

CHAPTER IV

RESULT AND DISCUSSION

4.1. Research Findings

The research was conducted at SMP Negeri 1 Somolomolo, specifically with English teacher and students in class VIII-A with a sample of 32 students. Based on the research design, the students' assessment in lesson plan. The researcher has taken interview data with teacher and also students of class VIII-A at SMP Negeri 1 Somolomolo. After collecting the data, the researcher analyzed the data from the answers and interview transcriptions to find out the students' assessment in lesson plan in learning. After identifying data from interviews with an English teacher and also students in class VIII-A at SMP Negeri 1 Somolomolo, the researcher then analyzed several questions asked to the English teacher and also to students. The questions that researcher asked to the English teacher included: 1) Sir, do you implement the students' assessment in classroom? (*Apakah bapak melaksanakan asesmen di dalam kelas?*); 2) What is your opinion Sir about the important of students' assessment in the classroom? (*Bagaimana menurut bapak pentingnya asesmen di dalam kelas?*); 3) Do you implement the students' assessment both of formative and summative assessment? (*Apakah bapak memberikan asesmen formatif dan summatif kepada siswa?*); 4) For the part of speaking skill, what kinds of students' assessment that will give to students to measure their skill, is there any assessment for pronunciation, intonation, fluency, and accuracy? (*Untuk kemampuan berbicara seperti apa asesmen yang akan bapak berikan untuk mengukur kemampuan siswa, apakah ada asesmen untuk pengucapan, intonasi, kelancaran dan ketelitian?*); 5) What are the procedures or steps in implementing of the students' assessment ? (*Bagaimana prosedur atau tahapan dalam pelaksanaan asesmen tersebut?*); 6) Does the students follow the assessment both of formative and summative assessment? (*Apakah siswa bisa mengikuti asesmen yang diberikan bapak, baik asesmen*

formatif dan sumatif?); 7) How is the result of the students' assessment? (Bagaimana hasil asesmen yang diberikan bapak kepada siswa?).

Meanwhile, the questions that the researcher asked the students were: 1) Do you find assessment in classroom? (*Apakah kamu menemukan asesmen di dalam kelas pada pembelajaran bahasa Inggris?*); 2) What do you think the importance of assessment in English lesson? (*Bagaimana menurutmu, pentingnya asesmen di dalam pembelajaran bahasa Inggris?*); 3) What do you think about formative and summative assessment? (*Bagaimana menurutmu asesmen formatif dan sumatif?*); 4) Do you find formative and summative assessment in English lesson? (*Apakah kamu menemukan asesmen formatif dan sumatif di dalam pembelajaran bahasa Inggris?*); 5) Does the assessment given by English teacher is interesting or not? (*Apakah asesmen yang diberikan guru, menarik atau tidak?*); 6) What are examples of assessments given by English teacher in English lesson? (*Apa contoh asesmen yang diberikan guru di dalam pembelajaran bahasa Inggris?*); 7) For the part of speaking skills, what do you think the teacher does in assessment? Is there any assessment for pronunciation, intonation, fluency, accuracy? (*Untuk keterampilan berbicara, bagaimana menurutmu cara guru melakukan asesmen. Apakah ada asesmen untuk pengucapan, intonasi, kelancaran, dan ketelitian?*); 8) What are the procedures or steps in implementing of assessment from the teacher? (*Bagaimana tahapan atau proses pelaksanaan asesmen dari guru?*); 9) Do you able to follow the assessment given by English teacher, both of formative and summative assessments? (*Apakah kamu bisa mengikuti asesmen yang diberikan guru, baik asesmen formatif dan sumatif?*); 10) As long as you follow the assessment given by English teacher, do you have any difficulties? (*Selama kamu mengikuti asesmen yang diberikan guru, apakah kamu mengalami kesulitan?*); 11) What are the difficulties you find during assessment process given by English teacher? (*Apa saja kesulitan yang kamu temukan selama proses asesmen dari guru?*); 12) How is the results of the assessment given by English teacher? (*Bagaimana hasil dari asesmen yang diberikan guru?*).

4.1.1. The English Teacher's Interview

The interview English teacher was also conducted on May 25th, 2023, after the researcher interviewed students. The aim were to find out the factors that influence students' assessment class VIII-A at SMP Negeri 1 Somolomolo in 2022/2023. The research wrote the English teacher answer in interview sheet.

In the interview, the English teacher said that students' assessment is one important component in learning to see the level of success of students during the learning process. Assessment is a process carried out by a teacher to describe student success.

List of interview questions for the teacher about the students' assessment in lesson plan at SMP Negeri 1 Somolomolo for teacher:

- 1 Sir, do you implement the students' assessment in classroom? (*Apakah bapak melaksanakan asesmen di dalam kelas?*);
- 2 What is your opinion Sir about the important of students' assessment in the classroom? (*Bagaimana menurut bapak pentingnya asesmen di dalam kelas?*);
- 3 Do you implement the students' assessment both of formative and summative assessment? (*Apakah bapak memberikan asesmen formatif dan summatif kepada siswa?*);
- 4 For the part of speaking skill, what kinds of students' assessment that will give to students to measure their skill, is there any assessment for pronunciation, intonation, fluency, and accuracy? (*Untuk kemampuan berbicara seperti apa asesmen yang akan bapak berikan untuk mengukur kemampuan siswa, apakah ada asesmen untuk pengucapan, intonasi, kelancaran dan ketelitian?*);
- 5 What are the procedures or steps in implementing of the students' assessment ? (*Bagaimana prosedur atau tahapan dalam pelaksanaan asesmen tersebut?*);

- 6 Does the students follow the assessment both of formative and summative assessment? (*Apakah siswa bisa mengikuti asesmen yang diberikan bapak, baik asesmen formatif dan sumatif?*);
- 7 How is the result of the students' assessment? (*Bagaimana hasil asesmen yang diberikan bapak kepada siswa?*).

Answer:

1. Yes, I did but not based on the implementation of the assessment as outlined in the 2013 curriculum teacher's book but I gave the assessment according to my observations and interpretations only). (*ya, saya lakukan namun tidak berpatokan pada pelaksanaan asesmen seperti yang dituangkan di dalam buku guru kurikulum 2013 namun saya memberikan asesmen sesuai pengamatan dan tafsiran saya saja*).
2. In my opinion, the importance of assessment is to find out the extent to which students' abilities are based on the material that has been taught. Whether students achieve the expected results or not.
(*Menurut saya pentingnya asesmen untuk mengetahui sejauh mana kemampuan siswa berdasarkan materi yang telah diajarkan. Apakah siswa mencapai hasil yang diharapkan atau tidak*).
3. Yes, I gave both assessments to students but not based on the rubric for giving assessments as outlined in the 2013 curriculum teacher's book. I gave assessments based only on my observations and interpretations.
(*Ya, saya memberikan kedua asesmen itu kepada siswa tetapi tidak berpatokan pada rubrik pemberian asesmen seperti yang telah dituangkan di dalam buku guru kurikulum 2013. Saya memberikan asesmen berdasarkan pengamatan dan tafsiran saya saja*).
4. Yes, but I have not described all the items for the speaking skill assessment. So far, I have only done the pronunciation items in class, for intonation, fluency and accuracy there are none. I adjust based on the ability of the students, most of them cannot communicate in English properly and correctly due to lack of vocabulary, fear of being wrong, not daring to appear. (*Ada, namun tidak semua item untuk asesmen speaking*

skill tersebut saya uraikan. Selama ini, hanya item pengucapan saja yang saya lakukan di dalam kelas, untuk intonasi, kelancaran dan ketelitian tidak ada. Saya menyesuaikan berdasarkan kemampuan siswa, kebanyakan mereka tidak bisa komunikasi bahasa Inggris dengan baik dan benar disebabkan oleh kurangnya kosakata, takut salah, tidak berani tampil).

5. The implementation of the assessment that I have done so far is, I give assessments to students after delivering the material, this assessment is in the form of students having conversations in front of the class (as daily tests). Other assessments are in the form of midterm assessments (PTS) and end of semester assessments (PAS) carried out according to a predetermined schedule. *(Pelaksanaan asesmen yang selama ini saya lakukan yaitu, saya memberikan asesmen kepada siswa setelah penyampaian materi, asesmen ini berupa siswa melakukan percakapan di depan kelas (sebagai ulangan harian). Asesmen lainnya berupa penilaian tengah semester (PTS) dan penilaian akhir semester (PAS) yang dilakukan berdasarkan jadwal yang telah ditentukan).*
6. No, this is because students lack vocabulary, are unable to pronounce words or sentences in English and so on.
(Tidak, hal ini dikarenakan siswa kurang kosakata, kurang bisa mengucapkannya kata atau kalimat dalam bahasa Inggris dan lain sebagainya).
7. The results of the assessments that I have given so far, the majority of students do not reach the Minimum Completeness Criteria (KKM).
(Hasil dari asesmen yang telah saya berikan selama ini, mayoritas siswa tidak mencapai Kriteria Ketuntasan Minimum (KKM)).

Based on the answers of these teacher, the researcher can conclude that the importance of the assessment as a guide in carrying out effective and efficient learning to be able to optimally develop the potential, abilities, and independence of students. However, it is not based on the implementation of the assessment as outlined in the 2013 curriculum teacher's book but is given an assessment according to observations and

interpretations. The implementation of the assessment was not optimal because it adjusted based on students' abilities, most of them could not communicate in English properly and correctly due to lack of vocabulary, fear of being wrong, not daring to appear.

4.1.2. The Students Interview

The interview to the students was also conducted on May 22nd May 2023. The results of interviews with 32 students of class VIII-A at SMP Negeri 1 Somolomolo regarding the students assessment in fact the assessment given by the teacher was far from what was expected. In addition, there were also several factors that made students difficult during judgment, namely students lacked vocabulary, were not confident, and were afraid of being ridiculed so that this was what prevented them from getting optimal results.

List of interview questions for students about the students' assessment in lesson plan at SMP Negeri 1 Somolomolo :

1. The question number one:

a. Do you find assessment in classroom?

(Apakah kamu menemukan asesmen di dalam kelas pada pembelajaran bahasa Inggris?).

Answer: Based on a question students find assessments in the classroom when learning English but the implementation is far from what is expected, because the teacher gives assessments to students based on observations without adjusting to the rubric in the teacher's book. So that the results achieved are not optimal because they are influenced by several things such as students lacking vocabulary, students not confident, and not afraid of being ridiculed by their classmates.

Based on the answers of these students, the researcher can conclude that the students assessment in the classroom it was carried out but did not run optimally maybe due to several factors ranging from lack

of vocabulary, lack of confidence, fear of being ridiculed, so that the results achieved were not optimal.

2. The question number two:

b. What do you think the importance of assessment in English lesson?

(Bagaimana menurutmu, pentingnya asesmen di dalam pembelajaran bahasa Inggris?).

Answer: According to some students said that assessment is very important in the process of learning English because assessment is an activity to determine the level of success of students during the learning process.

Based on the answers of these students, the researcher can conclude that student assessment very important in the process of learning English because with the assessment the teacher knows and has ideas for the next lesson.

3. The question number three:

c. What do you think about formative and summative assessment?

(Bagaimana menurutmu asesmen formatif dan sumatif?)

Answer: Based on a question number three, formative assessment is an assessment given during the learning process, which can be through observation and other types. While the summative assessment is an assessment given at the end of the semester such as PTS or PAS.

Based on the answers from these students, the researchers concluded that formative assessment is an assessment carried out in the learning process with the aim of seeing weaknesses and looking for solutions to improve the next learning process. While the summative assessment is an assessment carried out in the middle or end of the semester.

4. The question number four:

d. Do you find formative and summative assessment in English lesson?

(Apakah kamu menemukan asesmen formatif dan sumatif di dalam pembelajaran bahasa Inggris?)

Answer: Based on question number four students found formative and summative assessments on learning English. we get formative assessments

during the learning process, for example daily tests or exercises after learning ends, while we get summative assessments during midtest or end of semester exams.

Based on the student's answers, the researcher concluded that the students find formative and summative assessments in the process of learning English. Formative assessments is assessments that aim to provide information or feedback for educators to improve the learning process. Usually this assessment is carrying out at the beginning, middle, and end of the learning activities. Summative assessment is an assessment to ensure the achievement of the overall learning objectives and carry out at the end of the semester or the end of the school year.

5. The question number five:

- e. What are examples of assessments given by English teacher in English lesson?

(Apa contoh asesmen yang diberikan guru di dalam pembelajaran bahasa Inggris?).

Answer: Based on the question of whether the examples of students assessments in the form of projects with the material being taught. This project can be done in groups or alone. After the project or assignment is complete, you can check and provide feedback regarding the assignment.

This assessment is generally carried out using a number of tests at the end of a certain teaching period. Examples of these tests are midterm exams, final semester exams, or school exams. Given by the teacher, namely formative and summative assessments given according to the time and need to see the extent to which the learning process is successful.

Based on the answers from all these students, the researchers concluded that the examples of students assessments in the form of projects with the material being taught. This is an assessment usually carried out through a tests at the end of an educational period, such as middle examinations, final semester examinations, or school examinations. These assessments are given by the teacher, namely formative and

summative assessments that are given according to the time and are meant to determine how well the learning process is going.

6. The question number six:

- f. For the part of speaking skills, what do you think the teacher does in assessment? Is there any assessment for pronunciation, intonation, fluency, accuracy?

(Untuk keterampilan berbicara, bagaimana menurutmu cara guru melakukan asesmen. Apakah ada asesmen untuk pengucapan, intonasi, kelancaran, dan ketelitian?).

Answer: Based on the question number six there is no. For the speaking skill the teacher does not use assessment components such as assessments for pronunciation, intonation, fluency, and accuracy.

Based on the answers from all these students, the researchers concluded that for speaking skill the teacher does not use assessment components such as assessments for pronunciation, intonation, fluency, and accuracy). In fact the teacher did not provide the appropriate component. The teacher gives an assessment according to the needs and based on the abilities of the students. This is factored in by the inability of students to follow a good assessment.

7. The question number seven:

- g. What are the procedures or steps in implementing of assessment from the teacher?

(Bagaimana tahapan atau proses pelaksanaan asesmen dari guru?).

Answer: Based on the question number seven the stages or process of implementing the teacher's assessment, starting when the learning process takes place, at the end and also at the middle or end of each semester. The stages or process of implementing the teacher's assessment, starting when the learning process takes place, at the end and also at the middle or end of each semester). Then should be pay attention to before conducting an assessment is to formulate in advance: determine the purpose of the assessment, determine the assessment instrument, establish assessment

criteria, determine the time and schedule of the assessment, provide the necessary resources, provide information to students.

Based on the answers from all these students, the researchers concluded that the teacher's assessment process begins during the learning process and ends at the middle or end of each semester. To start the assessment, formulation is needed to determine the objectives, instruments, and assessment standards, as well as the time and schedule of the assessment, provide the required resources, information provided to students.

8. The question number eight:

- h. Do you able to follow the assessment given by English teacher, both of formative and summative assessments?

(Apakah kamu bisa mengikuti asesmen yang diberikan guru, baik asesmen formatif dan sumatif?).

Answer: Based on the question number eighth students able to follow the teacher's assessment but did not achieve the results as much as possible because I was factored in by a lack of English vocabulary, lack of confidence, fear of being ridiculed by friends and also not having the ability to speak English.

Based on the answers from all these students, the researchers concluded that students able to follow the teacher's assessment, but I did not achieve the expected results because lacked confidence, lacked English vocabulary, was afraid of being ridiculed by friends, and was not good at speaking English.

9. The question number nine:

- i. As long as you follow the assessment given by English teacher, do you have any difficulties?

(Selama kamu mengikuti asesmen yang diberikan guru, apakah kamu mengalami kesulitan?)

Answer: Based on the question number nine students have many difficulties that prevented me from achieving maximum results, starting

from a lack of vocabulary, not mastering grammar, being shy, nervous and afraid of being wrong because my classmates would laugh him/her.

Based on the answers from all these students, the researchers concluded that students have a lot of problems that prevent me from achieving optimal results. These included a lack of vocabulary, an inability to master grammar, being nervous, feeling restless, and being afraid of being wrong because I was worried that my schoolmates would laugh him/her.

10. The question number ten:

j. What are the difficulties you find during assessment process given by English teacher?

(Apa saja kesulitan yang kamu temukan selama proses asesmen dari guru?).

Answer: Based on the question number ten the difficulty students found during the teacher's assessment process was my inability to respond to every question from the teacher caused by several factors such as my lack of vocabulary.

Based on the answers from all these students, the researchers concluded that the difficulties students to follow assessment are lack of vocabulary, lack of confidence, fear of being ridiculed, and not having the ability to speak English. This is what makes them unable to achieve maximum results.

11. The question number elevent:

k. How is the results of the assessment given by English teacher?

(Bagaimana hasil dari asesmen yang diberikan guru?)

Answer: Based on the question number elevent the results of the students assessment were good but the implementation was not as optimal as possible because it was adapted to the circumstances and situation.

Based on the answers from all these students, the researchers concluded that the assessment results from the students were good but the implementation was not as optimal as possible because it was adapted to the circumstances and situation. Also affected by some obstacles barriers

in the validity of answers, time, from the students themselves, and facilities.

Based on the answers of those students and teacher, the researcher can conclude the importance of assessment is to find out the extent to which students' abilities are based on the material that has been taught. Whether students achieve the expected results or not. The teacher did students assessment in the assessment but not based on the implementation of the assessment as outlined in the 2013 curriculum teacher's book but I gave the assessment according to my observations and interpretations only. The implementation of the assessment that I have done so far is, I give assessments to students after delivering the material, this assessment is in the form of students having conversations in front of the class (as daily tests). Other assessments are in the form of midterm assessments (PTS) and end of semester assessments (PAS) carried out according to a predetermined schedule. The student assessment very important in the process of learning English because with the assessment the teacher knows and has ideas for the next lesson. Students find formative and summative assessments in the process of learning English. Formative assessments is assessments that aim to provide information or feedback for educators to improve the learning process. Usually this assessment is carrying out at the beginning, middle, and end of the learning activities. Summative assessment is an assessment to ensure the achievement of the overall learning objectives and carry out at the end of the semester or the end of the school year. For speaking skill the teacher does not use assessment components such as assessments for pronunciation, intonation, fluency, and accuracy). In fact the teacher did not provide the appropriate component. The teacher gives an assessment according to the needs and based on the abilities of the students. This is factored in by the inability of students to follow a good assessment. Assessment as a guide in carrying out effective and efficient learning to be able to optimally develop the potential, abilities, and independence of students. However, it is not based

on the implementation of the assessment as outlined in the 2013 curriculum teacher's book but is given an assessment according to observations and interpretations. The implementation of the assessment was not optimal because it adjusted based on students' abilities, most of them could not communicate in English properly and correctly due to lack of vocabulary, fear of being wrong, not daring to appear.

4.2 Discussion

4.2.1 The Research Findings compared to the Latest Related Researches

The findings of this study were compared with several recent related studies, the first related study was conducted by Desmizar (2019) who conducted descriptive qualitative research focused on analyzed the students assessment in lesson plan. The sample of this research was students of SMP Cendkia. Results indicated that assessment was an important part of the tools used to measure student performance. Assessment is an important part of the tools used to measure student performance. The results of the study were used to illustrate all kinds of assessments, except for the alternative traditional assessments used in the classroom. Multiple-choice, essay, fill-in-the-blank, short-answer and alternative assessment. Although both types of assessment are required for application, the results indicated that traditional assessment was considered more of an assessment for students than alternative assessment. However, summative and formative assessments are commonly used in both assessments.

The second research is Wulandari research (2021) with a qualitative descriptive research design, which focuses to analysis of teacher assessments of student achievement. The sample of this research is At The Eighth Grade students of MA AR Raisiyah Mataram. Data were collected through qualitative methodologies. The results showed that A teacher's assessment on student learning achievement is important for student learning progress, because without an assessment and evaluation

from a teacher, students will find it difficult to get feedback to support further lessons. Therefore, it is something that is crucial in the teaching and learning process, meaning the expertise, competence, and cooperation of a teacher as well as a students to assist the teaching and learning process, one of which is by conducting an assessment given by a teacher to students.

However, this research focused on describing the students assessment in lesson plan in class VIII-A at SMP Negeri 1 Somolomolo. The result is that teachers in providing assessments to students are still far from what is expected, not following the assessment process as included in the 2013 curriculum of English teachers from educational and cultural policies. Also, the failure to achieve good assessment results is influenced by the students themselves, students lack vocabulary, are not confident when speaking English, have a fear of being ridiculed by peers, this is what hinders achieving optimal assessment results. In addition, the subjects of this study were an English teacher and 32 students of class in class VIII-A at SMP Negeri 1 Somolomolo in 2022/2023.

4.2.2 The Research Findings compared to Theories

According to Fulcher (2020), states that the success of the learning process depends on the assessment results. Furthermore, Cheng (2016) states that assessment has a strong impact on the quality of learning outcomes. According to Law No. 20 of 2003 on the National Education System, assessment is the process of collecting and processing data to measure a student's understanding of the learning process. Furthermore, the government establishes guidelines and assessment learning principles in the K-13 system which are expected to guide educators in planning and implementing meaningful learning so that students are more creative, critical thinking, and innovative by the Ministry of Education's Education Standards, Curriculum and Assessment Agency, Culture, Research, and Technology of the Republic of Indonesia (2022).

Furthermore, according to Gareis and Grant (2015), states that classroom-based assessment is a very important part of teaching and learning, but it has not received enough attention for a long time. Additionally to Plakans and Gebril (2016) states that the teachers often feel unprepared, inadequate training in assessment. Therefore, further training on assessment development.

Additionally, Plakans, and Gebril (2016) states that the teachers often feel unprepared, stating that they lack proper training in assessment and need more training in assessment development, assessment and evaluation. Before you do assessment as a teacher, you need to know the types of assessment, the function and purpose of assessment, the principles of assessment in the learning process, the subject and type of assessment.

The findings of this study prove that the theories about students assessment t is an important component in the learning process. Assessment is as a guide in carrying out effective and efficient learning to be able to optimally develop the potential, abilities, and independence of students. The fundamental features that support the running and success of a learning are due to assessment. Assessment is the process by which students demonstrate specific behaviors and skills in completing assignments. This type of assessment gives students the opportunity to demonstrate their skills through activities such as discussions, role-plays, presentations and workgroups. Most of the time students work individually, so this type of activity is beneficial for their emotional functioning. You will be able to collaborate and interact with your peers without having to learn all the languages.

4.2.3 Implications of the Research Findings

The findings of this study indicate the importance of student assessment in lesson plans and supporting factors for overcoming student difficulties in assessment. These findings ultimately reveal the reality that occurs in the field which makes students less than optimal in participating in learning, one of which is factored in by the assessment given which is not as expected.

For English teachers, this is a positive input to carry out good assessments in the process of learning English to develop and improve the quality of better learning.

4.2.4 The Research Findings Limitation

Based on the direct experience of the researcher in the research process, future researchers will need to take consider of factors due to the limitations that have been experienced. These aspects may be more important to future researchers as they continue to refine their work because this research is undoubtedly not perfect and has flaws that should be addressed in subsequent studies.. Some limitations as follows:

- a. As the beginner, the researcher realized that the process of the research was not completed well, full of weaknesses and surely needed improvements in future researches.
- b. The number of respondents who were only 1 English teacher and 32 students in class VIII-A at SMP Negeri 1 Somolomolo was certainly not enough to describe the actual situation.
- c. The research object only focused on an English teacher and 32 students in class VIII-A at SMP Negeri 1 Somolomolo.
- d. The researchers do not have more references and better knowledge about managing qualitative analysis. Also, he doesn't have much experience helping English teachers.