

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presented the research findings. It reported the data description and discussion. The description of data presented the result of the data collection and data analysis. Detailed description of the result from this study was presented below:

1.1 Description of the Data

In this description of the data, the researcher presented the result of interview from the teachers and the result of questionnaire from the students' representative. It was aimed to answer the research problem in the first chapter.

A. Result of Interview

In this research, the researcher did interview to the English teachers in SMP N 01 Kedung. There were two English teachers there. The researcher conducted interview to both the English teachers. The researcher conducted the interview on Wednesday, July 29th, 2020. The teachers were Mrs. SS and Mrs. IS. Mrs. IS taught at the seventh grade, and Mrs. SS taught at the eighth and ninth grade.

The interview was given to the teachers to know their opinions as well as their problems in assessing the English language skill. It

was also aimed to find out how they implemented their assessment skill in class. There were nine questions that the researcher asked to the teachers about how they implemented the assessment in language skill and what types of assessment were the teachers used in classroom. After all questions have been given to the teachers then, the researcher analysed those statements which had been stated by the English teachers. Below is the interview transcript between the researcher and the English teachers.

Table. 4.1

Interview result

No.	Question	Answer from 7 th grade's teacher	Answer from 8 th , 9 th grades' teacher
1	<p>Has Mr/Mrs implemented the four English assessment skills in the learning proses of English?</p> <p>If yes,</p> <p>a) What assessment does the teacher implement?</p> <p>b) How are the students participated?</p> <p>c) How do the students respond?</p>	<p>a. <i>I implemented only two skills of English. Those are writing and speaking.</i></p> <p>b. <i>Students' particiapation are less.</i></p> <p>c. <i>Only some students who are active in.</i></p>	<p>a. <i>There are four skills that I implemented. Those are listening, writing, speaking, and reading.</i></p> <p>b. <i>Students' particiapation are less.</i></p> <p>c. <i>Only a few students</i></p>

			<i>who are responses in implementing the assessment</i>
2	In implementing the English skills, what type of assessment does the teacher use?	<i>Based on the curriculum 2013, the teacher uses cognitive assessment, and I prefer to the formative assessment.</i>	<i>I use the cognitive and pshycomotoric base on formative assessment.</i>
3	Does Mr/Mrs implement the assessment based on As, for, and learning?	<i>Yes, Assessment for learning</i>	<i>Assesment for learning</i>
4	Does teacher use the rubric in implementing the assessment of English skill? a. What kind of rubric does the teacher use? b. Why does the teacher use it?	<i>Sometimes I use the rubric and it uses only in assessment of psychomotoric such as speaking and writing. And I use holistic rubric because it is easy to be understood.</i>	<i>The rubric is only for psychomotoric and I use holistic.</i>
5	What media assessment does the teachser use in implementing the assessment English skills?	<i>Use google classroom and google form.</i>	<i>By smartphone, email, google form, and creating vedio and WAG.</i>

6	Based on teacher, does the implementing of assessment motivate student in improving the students' score?	<i>If the learning is face to face most of students are motivated, but in this condition most of students are not active in doing the assessment, so that the assessing in this subject are not run well.</i>	<i>Only few students who are motivated. There are some students ask about the material</i>
7	Based on the teacher, which is more effective, 1) implementing the four English skills individually or 2) implementing the four English skills as group? Why?	<i>Both of them are effective. Besides, the students need individual score, students also need group score, those are peer assessment but in this daring it is more effective using the individual assessment.</i>	<i>Group is more effective, but in this pandemic, it is more effective using the individual assessment because students do their task by them selves at home and it is easy to do by them selves.</i>
8	How does teacher implement the assessment during this pandemic situation?	<i>To know the students' understanding usually we use the assessment based on google form in</i>	<i>By giving the tasks thorough google classroom, and also WhatsApp Group.</i>

		<p><i>google form we can input the questions about the materi which learnt and we give the key answer so that they can know now the students score by themselves.</i></p>	
9	<p>Does Mr./Mrs. find the problem in implementing the assessment?</p> <p>If yes,</p> <p>a. What kinds of problem do Mr./Mrs. find?</p> <p>The, how does Mr./Mrs. solve the problem?</p>	<p><i>Some of the students don't have smartphone, so that students have limited communication well, less of distribution task. The solution is that doing luring system for the students who has no smartphone, so that the students get the task.</i></p>	<p><i>The communication is not run well such as face to face learning, students do not always response the task that given by teacher, teacher feels difficult to check the students actively. The solution is doing the interaction individually to the students through WA group or WA themselves.</i></p>

Based on the result of interview above, it could be seen that teachers in SMP N 01 Kedung did assessment for four English skills, those were Speaking, Writing, Reading, and Listening. All the teachers implemented the assessment based on assessment for learning, in which they did assessment to evaluate how students understand learning material throughout a course or sometimes it called formative assessment. The teachers also preferred to give the assessment to the students individually because it was to know how far the students know and understand the material by themselves. Unfortunately, in this situation, teachers had difficulty in implementing the assessment, because most of students had limited response in doing assessment by using smartphone. Therefore, from the response above, it could be concluded that assessing students were more effective by face to face in class, than by daring using smartphone.

B. Result of Questionnaire

After getting the result of interview from the teachers, the researcher continued gathering the data by giving the students questionnaire sheets to be filled. There were 54 respondents who came from the seventh, eighth, and ninth class. The questions consisted of ten questions. This questionnaire sheet was aimed to

know the real implemented of assessment used by teacher. The following were the table result of questionnaire:

Table 4.2

Table of Questionnaire's Result

No.	Questions	Answer	Percentage (%)
1	In studying English, teacher implements the assessment of English skills.	Very agree	22,2%
		Agree	74,1%
		Disagree	3,7%
		Very disagree	0%

The data showed that most of the students agreed with implemented the assessment of English skills by teachers. It showed that only 3,7% of the students who did not agree with implemented the assessment of English Skill by teacher. And based on the interview from the teacher, teacher said that they also used the assessment of English skills. So, this statement were based on the teacher did.

No.	Questions	Answer	Percentage (%)
2	Teacher implemented the assessment English skill based on assessment for	Very agree	14,8%
		Agree	83,3%
		Disagree	1,9%

	learning.	Very disagree	0%
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Based on the questions number 2, it showed that most of the students agreed with implemented the assessment of English skills by teachers based on assessment for learning in which assessment for learning was aimed to know how far students understand about the material and it conducted after the material done. And It showed that only 1,9 % of the students who did not agree with implemented of assessment for learning. And based on the teacher interview, the teachers said that they prefer to assessment for learning. So, it could be concluded that the statement of the teacher and the students' statement were same and true.

No.	Questions	Answer	Percentage (%)
3	Teacher implemented the assessment media to make the students more interested in doing the task.	Very agree	35,2%
		Agree	59,3%
		Disagree	5,6%
		Very disagree	0%

Based on the questions number 3, it showed that some of the students strongly agreed with implemented the media in assessing the

English skills by teachers in order to make the students interested in doing assignment. And It showed that there were 59, 3% of the students who agreed with it too, and also it showed only 5,6% who did not agreed with it. Based on the teacher statement said the teacher used media as in assessing the students task. So, by the students statement and teacher statement were true.

No.	Questions	Answer	Percentage (%)
4	Teacher implemented the assessment based on students in peer.	Very agree	16,7%
		Agree	66,7%
		Disagree	15%
		Very disagree	1,6%

Based on the questions number 4, it showed that most of the students agreed with the teachers implemented of peer assessment to the students. And It showed that only 1,6% of the students who strongly did not agree with implemented of peer assessment. Based on the teacher explanation on the interview, the both teachers preferred to peer assessment or doing assessment in a group, but in this pandemic situation teacher only used individual assessment. So, that it could be concluded that this statement were true and it based on the teacher implemented in the class.

No.	Questions	Answer	Percentage (%)
5	Teachers implemented the assessment of English skill as a group.	Very agree	33,3%
		Agree	59,3%
		Disagree	2,1%
		Very disagree	4,7%

Based on the questions number 5, it showed that a half of the students agreed with implemented the assessment of English skills by teachers based on a group. And some students strongly agreed with it, and It also showed that only 4,7 % of the students who strongly did not agree with implemented of assessment through a group. Based on the teacher statement on interview, the teachers said that they conducted assessment through group only on physicomotoric assessment. It meant that the teacher's statement and students' responses are true and trusted.

No.	Questions	Answer	Percentage (%)
6	Teacher implemented the assessment of English skills based on individual assessment	Very agree	13%
		Agree	59,3%
		Disagree	24,1%
		Very disagree	14,7%

Based on the questions number 6 it showed that most of the students agreed with implemented the assessment of English skills individually. And few of students did not agree with it, and It also showed that only 14,7 % of the students who strongly did not agree with implemented of assessment individually. Based on the teachers' statement above, both of teachers preferred to implement the assessment of English skills individually. Because it made the students be easy to do assessment at home. So it could be concluded that students' response and teachers' statement could be trusted and true.

No.	Questions	Answer	Percentage (%)
7	Teacher implemented the assessment of English skills by using rubric.	Very agree	7,4%
		Agree	61,1%
		Disagree	27,8%
		Very disagree	3,8%

Based on the questions number 7, it showed that most of the students agreed with implemented the assessment of English skills by teachers using rubric. And some students strongly agreed with it, and it also showed that only 27% of the students who did not agree with implemented of assessment by using rubric. Based on the teacher

statements and students' response, the teacher used rubric in assessing the students' psychomotoric such as assessing students' speaking skill and writing skill, because both of productive skill were easy to be assessed by rubric. So that it could be concluded that the teacher statement and students response were trusted.

No.	Questions	Answer	Percentage (%)
8	Teacher explained the implementation of English assessment skill fairly.	Very agree	27,8%
		Agree	66,7%
		Disagree	3,7%
		Very disagree	1,8%

Based on the questions number 8, it showed that 66,7 % of the students agreed with teachers gave and shared the result of students' assignment freely. And few students strongly agreed with it, and It also showed that only 3,7 % of the students who did not agree with teachers gave and shared the result of students' assignment fairly. Based on the teacher statement, teacher explained the implementation of English assessment skill fairly, and both teachers also showed the students score of assessing English skill to the students. So it could be concluded that the teacher and students were trusted.

No.	Questions	Answer	Percentage (%)
9	I am participated actively in implementing the English assessment skill.	Very agree	13%
		Agree	85,2%
		Disagree	1,8%
		Very disagree	0%

Based on the questions number 9, it showed that most of the students 85,2 % agreed with participation in assessing the English skill. And few students strongly agreed with it, and It also showed that only 1,8 % of the students who did not participate actively in assessing the English Skills. Based on the teacher interview, there were only some students who were participated actively, it because some students do not have smartphone in implementing the assessment, while other teacher said that in seventh grade, the students were actively in joining the assessment by the teacher. It meant that the teachers and the students' response did not have the same statement with the teacher.

No.	Questions	Answer	Percentage (%)
10	I am more confident in doing the task while	Very agree	38,9%
		Agree	59,3%

	teachers implemented the	Disagree	1,8%
	English assessment skill.	Very disagree	0%

From the questions number 10, it showed that half of students were confident in doing assignment in assessing the English skill. And few students strongly agreed with it, and It also showed that only 1,8 % of the students who were not confident in doing assignment in assessing the English Skills. Based on the teacher explanation, the most of students were actively and they were confident in doing task that given by teacher. So that, this question' statement was trusted.

After getting and analysing the result of questionnaire from the students, the researcher concluded that most of the students agreed that the teachers used assessment of English skills. And some students preferred doing assessment individually then teamwork. From the result of questionnaire, most students agreed that the teachers conducted the assessment based on assessment for learning. From the result also it could be concluded that the students also were participation actively in joining the implementation of assessment used by the teacher.

1.2 Discussion

The result of data analysis above was from interview, and questionnaire's result. This research was aimed to answer the research questions in the first chapter. In this research, there were two research questions. In answering the research questions in first chapter, the researcher presented the following description.

The first question was "How does the teacher assess students' language skills in the classroom". This question could be answered based on the interview data. From the data interview, the researcher found that the teacher assessed the students by having online class. The teachers used online learning process by using google classroom, having discussion on WhatsApp Group, and giving assessment based on the material through google form, google classroom and sometimes had a luring class. In the google form also the students could know the score that the students got, so it made easy for teachers in correcting the assignment and giving score to the students.

Based on the interview also, the teachers had difficulty in conducting the assessment of English skill in this situation of covid-19 emergency. In fact, when the teachers conducted the assessment, not all the students wanted to submit the assignment so that the teacher could not assess the students well. And other problem in implementing the assessment skill through daring was the signal and the smartphone, because there were students who have no smartphone and sometimes there were no signal. Therefore, those became difficulties in

implementing the English skill specially implementing the productive skill such speaking skill. To solve the problems the teachers divided the learning process into 2 classes. There were daring and luring classes. The luring class was aimed to facilitate the students who had no gadget and sometimes teachers asked students to submit the assignment to school. Therefore, the assessing English Skill to students was still run well although only some students who wanted to do the assessment through google form, classroom, or even through WA group.

The second research question was “What types of assessment are the teachers used in assessing the students’ language skills”. This question could be answered based on the interview result. From the data interview, the researcher found that in both teachers used types of assessment for learning or it could be said as formative assessment. It meant that the teachers preferred to conduct the assessment after the process of learning material. Brown, (2004: 6) stated this assessment referred to evaluate the students in the process of forming in order to help students continue the process of learning in growth.

Based on the interview also, the teachers explained that teachers used the formative assessment individually. The students did the assessment by themselves at home. The teacher also gave the reason that they preferred individually then teamwork. The reason that they preferred to individually was because of Covid-19 emergency. Even, the assessing English skill could not run well as well as face to face learning, the students were participate actively in conducted the assessment.



