

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

The form of the tasks in the project appraisal model frequently mirrors the skills required in everyday life. When we talk about the impact of project assessment on students' writing skills, we are talking about the material for drafting invitation letters. The performance of teachers in teaching such things cannot be evaluated based on the paper and pencil test model, but rather by project assessment, because the assessment is conducted not only on the cognitive side but also on all other elements. The following are the steps of implementing the project assessments that have been carried out and that are not done by English teacher and analysis of students' writing skills.

##### a. The Steps of Implementing the Project Assessment by the English Teacher;

###### 1. Delivering tasks to students.

At the beginning of the lesson, the English teacher delivered material on invitation letters. Learning is done online through zoom meeting. The English teacher explains the material for the invitation letter, the explanation starts from the meaning, purpose, generic structure of the invitation letter, and an example of an invitation

letter. After the activity of delivering the material is complete, the teacher conveys the task of making an invitation letter in the form of a video that must be done by students. In the task they are going to do, the teacher tells them that the material is to make an invitation letter with a theme that is used freely.

2. Giving the same understanding to students about the tasks that must be done.

After the teacher explains the material and provides an example of making an invitation letter, the teacher explains how to work or manufacture in doing the project assignment. The explanation given by the English teacher was how to write or the generic structure of an invitation letter, and how to make an invitation letter project in the form of a video. In making project assignments, the English teacher explained that the application used in making the project was PowerPoint. After writing an invitation letter with the correct generic structure, students edit it into a video with an application, namely PowerPoint. After the students finished working on the project assignments, the English teacher said that the project assignments were sent via e-learning.

3. Conducting assessments during project planning, implementation and reporting.

At this stage, the English teacher applies these stages by conducting assessments during planning, implementation and reporting. At the planning stage, the English teacher assesses this aspect by assessing the students' planning against the theme they choose in making the invitation letter. At the implementation stage, the aspects that are assessed are student activities in carrying out project assignments they are working on. And on the reporting aspect, the aspects that are assessed are the students' accuracy in collecting assignments and assessing the results of project assignments.

4. Monitor student project work and provide feedback at each stage of project work.

In this process the English teacher always reminds students to immediately work on project assignments. The English teacher monitors student activities in doing and collecting assignments. When students have not done the task, the teacher reminds students to do it immediately, so that the English teacher can see the progress of students in the stages of project work.

5. Comparing students performance with assessment rubrics.

After students finish making project assignments, the English teacher assesses students' assignments by comparing them to the assessment rubric. The scoring rubric used is the analytic rubric. The analytic rubric is a guide to assessing based on several specified criteria. By using this rubric, it is possible to analyze the weaknesses and strengths of a student on which criteria.

6. Recording assessment results.

After the process of comparing student performance with the assessment rubric, the final result is to record the results of student assessments. The English teacher gives students grades through e-learning with several assessment criteria. Starting from the collection, implementation, and reporting. An important point in providing an assessment is the process of collecting project assignments. During the online learning period, many students were late in collecting assignments. Thus, the process of collecting assignments is the most important point in providing assessment results that are sufficient to help students get good points.

7. Provide feedback on reports compiled by students.

When the process of collecting assignments and assessment results is complete, the teacher provides feedback to students. Either the student is late in submitting the assignment or has not submitted

the assignment from the beginning of the process of collecting the assignment. The English teacher informs students who have not worked on collecting them immediately. If it's too late to collect it will be remedial.

**b. The Steps of Implementing Project Assessment that are not Done by The English Teacher;**

1. Delivering the assessment rubric before the implementation of the assessment to students.

At this stage the English teacher has not carried out the delivery process to students regarding the assessment rubric. When applying the project assessment, the English teacher only explained the material and assignments to be done, but after the process of explaining the project materials and assignments the teacher did not inform the students about the assessment rubric in the project assignment. So that students do not know the assessment criteria in the project assignments they are working on.

2. Providing understanding to students about the assessment criteria.

At this stage the English teacher has not yet applied an understanding of the assessment criteria to students. The English teacher should inform students about the assessment criteria for the project assignments they are working on. so that students can make

project assignments according to the assessment criteria made by the English teacher.

**c. Analysis of Student Writing Skills at Eleventh Grade of Man 3 Tangerang**

Based on the pre-action by giving students the task of writing an invitation letter in the form of a given video. After conducting an assessment at the pre-action stage, it turned out that the students' ability in writing invitation letters was very good. This can be seen from the students' work in correctly identifying parts of the invitation letter or generic of structure. Another factor in supporting students is the creativity of students in using applications to edit their writings into video form. Some kinds of student edits are very interesting, so they can captivate readers. Supporting factors for students to understand the writing of invitation letters are the English teacher explaining and giving examples of generic structure correctly. Even though there were some students in the video, the generic structure did not appear, but in writing the students wrote correctly. So that students in the process of writing an invitation letter can understand and understand how to work on the project assignment. It can be concluded that the results of the ability to write invitation letters in the learning process are very good or quite satisfactory.

## **B. Discussion**

### **1. The teacher implemented project assessment of students' writing skills at the eleven grade of Man 3 Tangerang.**

Based on the results, the use of techniques and instruments in project assessment was used to assess students' writing skills during learning activities. This is part of the 2013 curriculum focus. Therefore, it supports student integrity for the development of student quality in the learning process. The following are the techniques and instruments used by teachers to assess students' writing based on the 2013 curriculum.

Based on the research results, the assessment of skills aspects consists of project assessment. Project assignments are learning tasks that include activities to design, implement, and report in writing or orally within a certain time. Project assignments are ideally given at the end of the learning chapter. Based on interviews and observations, the head of the curriculum said that he had implemented project assessment well during the online learning activities. Judging from the results of student interviews (see appendix 91) they have done project assignments. Based on the results of interviews and observations, the English teacher has followed the steps of implementing project assessment during online learning. Starting from planning and implementing project appraisal. It can be concluded that the English teacher has carried out project assessments during the learning process.

This means that the teacher understands how to adapt this assessment based on the steps listed in the 2013 curriculum. On the other hand, the teacher's application in points (a), (b) is still limited (see appendix 66). This is due to the large number of students in each class. Based on observations, the number of students in class XI MAN 3 Tangerang is thirty-two students. The teacher does not apply good feedback because there are many students. And during the online learning period, students experienced several obstacles such as internet quotas and poor signals, so there were several obstacles for both teachers and students. So the teacher does not apply these points. And for students there are some students who do not submit project assignments. Thus, this situation becomes a challenge for teachers to conduct project assessments.

## **2. Instruments used on the project assessment for students writing skills.**

The instrument used by the English teacher in assessing project assessment was an assessment rubric. The assessment rubric contains criteria related to the steps taken when working on an activity. The steps are sequential, complete, clear, easy to observe, and measurable. The Rubik's score consists of several parts that are adjusted to the performance characteristics. The first format consists of three parts, namely aspects, criteria, and scores. The Rubik's Criteria can measure the ability of the target to be measured (valid), according to indicators,



have indicators that show measurable abilities, can map student abilities, and assess important aspects of student projects.

In addition, the information obtained from the rubric can be used for the summative function, namely assessing the achievement of learning competencies. For formative assessment, aspects/criteria in the rubric focus on generating information that is used as feedback for learning improvement. Thus the assessment rubric provides information to students about the aspects to be assessed and the weights on these aspects or groups. types of assessment rubrics used by English teachers in project assessment instruments, namely Rubric analytical. The analytic Rubik is a guideline for judging based on several specified criteria. By using this Rubik can be analyzed the weaknesses or strengths of students.