

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter described Data Description, findings, discussion, and limitation of the study.

4.1 Data Description

The data of this study were gathered through 3 instruments; they were questionnaires, interview and checklist document analysis. The researcher conducted the data from 10 students from EAD class 2013 in ELE-SP UNJ.

The questionnaire divided into 3 parts, they are assessment tasks, assessment types and support of the assessment tasks in EAD of ELE-SP UNJ. The questionnaires consisted of 25 statements and were written in Bahasa Indonesia to avoid misinterpretation. The questionnaire data is shown on 1 to 5 ranges, from being strongly disagree and strongly agree.

Meanwhile the researcher was also interviewing 10 students during 4-5 minutes. Students' interviews are used to confirm and to supply more information about students' perception of the assessment tasks employed in EAD course. The interview consists of 3 parts; they are assessment tasks, assessment types and support of the assessment tasks in EAD of ELE-SP UNJ. The researcher provided 3 questions in interview part.

4.2 Findings

Based on data gathered, the researcher analyzed and classified the findings based on the researcher questions. The researcher question of this study is:

1. What is student's perception of the assessment tasks employed in EAD course in supporting their learning for successful achievement in the course?

Sub-Research Question:

- a. What assessment tasks are employed in EAD course?
- b. What assessment types are employed in EAD course?
- c. What is proportion of students in the group perceive that assessment tasks employed in EAD course support their learning for successful achievement in the course? What reasons do they use to support this claim?
- d. What is proportion of students in the group perceive that assessment tasks employed in EAD course do not support their learning for successful achievement in the course? What reasons do they use to support this claim?

The finding is gained through document analysis, questionnaires and interview. Document analysis, the researcher analyzed the *RPKPS*. The questionnaires were administered to 10 students of all of students who already passed EAD course. It consists of 19 statements which divided into 2 parts; those are assessment tasks and assessment types, students' perception of assessment practices in supporting their learning. Each number of questionnaires was written in

Bahasa Indonesia to avoid any misinterpretation and to ease the respondents in complementing the questionnaires (the questionnaires are attached in appendix). This questionnaire used two types of ways to ease the calculation process, they are Multiple Choice and Likert Scale.

At the first part, the questionnaire used multiple choice. The respondents were asked to choose one or more choices that were already provided. At the second part, the questionnaire used Likert scale and use 1 to 5 rating scale. The 1 to 5 Likert-Scale was used for the questionnaire as the choice of the response that means:

- 1 (Sangat Tidak Setuju) : The students disagrees with the statement.
- 2 (Tidak Setuju) : The student does not really agree with statement.
- 3 (Tidak Tahu) : The student does not know with the statement.
- 4 (Setuju) : The student agree with the statement.
- 5 (Sangat Setuju) : The student does agree with the statement.

The interview was done to 2 groups which every group consists of 5 respondents. The respondents were asked using Bahasa Indonesia to avoid misunderstanding. In interview, the respondents were given 3 questions. Interview was done just for validate and support the data which was already gained through questionnaire.

4.2.1 The Assessment Tasks and Types of EAD Course

The result of these findings is aimed to answer sub research question (a) and (b) “What assessment tasks are employed in EAD course?” and “What assessment types are employed in EAD course? the results based on RPKPS, questionnaire, and interview. In RPKPS, there are instruction sheet and portfolio showed there are three assessment tasks were conducted in EAD course. Following are the assessment tasks were employed in EAD course:

Assessment Tasks	Time of Assessment	Methods of Assessment	Purpose of Assessment
Diagnostic	• Summative	• Formal	• Assessment of Learning
Mid-Term Test	• Summative	• Formal	• Assessment for Learning
Portfolio	• Summative	• Formal	• Assessment for Learning
Post Assessment	• Summative	• Formal	• Assessment For Learning
(A 1.500-word essays on assigned topics	• Summative	• Formal	• Assessment of Learning

Table 4.2 Assessment Tasks

1. Diagnostic

The teacher gives a worksheet for students. Students writing a story about what they have in their life. Students has a 150 word in paragraph.

2. Mid-Term Test

Students Mid-Term test learnt what their leaning in week 2 to week 10 topic which are how to describing tables, describing a bar chart, describing a line graph, describing a line graph, describing a pie chart, describing a process, describing changes.

3. Portfolio

The students are asked to write a report of what they learnt and done. Every given assignments which they are writing topic 1 to the last topic in sub-topic RPKPS they must a write report. All of these assignments were assessed formally and at the end of learning activity. The purposes of these assessments are assessment of learning.

4. Post Assessment

The students must a test of post assessment in the last session.

Students has a test what their of all learnt in topics and sub topics.

EAD course outline shows that there are 4 components of assignment which are administered to students. There are diagnostic, mid-term test, portfolio and post/final assessment.

In the questionnaire, seven items dealt with the assessment types used in EAD course. The items were in the form of statements. They inquire whether the assessments used in EAD course:

1. Are formal assessments
2. Are informal assessments
3. Are done in the beginning of the lesson (diagnostic)
4. Are done throughout the lesson (formative)
5. Are done in the end of the lesson (summative)
6. Are done in individual presentation
7. Are done in group presentation

Statement 1: Dosen menggunakan penilaian bersifat formal

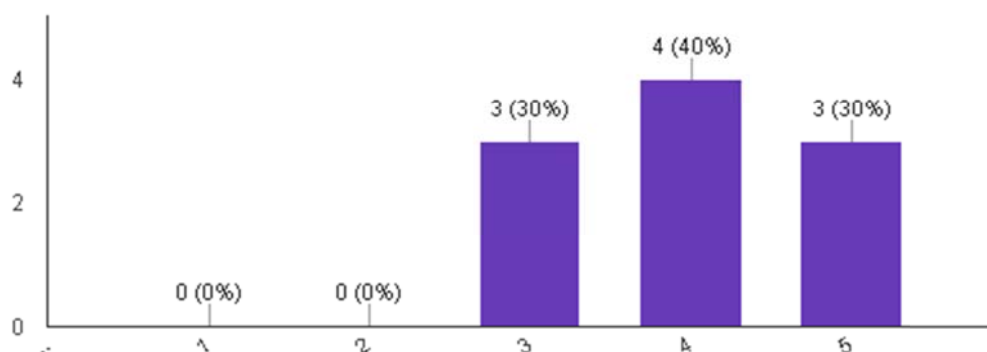


Chart 4.1 Formal assessments in EAD course from questionnaire

Statement 2: Dosen menggunakan penilaian bersifat informal

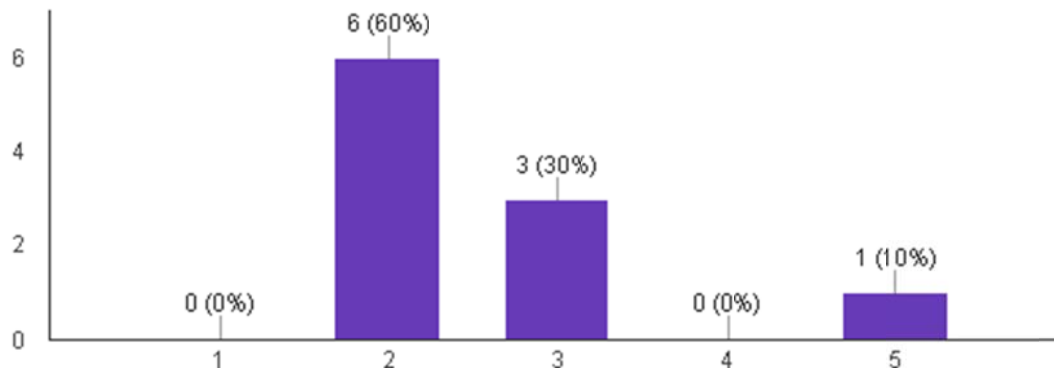


Chart 4.2 Informal assessments in EAD course from questionnaire

For the first statement, 30% strongly agree and 40% agree that the assessments that were used in EAD class were formal assessments. For the second statement, 10% strongly agree, 30% indifferent, 60% disagree that the statements that were used in EAD course were informal assessments.

Statement 3: Dosen melakukan penilaian diawal pembelajaran (Diagnostic)

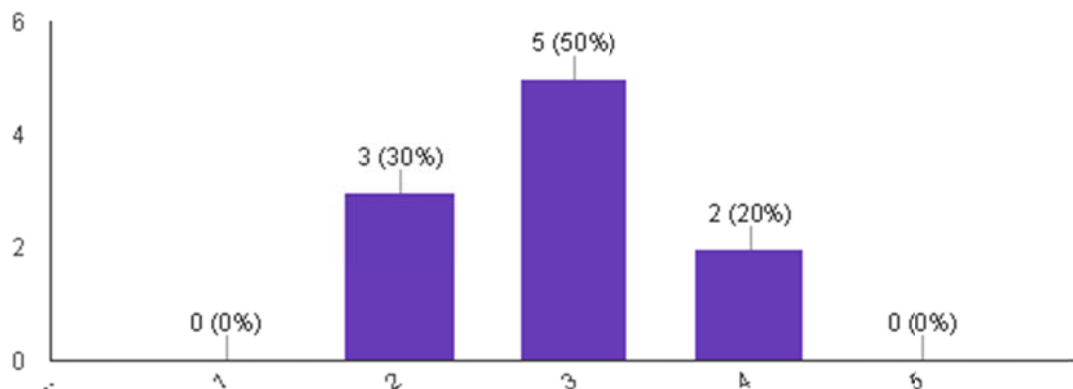


Chart 4.3 Diagnostic assessments in EAD course from questionnaire

Statement 4: Dosen melakukan penilaian sepanjang pembelajaran (Formative)

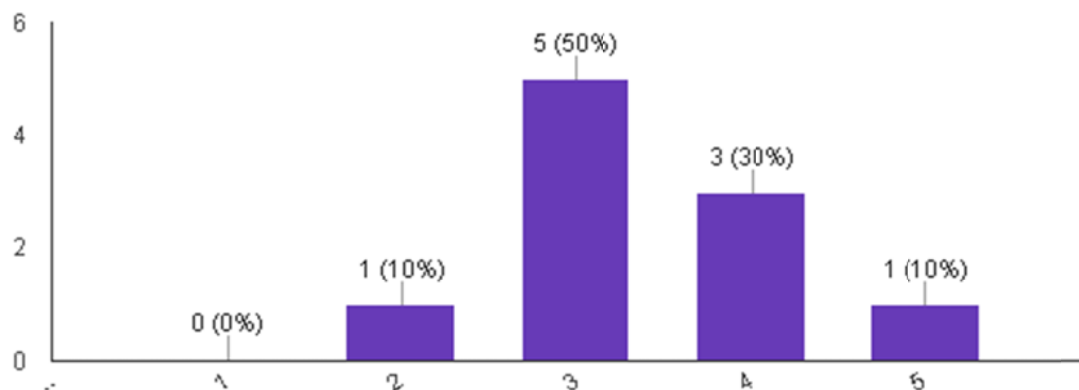


Chart 4.4 Formative assessments in EAD course from questionnaire

Statement 5: Dosen melakukan penilaian diakhir pembelajaran (Summative)

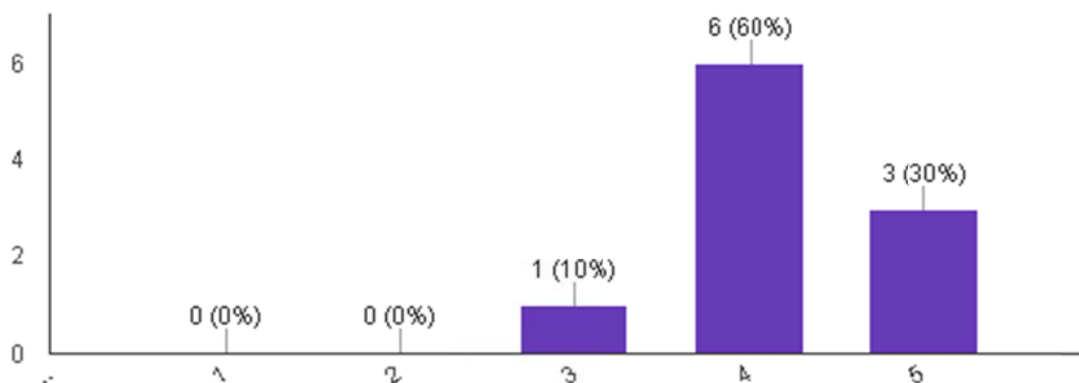


Chart 4.5 Summative assessments in EAD course from questionnaire

For the third statement, 20% agree, 50% were indifferent, 30% disagree that there were diagnostic assessments. For fourth statement, 10% really agree, 30% agree, 50% were indifferent, 10% disagree that there were formative assessments. For fifth assessments, 30% very agree, 60% agree, and 10% were indifferent that there were summative assessments.

Statement 11: Penilaian dilakukan melalui presentasi perorangan

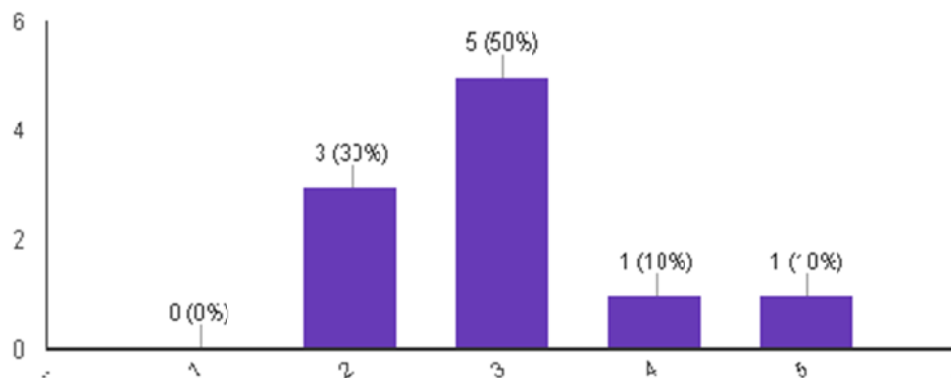


Chart 4.6 Individual assessments in EAD course from questionnaire

Statement 12: Penilaian dilakukan melalui presentasi group

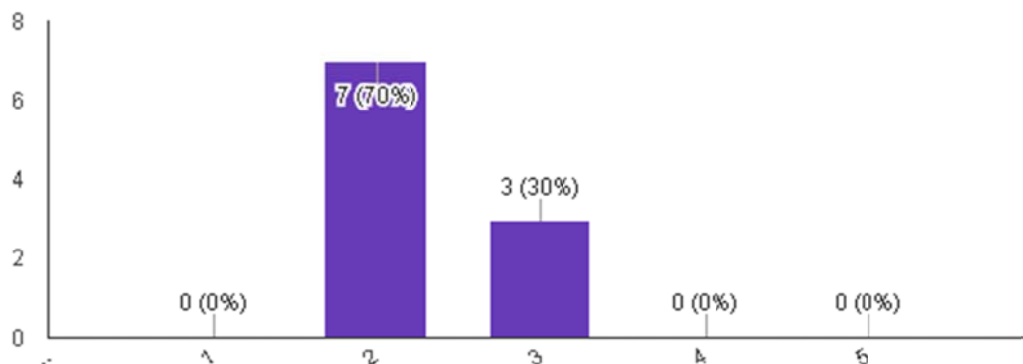


Chart 4.7 Group assessment in EAD course from questionnaire

For sixth statement, 10% very agree, 10% agree, 50% were indifferent, 30% disagree that there were individual assessment. For seventh statement, 30% were indifferent, 70% disagree that there were group assessment.

4.2.2 Assessment' Support towards Students Learning

In the questionnaire, seven items dealt with assessments' support towards student's learning in EAD course. The items were in the form of statements:

1. The assessments in EAD course were about what I did in class
2. I was assessed according to what the lecturer taught me
3. The lecturer gave assessment that support students' learning
4. I know what was needed to successfully finish the assignments with satisfactory result.
5. Assessment were used to motivate the students
6. Assessments were used to see student's strengths and weaknesses
7. Students were motivated to assess their own work (self-assessment)
8. Students were motivated to assess their friends' work (peer-assessment)
9. The level of the assessments were adequate, not too easy not too difficult

Statement 7: Tugas-tugas di EAD mampu menilai apa yang dilakukan mahasiswa di kelas

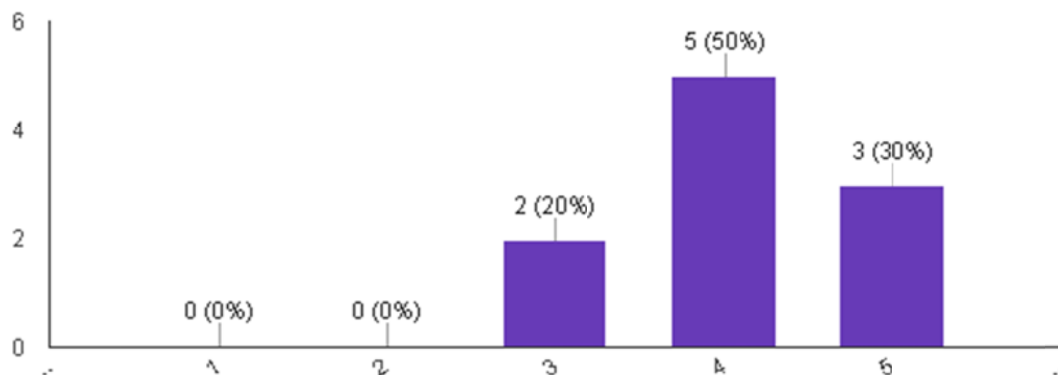


Chart 4.8 Assessed according to what the students did

Statement 9: saya dinilai sesuai pada apa yang dosen ajarkan kepada saya

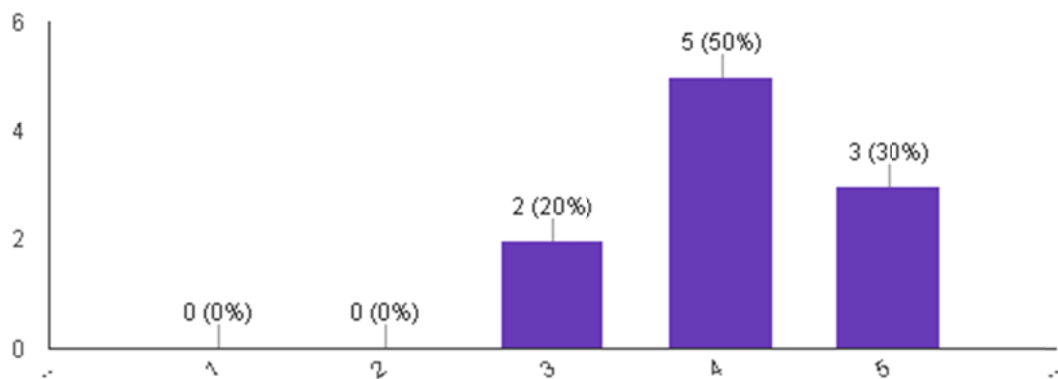


Chart 4.9 Assessed according to what the lecturer taught

Statement 10: Dosen memberikan penilaian yang dapat mendukung mahasiswa dalam belajar

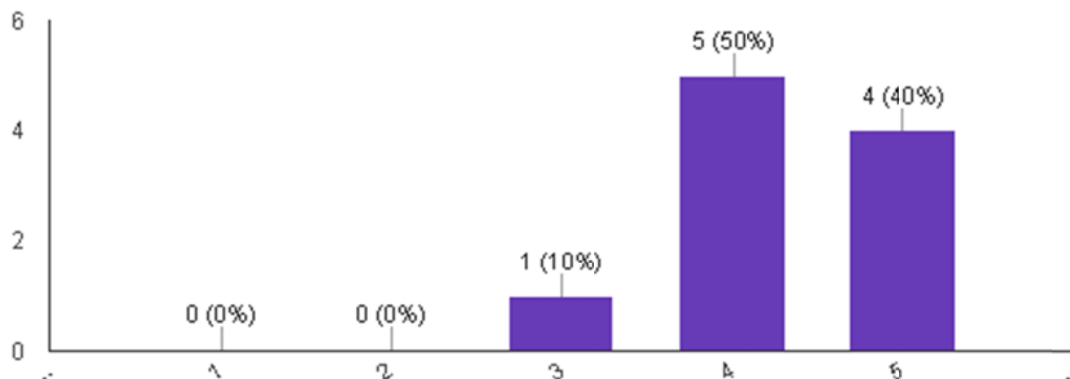


Chart 4.10 Assessments support students' learning

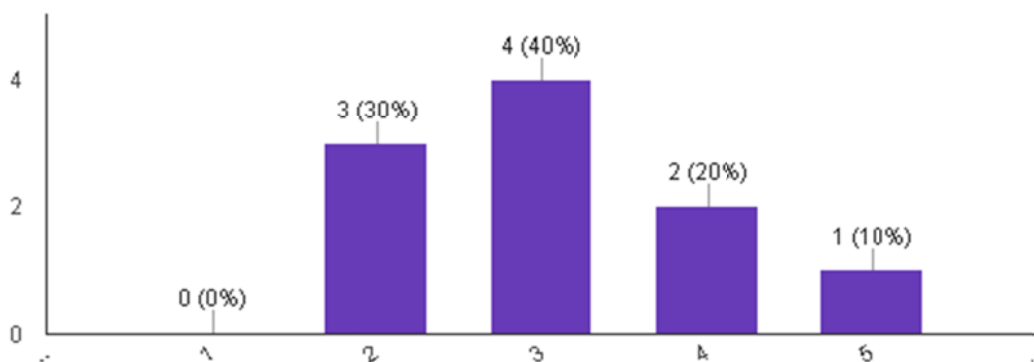


Chart 4.11 Students' were given clear instructions for assessments

For the first statements, 30% very agree, 50% agree, 20% indifferent that there were in chart 4.8. For the second statement, 30% very agree, 50% agree, 20% indifferent there were in chart 4.9. For third statement, 40% very agree, 50% agree and 10% indifferent there were in chart 4.10. For fourth statement, 10% very agree, 20% agree, 40% indifferent, and 30% disagree that there were in chart 11.

Statement 16: Assessment digunakan untuk memotivasi pembelajaran mahasiswa

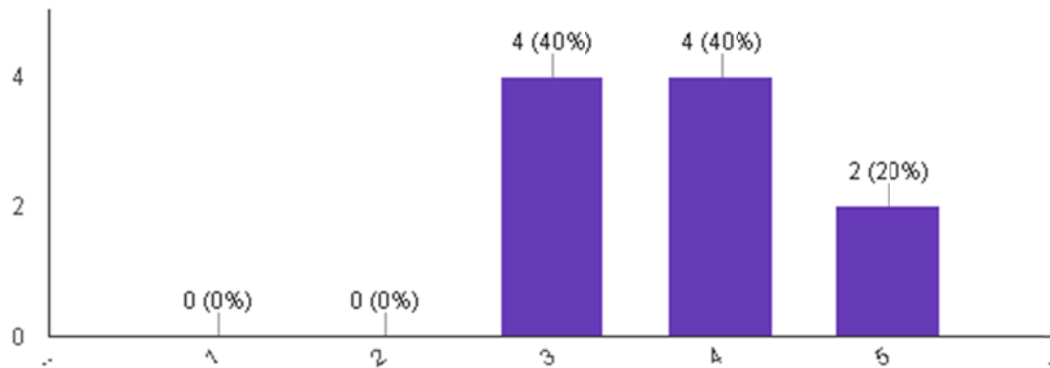


Chart 4.12 Assessments were used to motivate students

Statement 19: Assessment digunakan untuk mengidentifikasi kekuatan dan kelemahan siswa

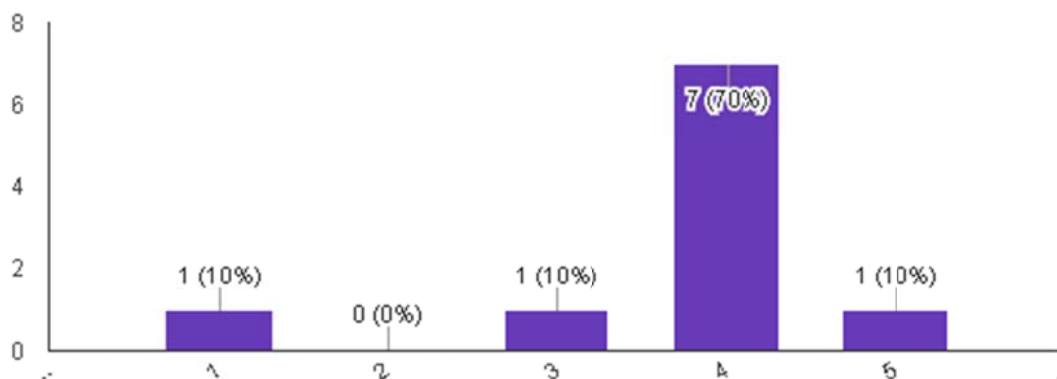


Chart 4.13 Assessments assessed students' strengths and weaknesses

For fifth statement, 20% very agree, 40% agree, and 40% indifferent that there were in chart 4.12. For sixth statement, 10% very agree, 70% agree, 10% indifferent, and 10% very disagree that there were in chart 4.13

**Statement 19: Mahasiswa dimotivasi untuk menilai pekerjaan mereka sendiri
(self-Assessment)**

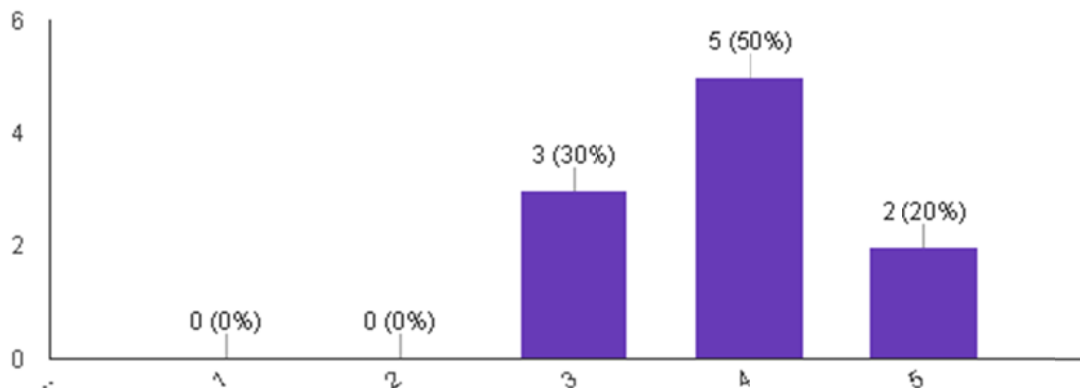


Chart 4.14 Students were motivated to do self-assessment

**Statement 20: Mahasiswa dimotivasi untuk menilai pekerjaan mahasiswa lainnya
(Peer-Assessment)**

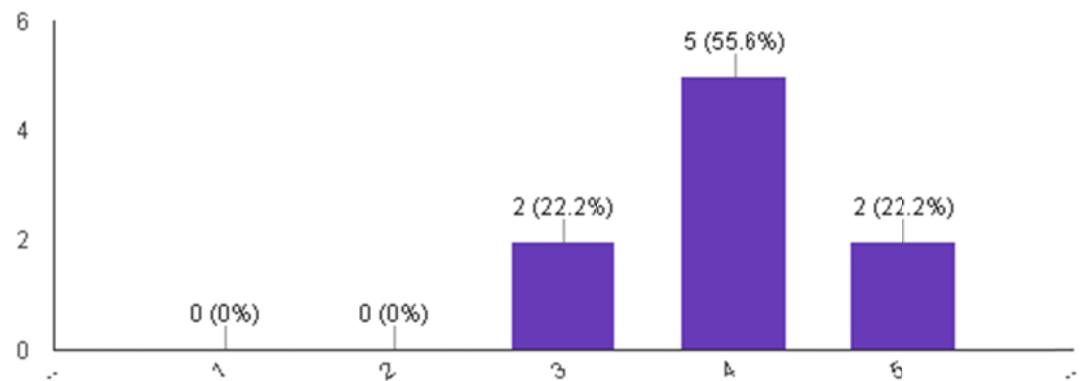


Chart 4.15 Students were motivated to do peer-assessment

Statement 22: Saya berpendapat bahwa tingkat tantangan didalam tugas-tugas yang diberikan saya tepat, tidak terlalu gampang dan tidak terlalu sulit.

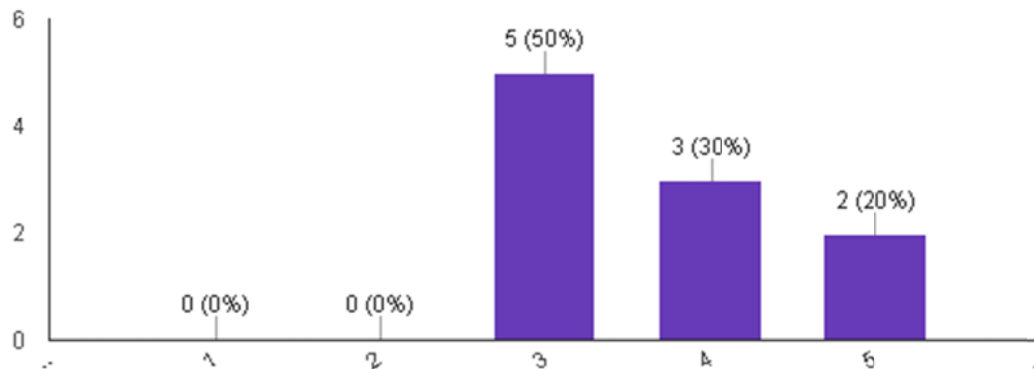


Chart 4.16 Assessments difficulty were adequate

For seventh statement, 20% very agree, 50% agree and 30% indifferent that there were in chart 4.14. For eighth statement, 22.2% very agree, 55.6% agree, and 22.2% indifferent that there were in chart 4.15. For ninth statement, 20% very agree, 30% agree, and 50% indifferent that there were in chart 4.16.

As for the interview, 100% of the respondents said that the assessment tasks employed in EAD course support their learning. None of the respondents said that any of the assessment tasks wasn't helpful. There was only one common reason that the respondents gave, they were spoken in different words but has the same meaning. 100% of the respondents said the assessments support their learning because the assessments were made to be a continuity, the assessments were progressively became more difficult while also still connected to the previous

assessments, the final assessment where it combined all of the previous assessments.

4.3 Discussion

In this discussion section, the researcher explains the findings on the assessment tasks and the types of the assessment, and the perception of assessment in supporting their learning for successful achievement in the course. To address the research question, the discussion focuses on four research sub questions as the Students' perception of assessment practices in EAD course. The sub-questions are the assessment tasks are employed in EAD course and the types of assessment, their perception of whether the assessment supporting their learning or not.

As has been presented on findings, results in both questionnaire and interview show that respondents had positive perception of assessment tasks in EAD course. It can be seen from the elaboration result of questionnaire and interview. Below are the detail answers of the research question by answering the subsidiary research questions. The answer from subsidiary research questions lead to answer the research question. The writer use five Likert-scales to identify the data gained from questionnaire and interview. Because of that, the writer calculates questionnaire and interview to gain the new data.

Moreover, the writer uses checklist document analysis to identify the data gained from teacher lesson plan. The writer identify the assessment tasks in lesson plan trough their Learning Objective (ILO) Learning Outcomes (LO) of

assessment. For type 1, the writer regards for the time of assessment there are formative and summative assessment. For type 2, the writer regards for the method of assessment, such as formal and informal. For type 3, the writer also regards most of the purpose of assessment, such as Assessment for Learning, Assessment of Learning and Assessment as Learning.

The answers of the first sub-research question, “What assessment tasks are employed in EAD course? According to RPKPS, the assessment tasks are diagnostic, mid-term test, portfolio, post assessment test, and non test including. Based on questionnaire, 100% of respondents agree portfolio. Based on interview, all of respondents answered the assessment tasks are same with RPKPS.

The answers of the second sub-research question, “What types of assessments are employed in EAD course? According to RPKPS, all of assessment tasks are done formally 7 of 10 instructions in assessment tasks are summative, the rest is formative. The purpose of assessments, 7 of 10 instructions in assessment tasks are assessment of learning and the rest is assessment for learning. Based on the questionnaire, 0% of respondents stated that assessment tasks were assessed during the learning (formative) and 100% of respondents stated assessment tasks were assessed at the end of learning (summative). For purpose of learning, 100% of respondents stated that the purpose is assessment of learning. Based on interview, 10 of respondents in group stated that all of assessment tasks were assessed formally, for times of assessment, all of groups stated that assessment tasks were assessed during and at the end of learning.

The answer of the third and fourth sub research question, “What proportion of students in the group perceive that assessment tasks employed in EAD course support their learning for successful achievement in the course? What reasons do the use to support this claim?” and “What proportion of students in the group perceive that assessment tasks employed in EAD course do not support their learning for successful achievement in the course? What reasons do the use to support this claim?” Based on questionnaire and interview that were done, the positive responds came from students’ perception of assessment tasks employed in EAD course, they argued that assessment tasks supported their learning. They were given feedback directly by their lecturer. They were happy because they could know or identity what their strengths and their weaknesses in learning the material in EAD course. For do not support this study, the students of EAD course give answer the question that “There is no to do not support in this study” because all of the assessment tasks and assessment types is clear for their learning. It meant, there is transparency assessment for this study.