasanya pelatihannya secara umum, bilanganya kita harus ngadain tes diagnostik di awal</i></p>

	<p><i>buat tahu kemampuan siswa. Tapi kadang-kadang yang ngatur soal ini memang pihak sekolah secara keseluruhan.”</i></p> <p>[There is special training, but it is not specifically for English. At school, the training is generally about the importance of conducting diagnostic tests at the beginning to understand students’ abilities. However, sometimes the overall test arrangements are managed by the school administration.]</p>
Teacher 6	<p><i>“Tidak pernah, dan tidak ada pelatihan khusus disekolah terkait penilaian ini”</i></p> <p>[I have never had any training and there is no special training at school related to this assessment.]</p>

The interview results regarding questions about teachers receiving training from schools related to diagnostic assessment generally received positive responses. T1 stated that they often received intensive training from supervisors who were experts in assessment, while T2 mentioned having attended training, but it was quite a while ago. Meanwhile, T3 had not received any special training at school and was mostly self-taught or attended external training, and T4 stated having never received specific training related to diagnostic assessment. Moreover, T5 mentioned general training, but not specifically for English. At the same time, T6 said they had never received special training on diagnostic assessment. Aligning with the theory of Jang (2012) that increasing competence through practice-based training is essential for teachers to develop, apply, and analyze diagnostic assessments accurately. Therefore, such training becomes a priority for schools to enhance further professional development of teachers, especially in diagnostic assessment.

b. Document Analysis Result

This section presented the findings from the analysis of documents utilized by teachers in conducting diagnostic assessments. The analysis addressed several key aspects: content suitability, clarity and structure, question format, and quality and consistency of assessment results. Moreover, this analysis rubric used (Krause, 2010) with a range of minimal 1, fair 2, good 3, and exemplary 4, and the criteria have to be fulfilled. This comprehensive approach assessed the relevance and

effectiveness of diagnostic tests as tools for developing adaptive and responsive learning processes tailored to individual student needs. The results are provided as document analysis transcripts.

1) Teacher 1

Teacher 1 used the Pearson English Portal for diagnostic assessment, an interactive platform that provided access to a variety of English learning resources and allowed both teachers and students to monitor performance digitally.

Application: Pearson English Portal

Table 4.28 Document Analysis Result

Aspect	Rater 1	Rater 2	Rater 3	Average
Material suitability	4	4	4	4
Clarity of language	3	3	4	3.3
Item format	4	4	4	4
Indicator suitability	4	3	4	3.6

Teacher 1 used a website to conduct this diagnostic assessment, with an average material suitability score of 4 out of 4. This score indicated that the teacher used materials in the diagnostic assessment that were very appropriate for identifying the students' needs, according to Krause (2010) and Brown (2003). The test materials provided are adaptive and comprehensive. In addition to the diagnostic test, the website also offers a variety of materials tailored to the students' levels.

Furthermore, regarding clarity of language, this website received an average score of 3.3 out of 4. The language and instructions provided in the diagnostic assessment are straightforward and easy for students to understand, per the indicators of Krause (2010) and Sun & Suzuki (2013). However, when testing listening skills, it was difficult for students because the instructions are only given through voice, and the pronunciation of the speaking section is sometimes unclear and must be repeated to answer.

Moreover, Teacher 1, using tests through the website, obtains an average score of 4 out of 4 in the item format aspect. The item format on this website provided many options that could be used, such as multiple choice, short answer,

repeat sentence, etc., which aligns with Krause (2010) exemplary indicator and Hanna (2023). It helped gain a more detailed understanding of students' abilities. In addition, in the aspect of indicator suitability, the average score obtained from this website is 3.6 out of 4. The achievement indicator used on this website is the Pearson indicator, which can provide accurate results, consistent with Krause (2010) and Alang (2015). This assessment gives results according to the CEFR, and direct assessment helped teachers identify students' abilities and provide learning that matches their capabilities.

In conclusion, Teacher 1 used a website in this diagnostic assessment with materials appropriate to the students' levels. Although some instructions were still unclear, especially when conducting listening assessments for students at the beginner level, the varied question formats facilitate students' understanding of the assessment. This diagnostic assessment, conducted by a third party, aligns with Brown (2003) theory that diagnostic assessments usually provide more detailed and categorized information about learners. Moreover, the assessment results correspond with the CEFR levels, making it easier for students to know their proficiency levels.

2) Teacher 2

Teacher 2 used a paper-based diagnostic assessment method, which involves traditional tests conducted using physical paper materials.

Paper-Based

Table 4.29 Document Analysis Result

Aspect	Rater 1	Rater 2	Rater 3	Average
Material suitability	2	3	2	2.3
Clarity of language	4	3	4	3.6
Item format	4	3	4	3.6
Indicator suitability	2	3	3	2.6

Teacher 2 used a paper-based approach to conduct this diagnostic assessment. With material suitability, the average score is 2.3 out of 4. This score indicated that the material provided can assess students' abilities but not in sufficient

detail, according to Krause (2010) Fair indicator. This assessment only tests "Vocabulary, Grammar, Reading Comprehension, and Writing." To further assess students' abilities, a "Listening & Speaking" section should be added to provide more detailed information.

Furthermore, regarding clarity of language, the average score is 3.6 out of 4. The language and instructions provided are clear enough for students to understand how to answer the questions, as Krause (2010) and Sun and Suzuki (2013) indicated. However, in the Grammar Section B, teachers should provide sample questions and their answers at the beginning so that students could better understand how to fill in the correct word forms.

Moreover, Teacher 2 obtained an average score of 3.6 out of 4 in the aspect of item format. It indicates that the formats provided in this assessment are varied and can obtain results to understand students' abilities, according to Krause (2010), which is a good indicator. However, a listening and speaking section could be added to make the assessment more precise and detailed. In addition, in the indicator suitability aspect, the average score is 2.6 out of 4. The questions and formats provided are sufficient to understand students' abilities and aligned with Krause (2010) fair indicator. However, to obtain more detailed information, teachers could set minimum and maximum achievement criteria in each section and provide explanatory guidelines for the results, such as "needs assistance," "quite independent," or "ready to move to the next level."

In conclusion, Teacher 2 used a paper-based approach in this diagnostic assessment. The material provided is appropriate, but does not thoroughly detail students' abilities because only several sections are assessed. However, the given formats were varied and detailed to understand students' abilities. It aligned with Hanna (2023) theory that assessment uses various techniques and instruments to identify areas for improvement. Moreover, the achievement indicators could be detailed to measure students' abilities accurately.

3) Teacher 3

Teacher 3 used the Rosetta Stone application for diagnostic assessment. This application provided language learning through interactive lessons using

images, text, and sound to help students develop effective speaking, listening, reading, and writing skills.

Appllication: Rosetta Stone

Table 4.30 Document Analysis Result

Aspect	Rater 1	Rater 2	Rater 3	Average
Material suitability	4	3	4	3.6
Clarity of language	3	2	2	2.3
Item format	3	2	3	2.6
Indicator suitability	4	3	4	3.6

Teacher 3 used an application to conduct the diagnostic assessment with an average score of 3.6 out of 4. The score obtained in material suitability indicated that the materials in this application could assess students' abilities, according to Krause (2010) good indicator. Moreover, the application has many structured materials and several levels and units, but it focused heavily on audiovisual content, resulting in limited text-based materials. Therefore, teachers could provide other assessments to gain a more detailed understanding of students' abilities.

Furthermore, regarding clarity of language, the average score is 2.3 out of 4. The language used in the application is clear; however, the instructions are not clear, requiring students to understand question patterns and concepts in the materials by themselves. It aligns with Krause (2010) fair indicator. Moreover, teachers must explain the questions during the diagnostic assessment, as some might confuse students.

Moreover, in the item format aspect, the application obtained an average score of 2.6 out of 4. The application showed varied formats supporting audio-visual assessments, such as matching exercises, listening and speaking, fill-in-the-blanks, etc., Krause (2012) fair indicator. However, to gain more detailed information about students' abilities, teachers could conduct additional paper-based assessments to balance the evaluation between productive and receptive skills. In addition, in the indicator suitability aspect, the application obtained an average score of 3.6 out of 4. This showed that the questions were sufficient to assess students' abilities, although not in great detail, focusing mainly on audio-visual

materials. However, the achievement indicator in this application only provided level progression; hence, it required teacher assistance to gain detailed information in assessing students' abilities.

In conclusion, Teacher 3 used an application to conduct this diagnostic assessment. The material provided is reasonably suitable, although the application relies heavily on audiovisual content, which only assesses students' abilities in certain aspects. Therefore, since the achievement indicator only reflects students' level progression, the teacher should have their own indicators to provide more detailed assessment results, in line with Alang (2015) theory that diagnostic assessments should use instruments that measure what they are supposed to measure (valid) and the instruments must also be reliable. Thus, the teacher's assessment were important in providing more detailed explanations of student results.

4) Teacher 4

Teacher 4 used the British Council's EnglishScore app for diagnostic assessment of an app-based English test that measures grammar, vocabulary, reading, and listening skills. The app provided fast and accurate results that are aligned with CEFR standards.

Application: English Score British Council

Table 4.31 Document Analysis Result

Aspect	Rater 1	Rater 2	Rater 3	Average
Material suitability	3	3	3	3
Clarity of language	2	2	3	2.3
Item format	3	3	3	3
Indicator suitability	4	4	4	4

Teacher 4 used an application to conduct this diagnostic assessment. The material suitability aspect receives an average score of 3 out of 4. The materials used were appropriate for assessing students' abilities according to Krause (2010) indicator. However, the materials in this application are quite tricky because some topics lean more toward the ESL context. Therefore, the teacher should use alternative assessments if students find this assessment challenging.

Moreover, the average score in clarity of language is 2.3 out of 4. The language used is clear enough, but unclear instructions cause some confusion for students. Therefore, according to Krause (2010) indicators, the instructions in this assessment are rated as fair, which means teachers should be ready to assist students so they do not feel confused when completing the assessment.

Nevertheless, the item format in this assessment obtains an average score of 3 out of 4. This score indicates that the assessment formats are varied, including multiple-choice, fill-in-the-blanks, true-or-false, matching, etc., which keeps students from feeling bored during the assessment. Therefore, according to Krause (2010) indicators, the format in this application is rated as good. In addition, the assessment obtains an average score of 4 out of 4 in terms of indicator suitability. The questions in this application are sufficient to assess students' abilities, even though not all questions have direct answers. Krause (2010) exemplary indicators can be used for this assessment. Moreover, the student assessment results are comprehensive, and the scores are mapped to the CEFR, which helps teachers explain the assessment results effectively.

In conclusion, Teacher 4 used an application to conduct this diagnostic assessment. The materials were appropriate, although some lean more toward the ESL context. However, the instructions for each question are not clearly detailed, which requires the teacher to assist students so they do not feel confused during the assessment. Based on Sun and Suzuki (2013), diagnostic assessment instruments should be designed to be clear, focused, and efficient, making it easier for teachers to interpret the results obtained by students. Hence, this assessment requires the teacher to understand the content or materials in the application to help students by explaining the instructions for the questions.

5) Teacher 5

Teacher 5 used a paper-based diagnostic assessment method, which involves traditional tests conducted using physical paper materials.

Paper-based

Table 4.32 Document Analysis Result

Aspect	Rater 1	Rater 2	Rater 3	Average
Material suitability	3	3	2	2.6
Clarity of language	1	2	1	1.3
Item format	4	3	4	3.6
Indicator suitability	2	2	3	2.3

Teacher 5 used a paper-based approach to conduct this diagnostic assessment with an average material suitability score of 2.6 out of 4. This score indicates that the materials provided are sufficient to assess students' basic abilities according to Krause (2010) fair indicator. The assessment were adequate to understand students' basic skills before starting instruction. Moreover, it was better to include questions asking students to arrange short sentences from given words and provide writing exercises based on pictures or topics in the writing and spelling section.

Furthermore, regarding clarity of language, the assessment obtains an average score of 1.3 out of 4. This score indicates the instructions regarding what students should do, consistent with Krause (2010) indicator. For example, Section A should explain what students are expected to write. In Section B, instructions can be clarified with phrases like "write the numbers in words" or "spell the following words using the English alphabet". In the vocabulary and translation sections, instructions could include explanations such as "write 10 things around you in English" or "translate the following sentences into English". Therefore, adding more precise instructions helps students better understand the assessment.

Moreover, the item format in this assessment obtains an average score of 3.6 out of 4. This score indicated that the formats were sufficiently varied and could assess students' abilities according to Krause (2010) good indicator. However, only a few formats appear in this assessment, such as listening and writing, writing and spelling, vocabulary, translating, and reading. Nevertheless, these are adequate to assess specific basic abilities. In addition, in the aspect of indicator suitability, the average score was 2.3 out of 4. This score showed that the questions were sufficient to determine students' abilities despite focusing mainly on basic knowledge and

identifying areas for improvement, which is aligned with Krause (2010) indicator. Although the assessment does not provide detailed information about students' levels, it is sufficient to help set learning objectives according to students' abilities.

In conclusion, Teacher 5 used a paper-based diagnostic assessment with materials to assess students' basic knowledge. Although some instructions were not detailed, they were sufficient for students to understand the assessment. Moreover, the formats provided varied, but the assessment indicators did not provide detailed information on students' levels. Based on Sun and Suzuki (2013), diagnostic assessment instruments should be designed to be clear, focused, and efficient to help teachers interpret the results obtained by students. Therefore, the indicators used by the teacher in this assessment should have provided objective evaluations and offered a comprehensive view of students' abilities across various aspects.

6) Teacher 6

Teacher 6 used a paper-based diagnostic assessment method, which involves traditional tests conducted using physical paper materials.

Paper-based

Table 4.33 Document Analysis Result

Aspect	Rater 1	Rater 2	Rater 3	Average
Material suitability	3	3	3	3
Clarity of language	3	3	3	3
Item format	3	3	2	2.6
Indicator suitability	2	3	2	2.3

Teacher 6 used a paper-based approach in this diagnostic assessment, with an average score material suitability of 3 out of 4. This score showed that the materials provided could assess students' abilities according to Krause (2010) indicator. Although this assessment only measures students' knowledge of tenses, it effectively assesses their understanding of tense usage. Moreover, the assessment could be improved by adding questions that tested the use of tenses in everyday conversational contexts, such as questions and negatives.

Furthermore, clarity of language in this assessment received an average score of 3 out of 4. The instructions were clear and understandable for students,

aligned with Krause's (2010) good indicator. Additionally, at Level 1, teachers had to provide examples first to help students understand how to answer; similarly, for Levels 2, 3, and 4, the instructions could have been clarified by supplying examples first. For Level 5 (password tenses), teachers should give clear instructions on how to fill in the code briefly or provide an example.

Moreover, the item format in this assessment receives an average score of 2.6 out of 4. It indicates that the formats used, such as sentence correction, verb search puzzles, grouping sentences by tense, tense identification, and multiple choice, are adequate to assess students' abilities in tenses, according to Krause (2010) fair indicator. However, adding listening and speaking questions related to tenses would provide a more comprehensive and varied assessment beyond just text-based questions. In addition, indicator suitability receive an average score of 2.3 out of 4. This score indicates that the assessment can sufficiently evaluate students' abilities, even though it covers only one topic, aligning with Krause (2010) indicator. Although this assessment did not encompass the entirety of students' knowledge, it could identify their competence in tenses, and the indicators used could provide accurate results about students' understanding of this topic.

In conclusion, Teacher 6 used a paper-based diagnostic assessment focused on mastering tenses. The formats were varied and progressively challenging, matching Levels 1 to 5. However, focusing only on one topic does not cover the full scope of students' skills, which is consistent with Brown's (2003) view that diagnostic assessments usually provide more detailed and categorized information about learners. Therefore, the assessment materials should cover all aspects of students' abilities to support more appropriate teaching and learning.

B. Discussion

In this section, the current research discussed the findings of the study. The discussion referred to the research objectives in this study: to describe the teachers' perspectives on the diagnostic assessment tools they used in terms of their usefulness, and analyze the appropriateness of teachers' diagnostic assessment tools in identifying students' abilities.

1. Teachers Perspectives on the Use of Diagnostic Assessment Tools in Terms of Their Usefulness in the EFL Classroom

The first research question describes teachers' perspectives on the diagnostic assessments tools they use in terms of usefulness in the classroom. This question was answered through analysis of interviews and questionnaires with 6 participants in the interviews and 10 participants in the questionnaires. Based on the findings, teachers' perspectives were categorized into three aspects, namely cognitive, affective, and conative aspects. These aspects align with the factors influencing teachers' perspectives, as identified by Wahyuni (2018), which comprise three components: cognitive (beliefs), affective (feelings), and conative (behavior). Thus, this approach facilitates the categorization of the interview and questionnaire results.

In terms of cognitive aspects, the results showed that teachers generally understood of using diagnostic assessment in the learning process. Based on the interview results, Teacher 1 understood the importance of diagnostic assessment for mapping students' initial abilities. In contrast, Teacher 2 focused the diagnostic assessment on knowing students' initial understanding and basic skills to adjust teaching. Teacher 3 saw the importance of diagnostic assessments in identifying students' strengths and weaknesses as a basis for designing appropriate learning. Meanwhile, Teacher 4 emphasized the importance of knowing students' readiness and initial levels to adjust teaching methods.

In contrast, Teacher 5 used diagnostic assessment to understand students' initial understanding and learning characteristics. Moreover, Teacher 6 focused only on basic understanding assessment, this statement was supported by the results of the questionnaire, which showed that most teachers understood the important

role of diagnostic assessment in identifying students' needs. Most teachers agreed and strongly agreed with this statement, with seven strongly agreeing (70%) and three agreeing (30%). Furthermore, the teachers also understood the main purpose of diagnostic assessment in learning, with two (20%) strongly agreeing and eight (80%) agreeing with this statement. This question also aligned with Brown's (2004) theory, which stated that a diagnostic test was designed to diagnose specified aspects of a language. Additionally, teachers generally considered students' prior understanding when designing diagnostic assessments, with percentages of 30% strongly agreeing and 70% agreeing. Regarding the statement about designing assessments based on the curriculum, responses were varied, with 20% strongly agreeing, 60% agreeing, and 20% undecided. Moreover, this result align with Kholid, Rahman, and Irawan (2024), teachers follow several important steps when designing diagnostic assessments, which include determining the assessment objectives, selecting appropriate media and instruments, and planning the schedule, location, and necessary resources. Therefore, by understanding the important role of diagnostic assessment, teachers find it easier to obtain relevant results.

Futhermore, in terms of affective aspects, teachers also stated that diagnostic assessment has a positive impact on the learning process and increases students' motivation and confidence. Teacher 1 felt that this diagnostic assessment was helpful, as using an app for assessment made it easier to measure student understanding accurately. Teacher 2 considered this diagnostic assessment practical and helpful in determining students' basic abilities. Teacher 3 found it quite helpful because this diagnostic assessment provided information about students' abilities and allowed them to track students' progress through pre-tests and post-tests during the learning process. Teacher 4 stated that this diagnostic assessment helped map students' abilities, making the learning process more effective. Teacher 5 believed that this diagnostic assessment was helpful as a basis for determining the appropriate learning model according to each student's needs. Teacher 6 said that it was helpful because they could adjust the learning method based on the assessment results, making teaching more focused and effective. Moreover, students' responses to this assessment received positive feedback, which was proven by the interview

results where all teachers T1, T2, T3, T4, T5, and T6 said students responded positively by expressing that they better understood their abilities and were motivated to improve their weaknesses. This statement aligned with the theory of Adom, Mensah, & Dake (2020), which states that the function of assessment in the classroom also includes providing feedback that motivates and guides students in the learning process. However, teachers have differing views regarding their confidence in designing diagnostic assessments. The questionnaire results show percentages of 20% strongly agreeing, 40% agreeing, 10% strongly disagreeing, and 30% undecided. Teachers also believe that the used of diagnostic assessment provides beneficial results for improving learning, with 60% strongly agree and 40% agree.

Additionally, in the conative aspect, this understanding also formed the basis for using and helping teachers with appropriate teaching strategies. The interview results showed that Teacher 1 used a personal approach by grouping students based on their levels (low, intermediate, and advanced) and provided exercises for each level to ensure progress within each student's level. Meanwhile, Teacher 2 adjusted teaching strategies by considering students' ability levels and did not experience difficulties analyzing assessment results, focusing more on aligning the material with students' abilities. Teacher 3 applied differentiation methods based on students' abilities and strengths, providing materials suited to their capabilities. Diagnostic results strongly influenced Teacher 4 strategy by tailoring to students' needs, supplying additional materials or approaches for struggling students, and selecting flexible learning media to reach various ability levels. Moreover, Teacher 5 designed learning according to students' needs based on assessment results to achieve learning targets, though they faced challenges in adjusting materials for students at advanced levels. Teacher 6 adjusted teaching methods based on assessment results to better fit students' abilities.

This statement was also supported by questionnaire results, where teachers actively adjusted their teaching methods based on assessment results, with 40% strongly agreeing and 60% agreeing. This aligns with the theory of Rohmah, Wilson, and An'asy (2025), which states that this assessment approach is part of

formative assessment aimed at determining students' starting points so that the learning process becomes more effective and inclusive. Thus, teachers used assessment results as reflective material to plan more directed learning tailored to students' needs. Overall, teachers' views are critical because they see diagnostic assessments as tools that help design more appropriate and practical learning. These findings demonstrate that teachers' understanding and positive attitudes toward diagnostic assessments are crucial factors in ensuring that these tools can be utilized effectively in EFL classrooms.

2. How Appropriate the Teachers' Diagnostic Assessment Tools in Identifying Students' Abilities and Learning Needs

The second research question aims to analyze the appropriateness of teachers' diagnostic assessment tools in identifying students' abilities. This question is addressed through interviews and document analysis, with seven interview participants and six document analyses.

Based on the interview results, in cognitive aspect, the timing of using diagnostic assessment and aligning the assessment design with curriculum materials received positive responses. Teacher 1 used diagnostic assessment at the beginning of the learning process and adjusts the test materials according to students' levels based on the CEFR. Teacher 2 also employs diagnostic assessment at the start of learning, but used broader and more general materials. Teacher 3 used a diagnostic assessment before starting the learning materials and adapts the assessment to the learning outcomes or students' learning phases. Teacher 4 conducts a diagnostic assessment at the beginning of the odd semester to measure students' English proficiency levels and aligns the assessment with the curriculum materials. Teacher 5 administers a diagnostic assessment at the beginning of the meetings or before teaching starts and aligns it with the curriculum materials. Teacher 6 used diagnostic assessment at the beginning of the semester or before the material to understand students' abilities and adapts it to the curriculum materials. This statement aligns with Kholid, Rahman, and Irawan (2024), who emphasize the importance of teachers determining the purpose of assessment whether to assess initial student understanding or characteristics and selecting appropriate media,

schedules, and resources. It also aligns with Arifin (2022) theory, which states that factors influencing the design of diagnostic assessments include understanding students' prior knowledge, learning styles, and specific learning needs. Therefore, most teachers use diagnostic assessment at the start of the learning process and design the assessments to align with the applicable curriculum materials or flexibly adjust the assessments according to students' conditions and needs.

The purposes of teachers in conducting diagnostic assessments differed but generally focused on understanding students' initial comprehension or basic knowledge. Teacher 1 aimed to identify students' initial understanding, similar to Teacher 2, who focused on initial student comprehension. Teacher 3 sought to understand both initial comprehension and basic knowledge. Teacher 4 usually used the assessment to measure students' initial understanding, while Teacher 5 measured understanding and recognized students' learning characteristics. Teacher 6 concentrated on basic knowledge. The formats used by the teachers differed and reflected their needs and contexts. Teacher 1 used an application with many formats, such as multiple choice, matching, typing, long answer, and short answer, with established achievement indicators. However, this application faced challenges related to students' devices and slow internet connections. Teacher 2 used multiple-choice formats with achievement indicators, but not in detail, facing difficulties caused by students due to the many questions and high difficulty levels. Teacher 3 used an application with various formats, leaning toward audio-visual content, which took longer to complete. Teacher 4 used an application that offered varied formats and detailed achievement indicators, with no significant challenges, as the application facilitated the assessment process. Teacher 5 used paper-based formats without specific indicators and faced challenges designing questions that matched students' abilities. Teacher 6 used multiple-choice formats without specific indicators and reported no challenges. According to Hanna (2023), diagnostic assessments use various techniques and instruments to identify areas for improvement, thus guiding subsequent instruction through observation, questioning, formal, and informal tests. Therefore, diagnostic assessments should include varied formats covering all language skills: reading, writing, listening, and

speaking. This approach ensures detailed assessment results aligned with students' abilities, enabling precise and tailored teaching to meet students' needs.

Furthermore, in affective aspect, the findings show significant differences in diagnostic assessment training for enhancing teacher professional development, where only some teachers consistently participate in this training. Teacher 1 frequently attends training because they receive intensive guidance from school supervisors. Teacher 2 has attended training, but it was a long time ago. Teacher 3 has not received any specific training at school and learns independently. Teacher 4 has no specific training related to diagnostic assessment. Teacher 5 only attends general training about the importance of diagnostic assessment, but not specific to English. Teacher 6 has never received special training at school. Moreover, it is a priority for schools to improve teacher training and professional development in assessment to support effective English language learning in EFL classes. These findings align with the theory of Jang (2012), which states that increasing competence through practice-based training is essential for teachers to develop, apply, and analyze diagnostic assessments accurately. Ongoing teacher skill development is necessary to improve the overall quality of education (Wulandari, 2009). Therefore, while some teachers have received training related to diagnostic assessment, most have not had specific training, making training a critical need for developing teacher competencies.

Nevertheless, in conative aspect, Teacher 1 faced challenges in adjusting the material to accommodate the diverse abilities of the students, as well as in adapting the learning process and various achievement indicators. Teacher 2 said that the obstacle in assessment was that the curriculum material was considered insufficient, so they had to find additional material for assessment. Teacher 3 had time constraints for this diagnostic assessment because they had only two hours of teaching time available, and they conducted the assessment one-on-one. Teacher 4 had difficulty adjusting the level of difficulty of the material to the diverse abilities of the students based on the results of this diagnostic assessment. Teacher 5 had difficulties in adjusting various assessment formats to obtain more specific assessment results. Teacher 6 did not have any specific difficulties but was limited

in the variety of assessment formats. Moreover, the obstacles commonly encountered by teachers were related to adjusting diagnostic assessments to subsequent lesson plans and student ability levels. Moreover, the obstacles that teachers often encountered were related to adjusting diagnostic assessments to subsequent lesson plans and student ability levels. However, in Kraus & Minstrell (2002), challenges in designing diagnostic assessments include limited teacher knowledge, access to research on student conceptions, and the time and effort required to analyze open-ended responses effectively. Besides to the obstacles encountered, teachers in this diagnostic assessment had to have achievement indicators that aligned with the assessment objectives, ensuring the results were accurate and could serve as a basis for planning more effective learning.

Additionally, the document analysis results in this study found various findings related to the use of diagnostic assessment tools by teachers in English language learning in EFL classrooms. This document analysis was conducted based on several main aspects that became criteria: Content relevance, Clarity of language and instructional, Item Format, and Reliability and Validity. The rubric analysis range was minimal (1), fair (2), good (3), and exemplary (4). Below is a summary obtained in the rubric range for each document used by teachers:

Table 4.34 Document Analysis Score

Participant	Type	Material Suitability	Clarity of Language	Item Format	Indicator Suitability	Average
T1	App based (Pearson English Portal)	4	3.3	4	3.6	3.7
T2	Paper based	2.3	3.6	3.6	2.6	3
T3	App based (Rosetta Stone)	3.6	2.3	2.6	3.6	3
T4	App based (British English Council)	3	2.3	3	4	3
T5	Paper based	2.6	1.3	3.6	2.3	2.3

T6	Paper based	3	3	2.6	2.3	2.7
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The analysis of diagnostic assessment documents used by teachers reveals significant differences in material suitability, clarity of language, item format, and indicator suitability. Teachers use these assessment documents in various ways: three teachers use app-based assessments, and three teachers create their own diagnostic assessments. Teachers who used applications such as Pearson English Portal, Rosetta Stone, and British Council English Score obtained higher average scores in terms of material suitability and question consistency compared to teachers who used paper-based assessments. The use of applications in this assessment provided adaptive and diverse materials, along with appropriate assessment results. Moreover, T1, which used the App-based Pearson English Portal, received an average score of 3.7 out of 4, with appropriate content covering assessment (Reading, Listening, Writing, and Speaking), and easy access to quick assessment results to determine student abilities based on CEFR standards. T3, which used diagnostic assessment with the App-based Rosetta Stone, scored 3 out of 4. The content used in this assessment is sufficiently appropriate. However, it does not cover all skills and lacks user-friendliness because the results do not provide a comprehensive overview of students' abilities. Meanwhile, T4, which used the British Council English Score app-based system, received an average score of 3 out of 4. The materials provided cover the skills (Reading, Listening, Writing, and Speaking), but the assessment lacks clear instructions in terms of clarity and structure, making it difficult to use.

Furthermore, teachers who use paper-based methods receive lower scores. Paper-based assessments vary, but the results do not comprehensively reflect students' abilities, especially in listening and speaking. T2 obtained an average score of 3 out of 4. In this assessment, the material provided was not sufficiently diverse because T2 conducted assessments focused solely on "Vocabulary, Grammar, Reading Comprehension, and Writing," and the results did not comprehensively evaluate student abilities. T5 used a paper-based assessment with an average score of 2.3 out of 4. The material provided was appropriate for

assessing students' abilities, although it did not specifically reveal their skills, and the assessment instructions did not clearly explain each section. T6 uses a paper-based assessment that focuses on a single topic, "tenses," with an average score of 2.7 out of 4. This assessment does not provide comprehensive results on student abilities; it only evaluates students' abilities in "Structure and Grammar."

Nevertheless, this analysis shows that app-based assessments make it easier for teachers to determine student abilities using diagnostic assessments accurately. Moreover, app-based assessments offer various interactive question formats. The achievement indicators are apparent, and the assessment results are immediately available, allowing teachers to map student abilities in detail according to these indicators directly. Although some App-based applications are incomplete in certain aspects, it is the teacher's responsibility to use other methods to ensure that the assessment provides precise results that are in line with students' abilities. It is also consistent with theory Brown (2003), diagnostic tests typically provide more detailed and categorized information about learners. However, paper-based assessments in this analysis do not cover a wide range of assessments and are only tailored to the material or needs. The format used covers only a few aspects (reading, writing, grammar, and structure). Teachers need to create diagnostic assessments in paper-based formats, including those for the listening and speaking sections, to ensure precise results. Although paper-based assessments are flexible in their implementation without relying on technology, the achievement indicators must be aligned with the assessment to provide clear feedback on student abilities. Moreover, this is in line with the theory Sun and Suzuki (2013), diagnostic testing instruments should be designed to be clear, focused, and efficient, making it easier for teachers to interpret student results. Overall, although there were some challenges, the diagnostic assessment tools used by the teachers were quite appropriate and effective in identifying students' abilities. However, further training and refinement of the instrument design, especially for paper-based methods, were still necessary to provide practical and comprehensive assessment results that accurately reflect students' competencies.