

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion for assessment tasks, the type of assessments, and students' perception of assessment tasks in *English Language Teaching and Methodology 2* course . This chapter presents the research design elaboration which followed by data description, findings of assessment tasks and assessment types and the students' perception of the assessment, and the last is discussion.

4.1. Data Description

Research Questions	Source	Data Collection Method
<i>1. What assessment tasks are employed in ELTM-2 course?</i>	<ul style="list-style-type: none">a. Course Outline (RPKPS)b. 20 Sample of students' portfolioc. 20 Students who are batch 2012 and passed ELTM2 course	<ul style="list-style-type: none">a. Document analysisb. Questionnairec. Interview

<p><i>2. What proportion of students in the group perceive that assessment tasks employed in ELTM-2 course support and do not their learning for successful achievement in the course? What reasons do they use to support this claim?</i></p>	<p>a..20 Students</p>	<p>a. Questionnaire b. Interview</p>
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The data of this study were obtained through three instruments which are document analysis, questionnaires, and interview. The researcher conducted the data from *RPKPS* of ELTM 2 course, students' portfolio of ELTM 2 course, and 20 students which are English Department Universitas Negeri Jakarta student, batch 2012 and passed the course.

The researcher conducted the data by analysing the documents of the *RPKPS* and students portfolio. It is used to answer the first research question. It is about the types of assessments that were used in ELTM 2 course.

The questionnaire was written in Indonesian in order to avoid misunderstanding and misinterpretation. It consisted of three parts; part 1 was the assessment tasks and the types of assessments, part 2 was list of statement with

Likert scales Strongly Agree – Strongly Disagree. In part 2, the questionnaires were using 1-to-5 rating scales to ease the calculation process. For instance in part 2 which was using scales Strongly Agree which have 5 points to Strongly Disagree which only have 1 point. Respondents were only putting a tick to the statements on the answers scale. It consisted of 19 statements which are 5 statements in part 1 and 14 statements in part 2. In each part, the statements of the questionnaire were classified into some aspects as follow

Details Questionnaire in Part 2

Table 4.1.: Details Questionnaire in Part 2

No	Aspects	Theories	Items Number
1	Students Consultation	Jeffrey P.	6,7,8,9
2	Students Motivating	Dorman and	10,13,14
3	The purpose of assessemnt	Wendy M.	12
4	The total of assessment tasks	Knightley, 2006	15,17
5	The challange level of assessment tasks		16,18,19

The researcher interviewed 4 groups of students, one group consisted five students. The interviewer did interview during 3-4 minutes. The researcher interviewed the respondents to validate, support, confirm and get more information about students' perception of the assessments tasks in ELTM 2 course. The interview was used to know whether assessments supported their learning or not. The interview consists of 2 parts, they are about types of assessments and their perception of assessments that were used in assessing their learning in ELTM 2

course. To interview the respondents, the researcher used Bahasa Indonesia to avoid the misinterpretation between the interviewer and the respondents.

4.2. Findings

Based on the data were obtained, the researcher analysed and classified the findings based on the research questions. The research question of this study is:

What is student's perception of the assessment tasks employed in ELTM-2 course in supporting their learning for successful achievement in the course?

To answer that research question clearly, the researcher provided two sub research question as follows:

1. What assessment tasks are employed in ELTM-2 course?
2. What proportion of students in the group perceive that assessment tasks employed in ELTM-2 course support and 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 analysed the *RPKPS*. The questionnaires were administered to 20 students of all of students who already passed ELTM 2 course. It consists of 19 statements which divided into 2 parts; those are assessment tasks and assessment types, students' perception of assessment tasks 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 were done to 4 groups which every group consists of 5 respondents. The respondents were asked using Bahasa Indonesia to avoid misunderstanding. In interview, the respondents were given 4 questions. Interview was done just for validate and support the data which was already gained through questionnaire.

4.2.1. Assessment Tasks

To answer the first sub research question, “ *What assessment tasks are employed in English Language Teaching Methodology 2 Course?* . The

researcher obtained the data from *RPKPS* of the course, questionnaire, and groups of students' interview to support the data. The researcher got the data that the assessment tasks are performance, portfolio, note taking, and observation.

4.2.1.1. Performance

The students are asked to present their understanding on knowledge of English and the practices of English language teaching and learning, on English lesson and practice on classroom management, their result of analysis on the observed English lesson, function of the teacher in English language lesson, and classroom management (mid-term exam), group teaching activities, and individual teaching activity. According to chart above, 80% of respondents stated that performance is one of the assessment tasks in their learning in ELTM 2 course. This findings are supported by the interview:

“Portfolio, Observation, Performance, apalagi yah...” (Interviewee 1 in group 1)

The performance is *formal assessment* that was planned well in *RPKPS* or course outline and used for grading students' ability. This assessment task was considered as *formative assessment* which means it is done during the process of learning. It means that performance is considered as *assessment for learning*.

4.2.1.2. Observation

In this assignment, the students are asked to observe the real class activity at school. It is assessed by the lecturer during the learning activity and the purpose of this assessment is assessment for learning. Then, they are asked to write comparison on the principle of English Teaching and Learning proposed by various scholars and the English Teaching and Learning practiced in real class. It is assessed at the end of learning and the purpose of this assessment is assessment of learning. Both of the assignments are done formally.

4.2.1.3. Note Taking

The students are asked to review knowledge of English and practice of English teaching and learning. After that, they are asked to write their understanding of English lesson. All of these assignments were assessed formally and during the learning activity. The purpose of these assessments are assessment for learning.

4.2.1.4. Portfolio

This assessment contributes 25% to students total score for the final result. Portfolio is students' work that allow lecturer, students, parents and others to observe development and growth in learning (McTighe, 1998). The students are asked to write a report of

what they have learnt and done. Every given assignments which they are performance, observation, and note- taking, they must write a report. Then, they submit all documents to record the progress.

All of these assignments were assessed formally and at the end of learning activity. The purpose of these assessments are assessment of learning

Following are the assessment tasks and the types of assessments were employed in ELTM 2 course:

Assessment Tasks	Times of Assessment	Methods of Assessment	Purpose of Assessments
Performance	Summative	Formal	Assessment of Learning
Observation	Summative	Formal	Assessment of Learning
Note- Taking	Formative	Formal	Assessment for Learning
Portfolio	Summative	Formal	Assessment for Learning

Table 4.2. Assessment Tasks

Statement 1 to 5 describe about the type assessment of Students' Perceptions on the Assessment Practices in English Language Teaching Methodology 2 Course (The Case of ELE-SP UNJ). Every statement was analysed as follows:

Statement No 1: ***“Bentuk- bentuk tugas yang digunakan sebagai penilaian anda di matakuliah ELTM 2.”***

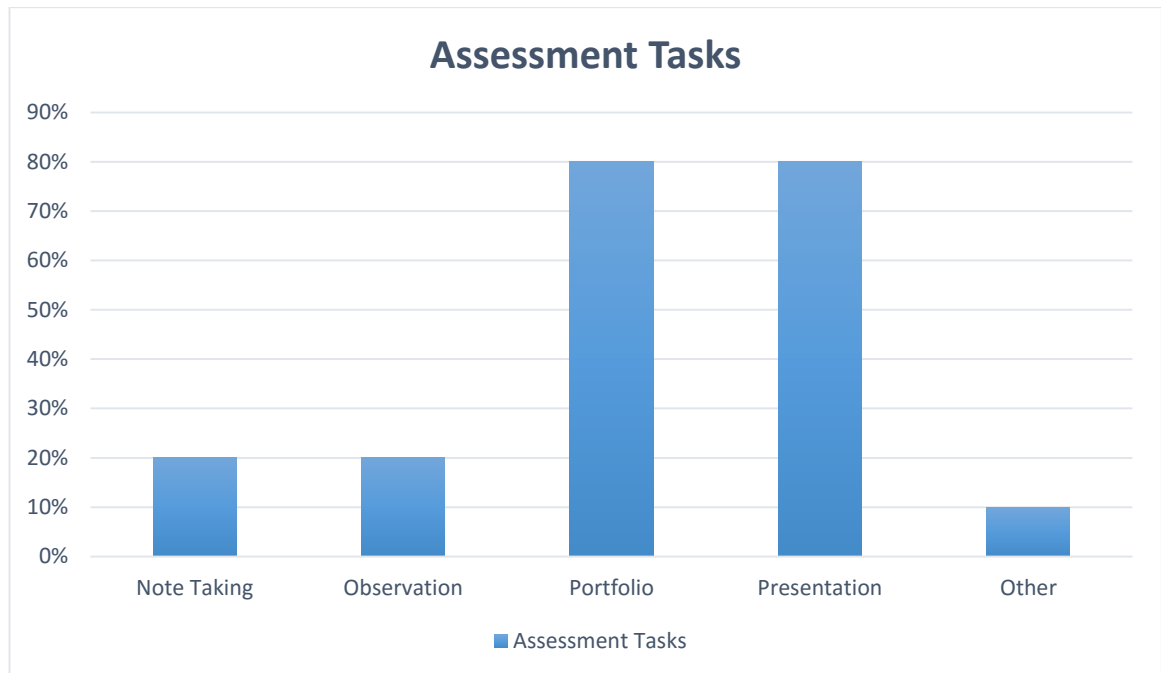


Chart 4.1 Assessment Tasks

Based on the percentage of statement number 1 can be seen that 80% respondents chose that there are two assessment tasks are employed in ELTM 2 course. However, from the interview result 100% of respondents' group stated that in ELTM 2 course there are portfolio and presentation. It supported the statement number 1, as the follow:

“Portfolio, Observation, Presentation, apalagi yah...” (Interviewee 1 in group 1)

“Hem, bentuk penugasannya itu seperti portfolio, presentation. Apalagi yahh?” (Interviewee 1 in group 3)

Statement No 2: “*Dosen menggunakan penilaian secara....*”

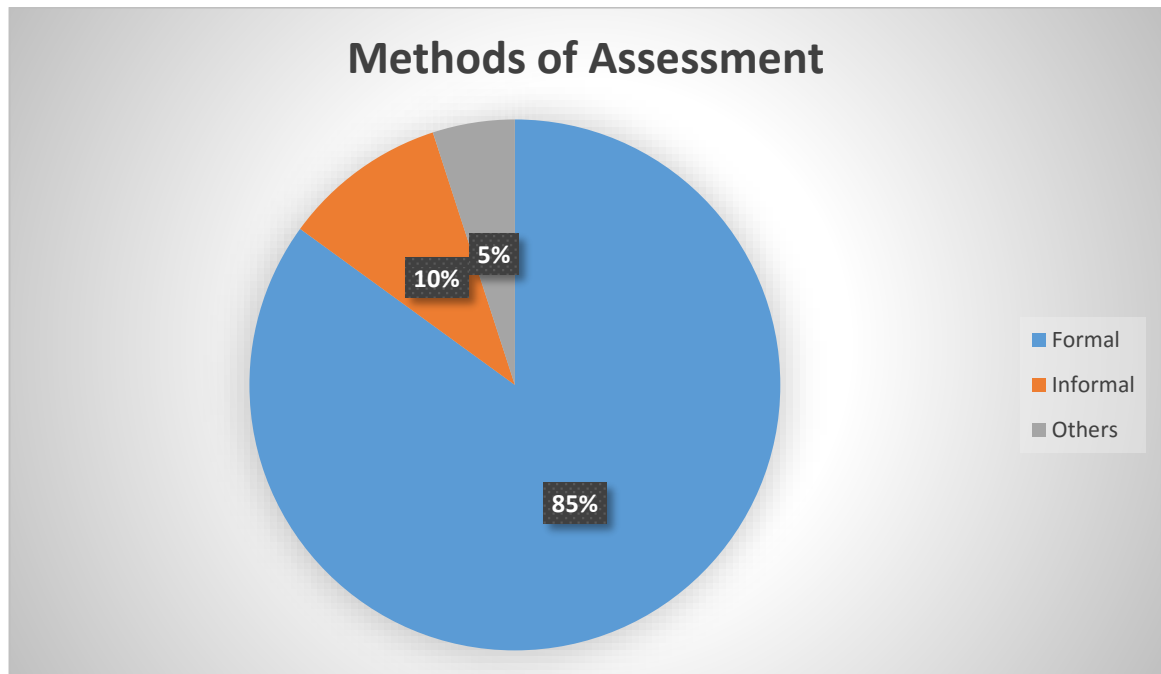


Chart 4.2 Methods of Assessment

Based on the percentage of statement number 2, it can be seen that 85% of respondents stated that assessments were done formally. However through interview, most all of the respondents in groups stated that assessments were done formally. It supported statement number 2, as the follow:

“Penilaian dilakukan secara formal, yaitu summative sebagaimana tujuan pembelajaran ini adalah sebagai pembelajaran untuk saya.”(Interviewee 2 in group 2)

One of 20 respondents stated through interview that the assessment was done by two of methods which are formal and informal. It supported as the follow:

“Penilaian di matakuliah ini dilakukan secara formal dan informal”(Interviewee 1 in group 4)

Statement No 3: “*Dosen melakukan penilaian di...*”

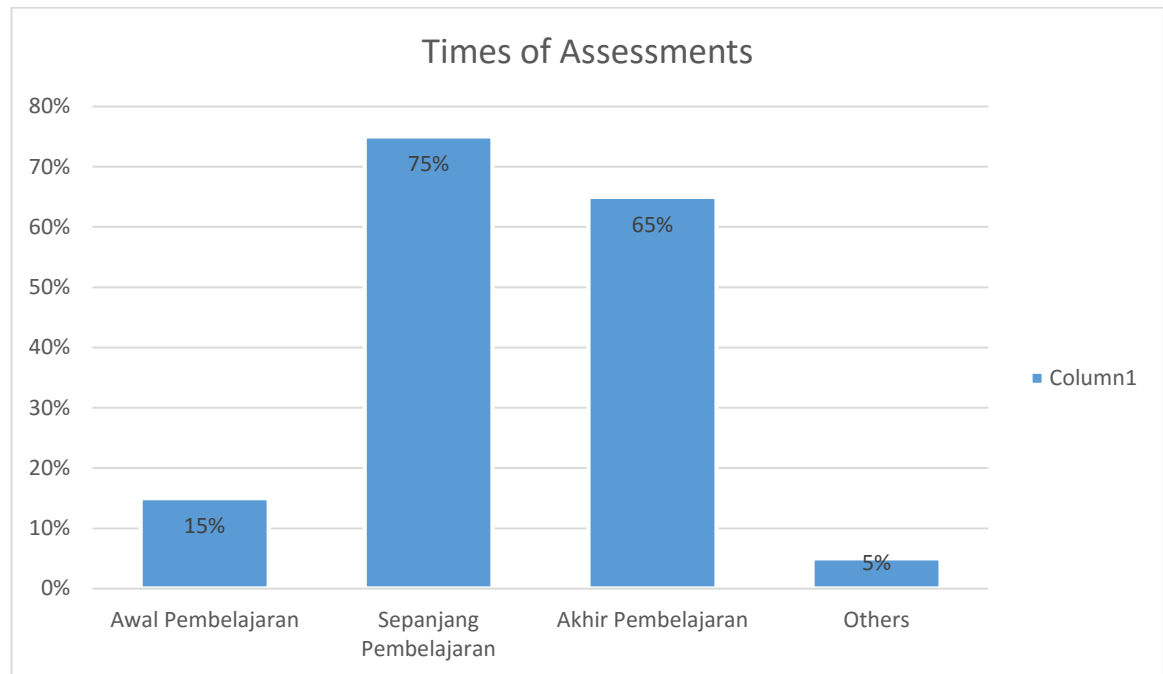


Chart 4.3 Times of Assessment

For statement number 3, 75% of respondents stated that the assessment was done at the end of learning, but through interview, all of group respondents stated that the assessment was done during the learning (formative) and at the end of learning (summative). It was supported as the follows:

“Penilaian dari matakuliah ini bisa dilakukan secara formative dan summative.”

(Interviewee 4 in group 1)

“Secara formative dan summative.” (Interviewee 2 in group 2)

Statement No 4 : “ *Tujuan penilaian ini merupakan....*”

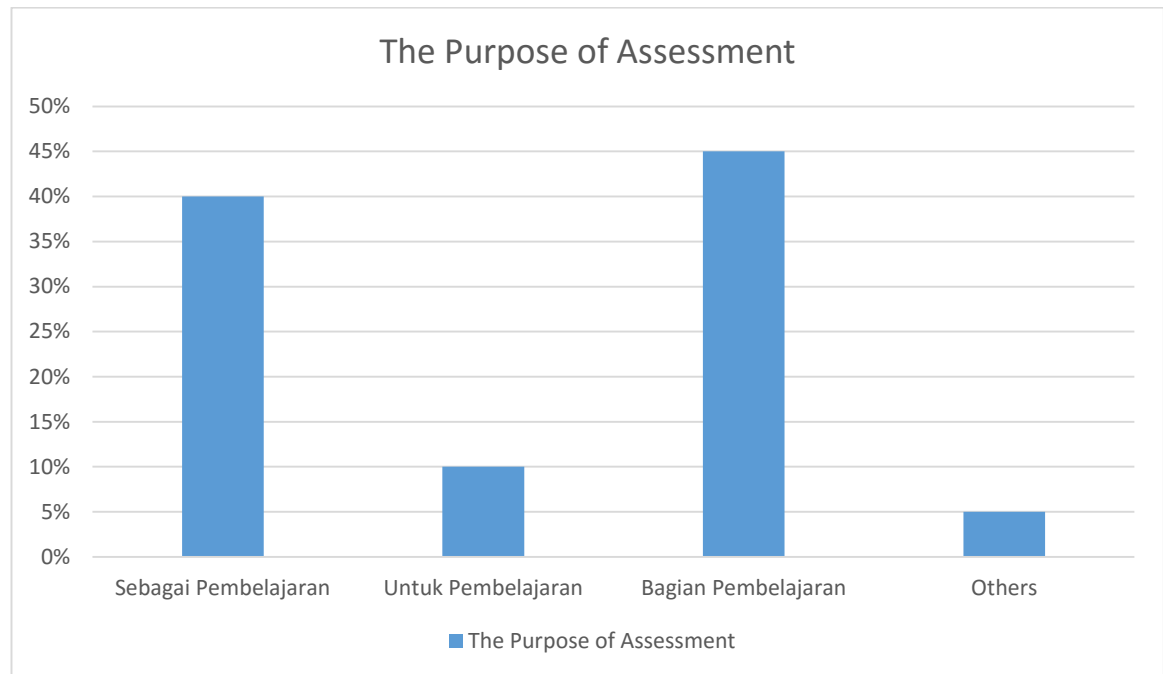


Chart 4.4 Purpose of Assessment

Statement number 4, it can be seen that 45% of respondents stated that the purpose of assessment is as the part of learning. Through interview, the result of data is different with the questionnaire. All of groups of respondents stated that the purpose of the learning is as the learning. It was supported as the follows:

“Tujuan penilaian ini menurut saya sebagai pembelajaran karena dengan adanya ini pembelajaran saya bisa menjadi lebih baik dan saya dapat mengetahui apa yang kurang dari pembelajaran saya.” (Interviewee 1 in group 3)

Statement No 5: “*Penilaian ini dilakukan secara*”

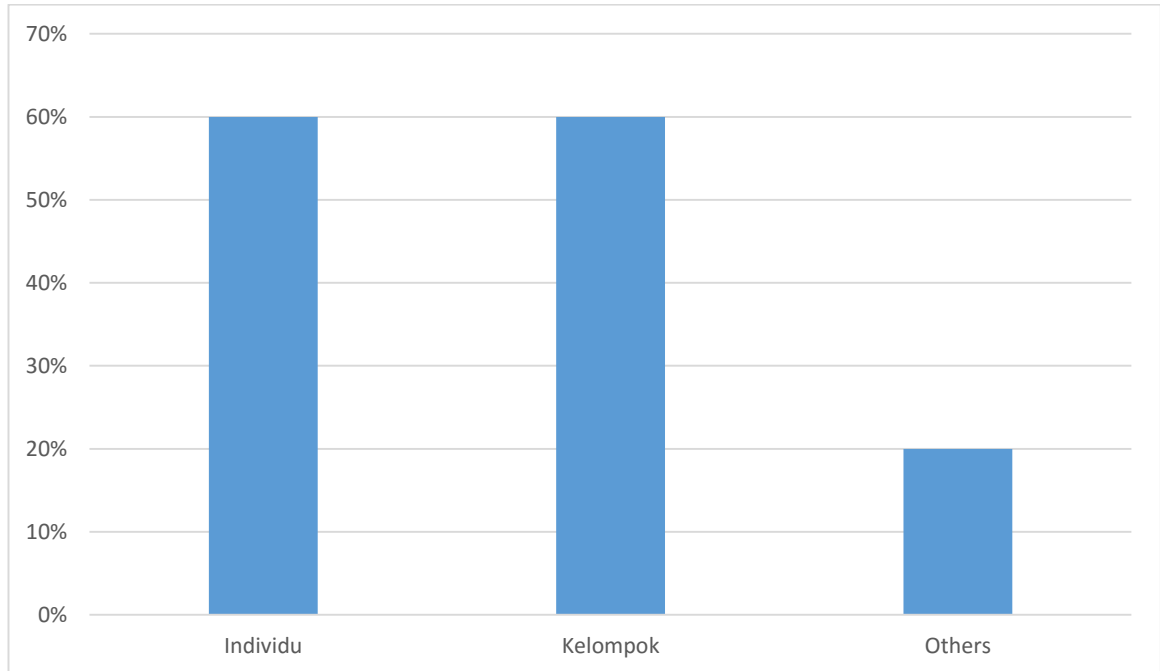


Chart 4.5 Individual/ Group Assessment

Based on the percentage above, there are two results of same percentage which is 60% of respondents, shows that the assessments were done individually and in group.

4.2.2. The Proportion of Assessment Support and Do Not Support in Their Learning

Statement 6 to 19 describe about the proportion of assessment support and do not support in their learning of Students' Perceptions on the Assessment Practices in English Language Teaching Methodology 2 Course (The Case of ELE-SP UNJ). Every statement was analysed as follows:

Statement No 6 : ” *Dosen memberikan penilaian yang mampu mendukung saya didalam mempelajari materi- materi yang ada di ELTM 2*”

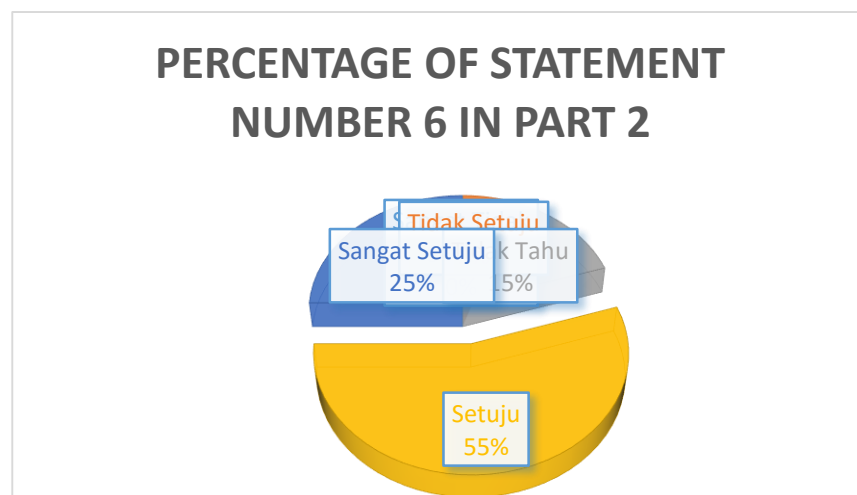


Chart 4.6 The Percentage of Statement No 6 in Part 2

Based on percentage above 55% of respondents agree that the lecturer gave assessment that able to support them to learn the material in ELTM 2 course. However from the interview, 95% of groups of respondents stated that assessment supported their learning. It was supported, as the follow:

“Penilaian sudah sangat mendukung.”(Interviewee 1 in group 3)

Statement No 7: *“Saya mengetahui bagaimana system penilaian pada tugas-tugas yang diberikan dimatakuliah ELTM 2.”*

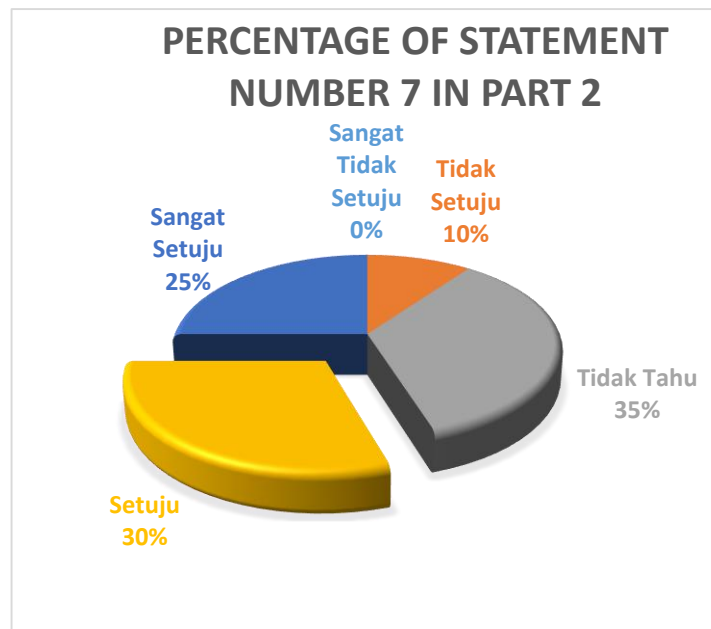


Chart 4.7 The Percentage of Statement No 7 in Part 2

Statement No 8: *“Dosen saya telah menjelaskan kepada saya bagaimana masing-masing jenis penilaian akan digunakan. (Dalam menilai tugas saya)”*

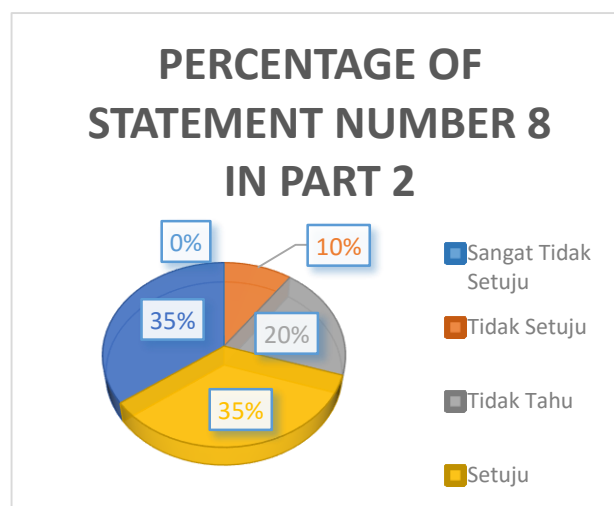


Chart 4.8 The Percentage of Statement No 8 in Part 2

Statement No 9: *“Saya tahu apa yang dibutuhkan untuk berhasil menyelesaikan tugas- tugas di ELTM 2 untuk mendapatkan penilaian yang diharapkan.”*

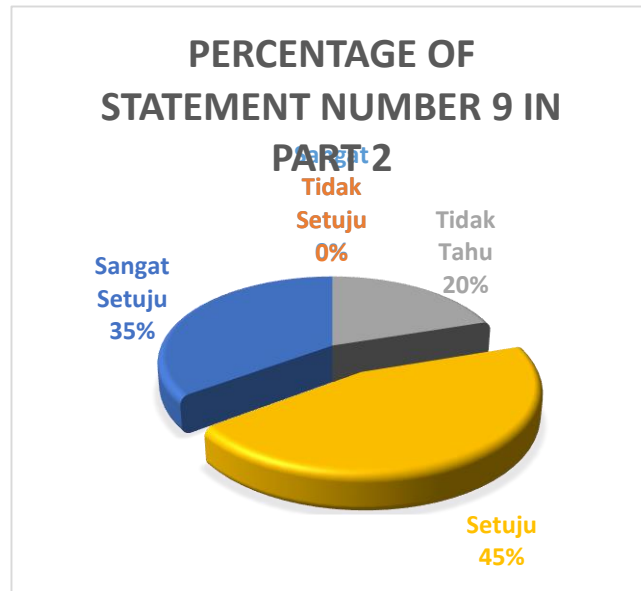


Chart 4.9 The Percentage of Statement No 9 in Part 2

Statement number 7, 8, and 9 are related each other. Statement number 7 stated that “saya mengetahui bagaimana system penilaian pada tugas tugas yang diberikan dimatakuliah ELTM2. 30% of respondents shows “do not know”. It means that they are doubt whether they know or not how assessment system on given assessment in ELTM 2 course. In the other hand, statement number 8, 35% of respondents agree that the lecturer explained to them how every kind of assessment will be used in assessing their learning. On statement number 9, it can be seen that 45% of respondents agree that they know what they need to do their assignment to get the expected assessment from their lecturer.

Statement No 10: *“Penilaian digunakan untuk menilai pembelajaran mahasiswa.”*

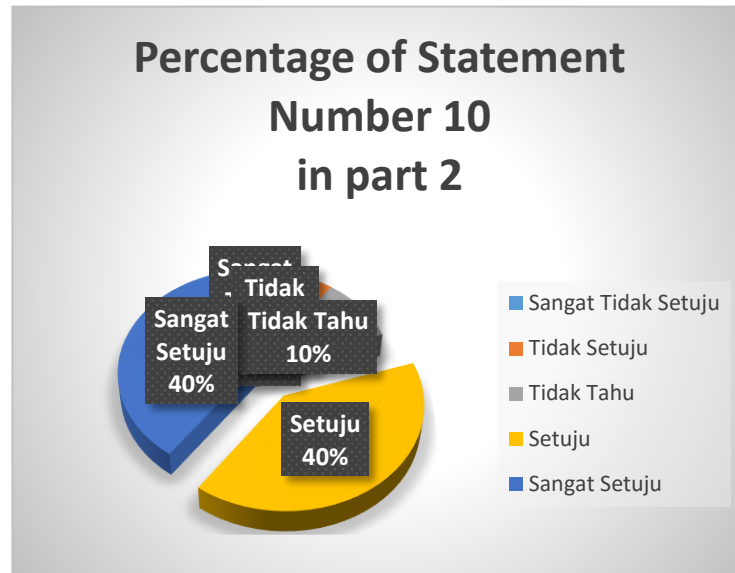


Chart 4.10 The Percentage of Statement No 10 in Part 2

Statement No 11: *“Saya merasa senang ketika dosen menilai kemampuan saya.”*

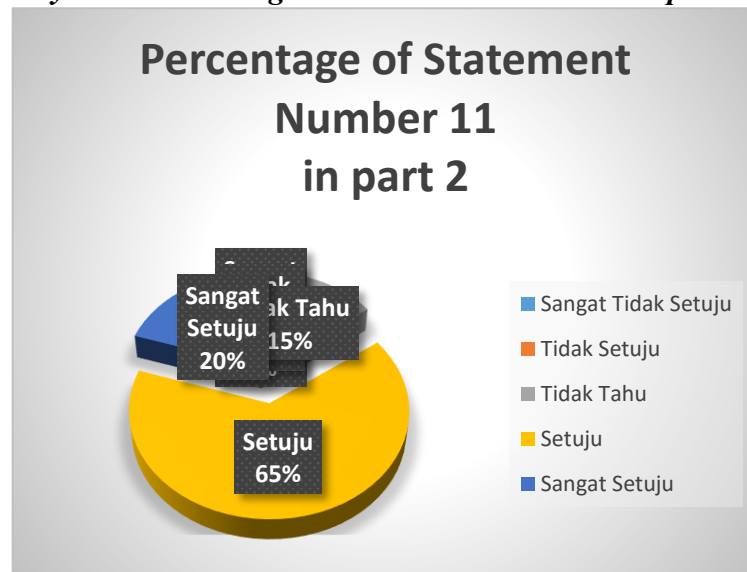


Chart 4.11 The Percentage of Statement No 11 in Part 2

Statement number 10 and 11 are related each other. Statement number 11, 40% of respondents stated that they agree that the assessment is used for students'

learning. They are happy of the assessment. It can be seen 65% of respondents agree that they are happy when the lecturer assessed them.

Statement No 12: *“Menurut saya penilaian pada tugas- tugas yang diberikan oleh dosen digunak untuk mengidentifikasi kekuatan dan kelemahan saya didalam mempelajari materi- materi yang ada di ELTM 2.”*

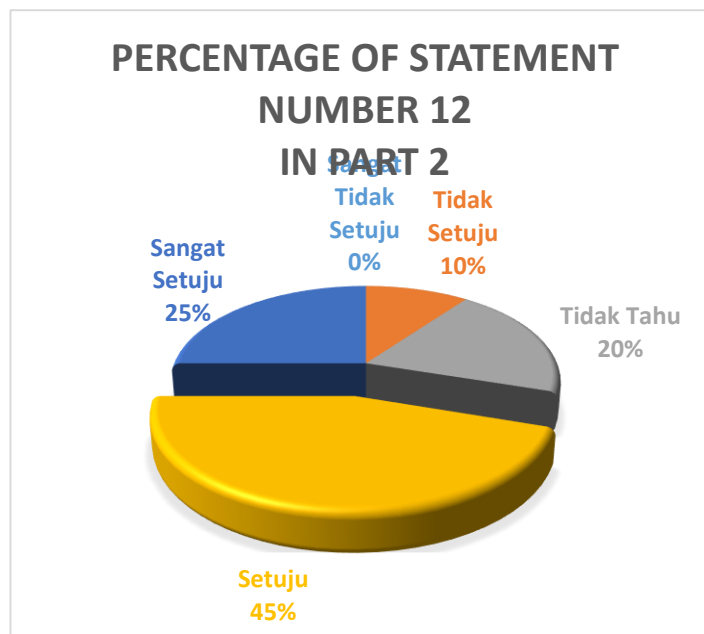


Chart 4.12 The Percentage of Statement No 12 in Part 2

Based on percentage above, 45% of respondents agree that given assessment by the lecturer is used to identify their strength and weakness in learning the materials in ELTM 2.

Statement No 13: “*Saya dimotivasi untuk melakukan penilaian saya sendiri.*”

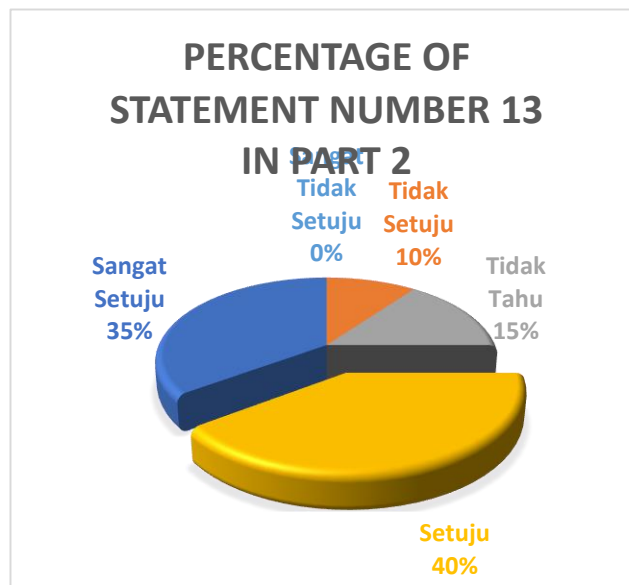


Chart 4.13 The Percentage of Statement No 13 in Part 2

Statement No 14: “*Saya dimotivasi untuk menilai pekerjaan mahasiswa lainnya.*”

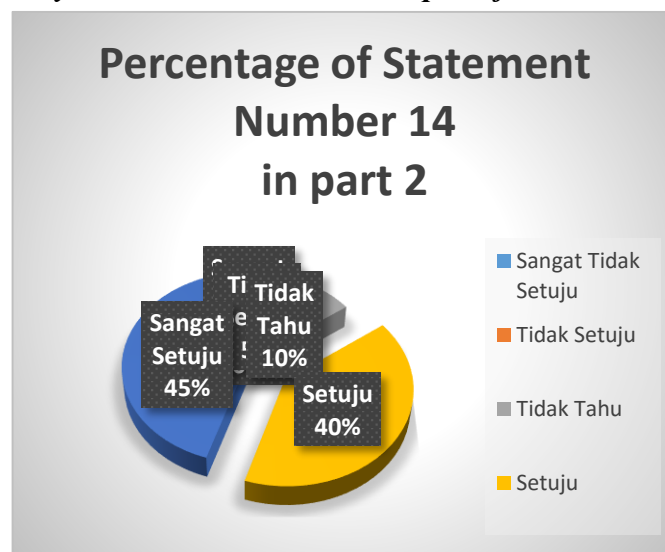


Chart 4.14 The Percentage of Statement No 14 in Part 2

Statement number 13 and 14 are related each other. They are about self-assessment and peer/ group assessment. Statement number 13, 40 % of respondents agree that they are motivated to do self- assessment. They are asked to assess how their learning in ELTM 2. Besides that, statement number 14 gives the same percentage,

40% of respondents agree that they are motivated to assess others learning by peer or in group.

Statement No 15: ***“Jumlah tugas yang diberikan oleh dosen kepada saya cukup untuk menilai kemampuan saya”***

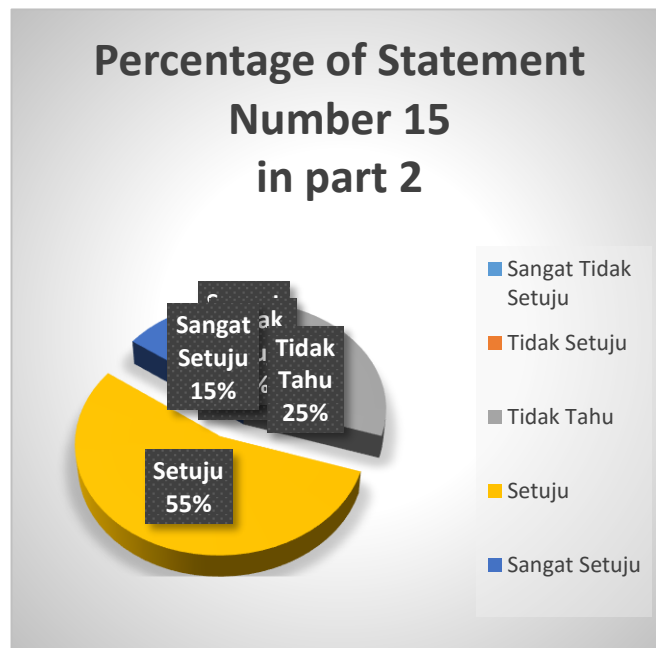


Chart 4.15 The Percentage of Statement No 15 in Part 2

Statement No 16: “ *Menurut saya tingkat tantangan didalam tugas yang diberikan kepada saya sudah tepat, tidak terlalu gampang dan tidak terlalu sulit.*”

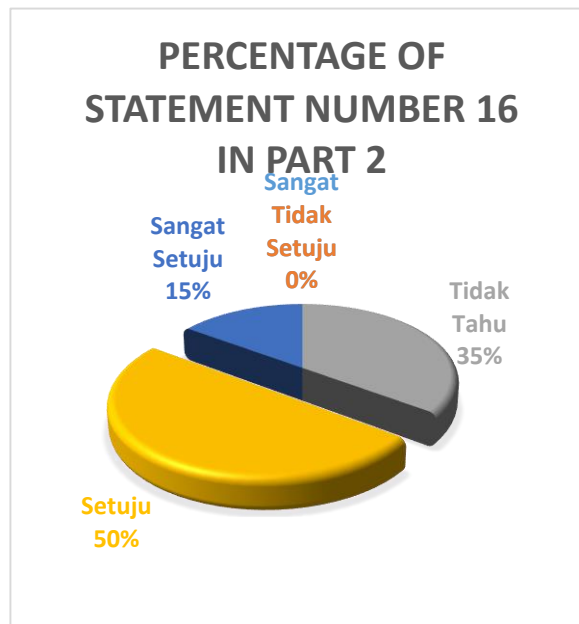


Chart 4.16 The Percentage of Statement No 16 in Part 2

Statement No 17: “*Jumlah tugas yang diberikan oleh dosen kepada saya terlalu banyak untuk menilai kemampuan saya.*”

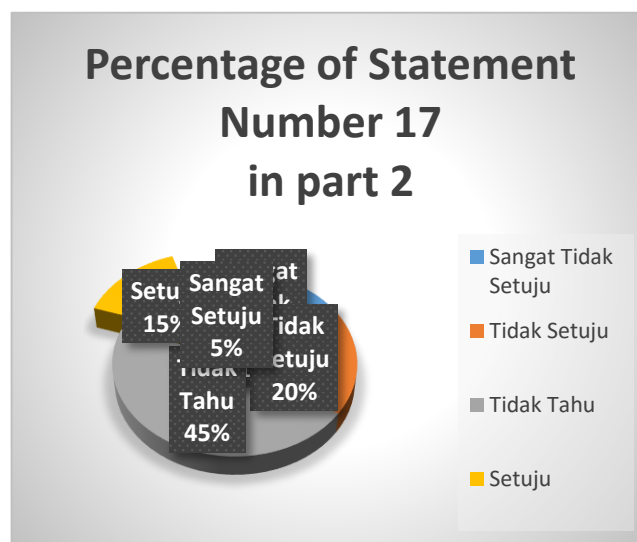


Chart 4.17 The Percentage of Statement No 17 in Part 2

Statement No 18: *“Saya berpendapat bahwa tingkat tantangan didalam tugas-tugas yang diberikan kepada saya tidak tepat karena terlalu gampang.”*

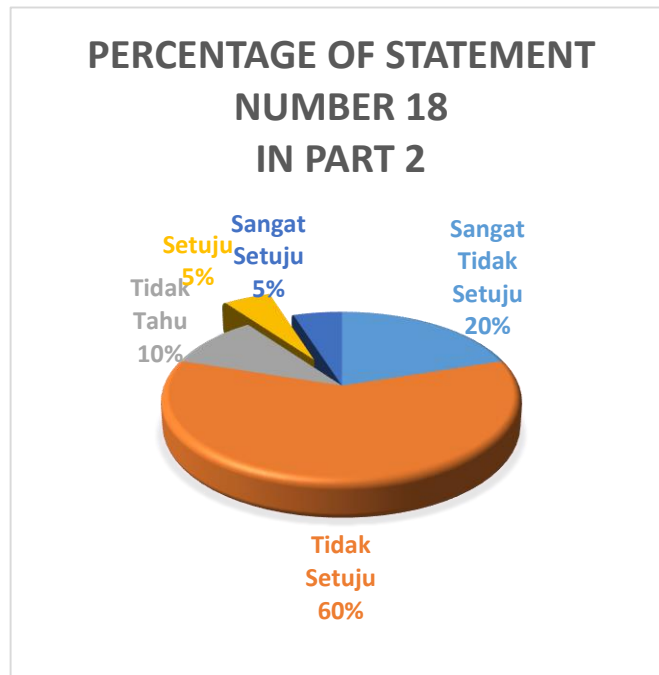


Chart 4.18 The Percentage of Statement No 18 in Part 2

Statement No 19: *“Menurut saya, tingkat tantangan didalam tugas- tugas yang diberikan kepada saya tidak tepat karena terlalu sulit.”*

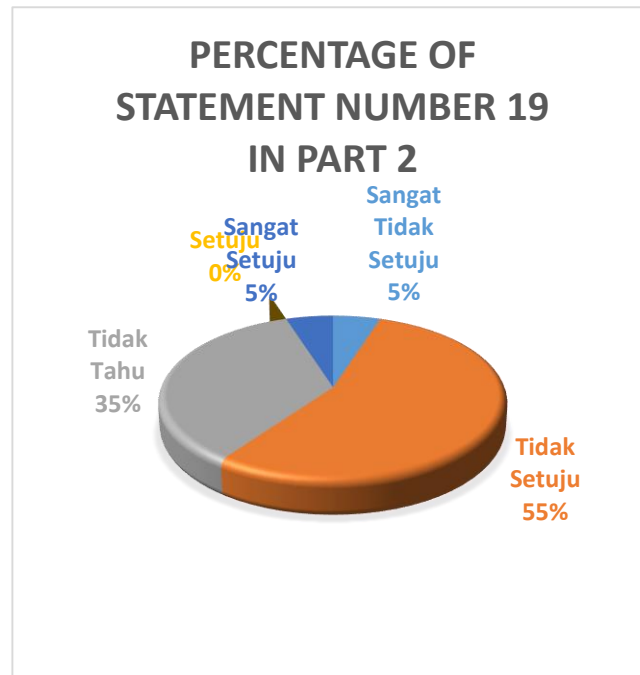


Chart 4.19 The Percentage of Statement No 19 in Part 2

Statement number 15, 16, 17, 18, and 19 are related to each other. They are about the quantity and the level of difficulty of given assessment. Statement number 15 stated that 55% of respondents agree that the quantity of given assessment is enough to assess their learning. On the other hand, based on percentage statement number 17, 45% of respondents do not know whether the given assignments are too many or not. It can conclude that the given assessment is enough for their learning. Statement number 16, based on the percentage, 50% of respondents agree that the level of difficulty of given assessment is appropriate which means that it is not too difficult or easy for them. It is supported by statement number 18 and 19. Percentage of statement number 18 showed that 60% of respondents do not agree that the given

assessment is not too easy for them and statement number 19, based on percentage 55% of respondents stated that it was not too difficult for them.

Through interview, when the researcher asked to them whether the assessments supported them or not in learning. 19 of respondents in group stated that the assessments supported their learning. It was supported, as the follow:

“Ya, karena langsung diberikan feedback dan kami bisa tahu dimana harus improve.

(Interviewee 3 in group 1)

“Iya, karena tugas yang diberikan sangat berkaitan dengan apa yang dipelajari dalam kelas.

(Interviewee 3 in group 3)

There is one respondents in group stated that the assessment was given do not support because it was too many and the respondent felt tortured because the given assessment. It was supported, as the follow:

“Engga karena itu terlalu menyiksa hiks”.(Interviewee 1 in group 1)

The researcher asked whether there is or not the given assessment do not support their learning. 19 of 20 students stated that there is not assessment which were given do not support their learning. It was supported, as the follows:

“Tidak ada, karena semua penilaian sangat mendukung karena dosen memberikan feedback langsung setelah performance micro teaching.”

(Interviewee 1 in group 2)

“Kalau menurut saya sih tidak ada. Penilaian dosen sudah sangat membantu mahasiswa untuk menjadi guru yang well- prepare. Agar mahasiswa dapat mendidik untuk *21st century learners*.”

(Interviewee 3 in group 3)

There is one respondents argued differently from the others. The respondents said that there is an assessment that do not support the learning. The respondents stated, “Iya, gue mempunyai pendapat yang berbeda, kadang dosen menilai berdasarkan siapa yang berani maju duluan, yang menurut gue itu gak mendukung.”

4.3 Discussions

What is student’s perception of the assessment tasks employed in ELTM-2 course in supporting their learning for successful achievement in the course?

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 two sub research questions as the Students’ perception of assessment practices in ELTM – 2 course. The sub questions are the assessment task are employed in ELTM- 2 course, their perception of whether the assessment support their learning or not.

As has been presented on findings, results in both questionnaire and interview show that respondents had positive perception of assessment practices in

ELTM-2 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.

4.3.1. Assessment Tasks

The answer of the first sub research question, “What assessment tasks are employed in ELTM-2 course? According to RPKPS, the assessment tasks are performance, portfolio, observation, and note taking. Based on questionnaire, 80% of respondents chose portfolio and presentation/ performance, but based on interview, all of respondents answered the assessment tasks are same with RPKPS, that the assessment tasks are performance, portfolio, observation, and note taking. The types of assessment tasks are formal, summative and formative, assessment of learning and assessment for learning. 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, 75% of respondents stated that assessment tasks were assessed during the learning (formative) and 65% of respondents stated assessment tasks were assessed at the end of learning (summative). For purpose of learning, 45% of respondents stated that the purpose is assessment of learning. Based on interview, 19 of respondents in group stated that all of assessment tasks were assessed formally, only one respondents stated that the assessment tasks were assessed by informal and formal.

For times of assessment, all of groups stated that assessment tasks were assessed during and at the end of learning.

4.3.2. The proportion of Assesment Support and Do not Support their learning

The answer of the second sub research question, “What proportion of students in the group perceive that assessment tasks employed in ELTM- 2 course support and 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 ELTM-2 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 ELTM 2. Although, there is one respondent stated that she felt tortured because the assessment tasks are too many. For about whether there is assessment type which was done by lecturer but do not support their learning, there is one respondent said,” Iya, gue mempunyai pendapat yang berbeda, kadang dosen menilai berdasarkan siapa yang berani maju duluan, yang menurut gue itu gak mendukung.”

Beside that, there are some things that do not support their learning, such as no transparency score, too many given feedback, and assessment tasks which are too complicated and made them sleepy. Overall, students perceive that assessment

tasks are employed in ELTM 2 course do support their learning and help them to reach the learning objectives in the course.