

## CHAPTER IV

### FINDING AND DISCUSSION

#### **A. Findings**

##### **1. The Data of Interview**

Based on the interview of the English teacher, the writer found the result about the application of formative assessment on students' writing skill that can be described as follows:

##### **a. The Obstacles of Formative Assessment**

According to the English teacher, online learning is only a concept, as a technical tool, not as a way of thinking and as a learning paradigm. The teachers, students, and parents are forced to be technology literate and have to prepare technological devices, such as laptop, hand-phone, and so forth. Although there are many obstacles, learning process must still be carried out.

In addition, the teacher must also update the lesson plan and adapt it to the needs of online learning. In particular, the changes of descriptive text material lesson plan were the less time allocation, the various learning media, and the simpler learning activities.

In formative assessment, the teacher collects information that helps to provide feedback and follow up on the learning process. In addition,

formative assessment also helps the students to improve their way of learning by redefining learning strategies that appropriate to their needs.

In conducting formative assessment, the teacher encountered some obstacles. It may have an effect on students' learning outcomes. According to the teacher, the obstacles of formative assessment on students' writing skill include of the students generally have limited vocabulary, grammar understanding, spelling suitability, and other language elements, the students have low motivation in learning English writing, the students did not want to be active during the learning activity, and there was no feedback from the students. These obstacles must be observed, so that it can be improved in the future.

#### **b. The Weaknesses of the Type of Formative Assessment**

The main function of formative assessment is to provide feedback that can be used to improve students learning experience. It is not only determines the students' score, but also identifies the part that may need improvement and highlight their strengths during the learning process.

In assessing students' skill on writing descriptive text, the teacher was chosen performance as the type of skill assessment. According to the teacher, the assessment was appropriate for assessing the achievement of competencies that require students to perform certain task. In addition, descriptive text is a text that contains the description of a certain object, so that the usual activity is to produce a text.

However, any types of assessment were chosen, it certainly has their own weaknesses and strengths. In this case, the weaknesses of performance as the formative assessment of students' writing skill were the students' final score depends on their work, the teacher felt difficult to correct the students' work one by one, the assessment of performance was very demanding of time and effort, and the considerations in scoring were more subjective.

### **c. The Strengths of the Type of Formative Assessment**

In several aspects, formative assessment is one of the most profitable assessment strategies. It focuses on what must be learned, not what students should have mastered. Therefore, the students have enough time to improve and obtain the necessary information and skills during the learning process.

Although there are many types of assessment available, not all types can be suitable for assessing skill. In practice, performance is commonly used type in skill assessment. This type may have its own strengths, either for the teacher or students. It was in accordance with the teacher's opinion that the strengths of performance as formative assessment on students' writing skill were to provide the opportunities for students to compete with themselves rather than with others, the students got a real understanding of what they know and what they do, and to make the

students competent in problem solving because they were able to think logically and can communicate their ideas clearly.

**d. Indicator, Aspect, and Score Provision of Formative Assessment**

There are several factors that should be considered in designing a formative assessment, especially the learning objectives of the material. Besides, the teacher should think about how the assessment and feedback can facilitate the students to take advantages of formative assessment in further learning. On the other hand, indicators, aspects, and score provisions also need to be considered. These must be adjusted to the learning objectives to be aligned.

In general, the teacher said that the indicators in descriptive text material were the students can determine the social function of descriptive text, the students can analyze the structure of descriptive text, the students can find out the linguistic elements in descriptive text, and the students can make a simple resume of descriptive text. However, the specific indicator that refers to students' skill was the students can make a simple descriptive text, related to tourist spot or famous historical building.

In addition, there were seven aspects of assessment on descriptive text writing skill, such as the originality of writing, the suitability content to the title, the coherence of text, the selection of vocabulary, the grammar, the spelling of vocabulary, and the neatness of writing. Every aspect has

five assessment criteria. Each assessment criteria has a different quantity of scores which start from one point to five points.

The students' writing descriptive text that has been completed was then the responsibility and the obligation of the teacher to correct the students' assignment. The teacher did the correction manually. In determining the students' score, the teacher must refer to the assessment format that attached to the lesson plan. It was related to the seven aspects and the five criteria above.

Before determining the students' final score, the teacher must know two things, such as the students' total score for each aspect of writing assessment and the maximum score for all aspects of the assessment. The students' total score was obtained by calculating how many scores were obtained in each aspect. Meanwhile, to know the maximum score, the teacher multiplied the number of aspects by the number of criteria. In this case, there were seven aspects and five criteria, so that the maximum score was 35. The students' final score were generated from the number of students' score obtained divided by the maximum score and then multiplied by 100, so that the results were on a scale of 10 – 100.

Figure 4.1

**The Formula for Calculating the Student's Final Score of  
Descriptive Text**

$$\frac{\textit{The Student's Total Score}}{\textit{The Maximum Score}} \times 100$$

## 2. The Data of Documentation

In order to find out the teacher's assessment on students' writing, it was required data in the form of supporting documents. The documents must be related to the subject matter which was the limitation of research, specifically descriptive text material. There were several types of documents that have been collected by the writer as the one of sources of data, such as the teacher's lesson plan of descriptive text material, the students' assignment of descriptive text material, and the students' score of descriptive text material.

### a. The Data of Teacher's Lesson Plan

Based on the teacher's lesson plan, descriptive text material divided into five meetings. It was found that the teacher used several types of formative assessment on descriptive text material learning process. In general, the teacher made three types of assessments, include of the knowledge assessment, skill assessment, and attitude assessment.

### 1) **The Knowledge Assessment**

The knowledge assessment is the process of collecting information to know the process and results of achieving students' competence on a subject matter of learning. In this case, the teacher divided the knowledge assessment into selected-response and constructed response.

The selected-response was in the form of multiple-choice. The assessment on multiple-choice was done by answering and discussing the questions together. The teacher was made five-teen multiple-choice questions. These questions were given to students at the third meeting. In the multiple-choice, there were some of descriptive texts about tourist spots and famous historical buildings. The teacher asked some students to read the texts. Meanwhile, the other students were asked to answer the multiple-choice questions. These answers were then discussed together, so that the students can understand the contents of the multiple-choice questions well.

The teacher was chosen multiple-choice because it was quite appropriate to measure the students' knowledge about descriptive text material. In addition, the multiple-choice questions can cover most of descriptive text material. On the other hand, the students' answers can be corrected easily and quickly.

In the knowledge assessment, the type of constructed-response was oral questionings. The oral questionings were conducted at the end of the meetings as a closing of the learning activities. Before the meeting ends, the teacher always asked the students randomly and briefly some questions that related to what has been learned, surely about descriptive text. Based on the oral questionings, the teacher can also find out whether the students being asked have understood the material enough or not.

## **2) The Skill Assessment**

The objective of skill assessment is to measure the ability of students to apply the knowledge in carrying out certain tasks in various contexts according to the indicators of competency achievement. In this section, the teacher was chosen constructed-response in the form of performance. The students were asked to produce a descriptive text about a tourist spot or a famous historical building in Banten.

The performance assessment was chosen by the teacher to assess the students' writing skill because there were several basic balances, such as the factors of using performance assessment, the impacts of performance assessment on students, and the relation between performance assessment and learning outcomes.



### **a) The Factors of Using Performance Assessment**

In using performance assessment, there were several factors listed below:

- (1) The performance assessment is important to do by the teacher because it also expose the students' ability to perform their knowledge and skill in the daily life context that activate their higher-order thinking skills..
- (2) The teacher feels that the students' engagement in the classroom is getting improve.
- (3) The teacher could identify the students' real competence. Performance assessment can reduce students to do cheating.
- (4) For the teacher, the way of teaching is also affected. So that, the teacher can improves the quality of teaching.

### **b) The Impacts of Performance Assessment on Students**

There are the impacts of performance assessment on students, such as:

- (1) The students are getting more enthusiastic in learning English.
- (2) The students could decrease of their boring activities.
- (3) The students be able to improve their English performance.

### **c) The Relations between Performance Assessment and Learning Outcomes**

There are relation between the performance assessment and the learning outcomes, such as:

- (1) Performance assessment is considered as one of the effective alternative and authentic assessment for evaluating students' English competence.
- (2) Performance assessment form offers positive washback both on teacher and student.

In the lesson plan, the teacher also made a writing skill assessment format consisting of the aspects assessed, the assessment criteria, and the score provisions. Based on the assessment format, there were seven aspects assessed on students' writing skill include of the originality of writing, the suitability content to the title, the coherence of text, the selection of vocabulary, the grammar, the spelling of vocabulary, and the neatness of writing. Meanwhile, the assessment criteria consist of very good, good, good enough, less good, and not good. The details of the score of each criterion were divided such as five points for very good criteria, four points for good criteria, three points for good enough criteria, two points for less good criteria, and one point for not good criteria.

### **3) The Attitude Assessment**

It is an activity to find out how the character or behavior of students in the classroom, socially and spiritually. Based on the lesson plan, the teacher evaluated the students' attitudes by using observation. It was focused when discussion were taking place on learning activities for descriptive text material.

The teacher observation is not only to determine the character of students, but also to determine what the important steps that teacher should take in order to be able to build good character and attitude in learning. All actions or behavior, changes, and the development of student attitudes are recorded by the teacher in a journal. Good behavior and bad behavior carried out by students must be recorded carefully, including the process of changing student behavior, for example changing attitudes from good to very good or to less good

In the lesson plan, the writer found that there was an attitude assessment format that contains aspects of the behavior being assessed, total scores, attitude scores, and score codes. There were four aspects of the behavior being assessed including cooperative, honesty, responsibility, and discipline. Each of these aspects has four assessment criteria that have different score quantity. These four criteria were very good criteria with a score of 100, good criteria with

a score of 75, sufficient criteria with a score of 50, and poor criteria with a score of 25.

The teacher observed the students behavior and recorded in the student assessment journal format. The first step to calculate students' attitude score was to determine the total score of each aspect of the behavior being assessed, then the teacher write down the total score in the column provided. The second step was to calculate the attitude score by dividing the total score by the number of attitude assessed, which were four attitudes assessed. The third step was to adjust the score to the score provisions.

According to the lesson plan, it can be concluded that formative assessment on descriptive text material was divided into three types of assessment (knowledge assessment, skill assessment, and attitude assessment). All the three assessments have different but interrelated goals. The three assessments will eventually be evaluated for further teaching and learning activities.

#### **b. The Data of Students' Assignment**

The assignment was given in the fifth meeting as the last meeting of descriptive text material. It was in the form of students' descriptive text writing. The teacher asked the students' to make a descriptive text. The students made descriptive text based on predetermined topic. The topic was about a tourist spot and a famous historical building in Banten. In this

assignment, the city of Cilegon was determined as the topic for writing an essay.

Based on several data of students' writing, the students made one to four paragraphs in a descriptive text assignment. If it adjusted to the originality of writing aspects, the students seem to get the information from internet sources to make a descriptive text about Cilegon. It has been found that there were some similar sentences in the writings of several students in different classes.

### **c. The Data of Students' Score**

The third document was students' score of descriptive text material. There were four classes that handled by the teacher. The students' score were obtained from students' assignment in the form of making a descriptive text about the city of Cilegon. The teacher corrected the students' writing by using an existing assessment format guide.

In terms of students' score data for the four classes, it was determined that students' score have a range from the lowest score of 69 points and the highest score of 86 points. The English subject has the minimum completeness criteria of 70 points. The conclusion from the four classes was the most of students have been able to achieve the minimum completeness criteria in the assessment of descriptive text writing skill. Nevertheless, it is still being evaluated so that all the students can reach and even exceed the minimum completeness criteria.

## **B. Discussions**

### **1. The Type of Assessment on Students' Writing Skill**

In this section, the writer obtained data through interview and a series of documents mentioned before. In a broad scope, there were three kinds of formative assessment carried out by the teacher; knowledge assessment, skill assessment, and attitude assessment. However, the specific assessment of students' writing skill is constructed-response in the form of performance assessment.

Constructed-response is more focused on how the students applied information of material. However, the constructed-response must be limited, so that the answer is not too broad and meaningful according to its purpose. Constructed-response was chosen as the students' writing skill assessment.

The type of constructed-response was performance. It was in accordance with McMillan statement that performance assessments are clearly the preferred method to determine systematically whether a student has mastered a skill. The best way to assess student products is to have students complete one through a performance assessment.<sup>73</sup> In descriptive text material, the teacher was more focused on students' writing skill. There were several aspects of skill assessment that were highlighted in writing skill. The students were expected to be able to produce a simple descriptive text as a skill assessment.

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<sup>73</sup> McMillan, *Classroom Assessment*, 78.

At the fifth meeting, the teacher asked students to make a descriptive text related to the topic. However, the teacher did not provide clear provisions on how many paragraphs that students should make. The aim was to explore the extent of students' skill in making descriptive text. The students were given a few days to make a descriptive text. Furthermore, the students must also submit their assignment through Google Classroom.

After the assignment was submitted, the teacher checked and scored. It agrees with McMillan that the teacher need to have a good understanding of the assessment type selected. This includes knowledge of how to score and properly interpret student responses.<sup>74</sup> These activities were carried out one by one carefully. The teacher checked and scored students' descriptive text based on the existing of writing skill assessment format. Based on the format, there were seven aspects of the assessment that became important points before determining the students' score.

The teacher made a note of the scores obtained by the students based on the existing criteria. Furthermore, the teacher calculated the total score of each student. The score was listed in the personal comment column on each student assignment submitted in the Google Classroom. The teacher also listed the score into the grade book as a report to the school.

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<sup>74</sup> McMillan, *Classroom Assessment*, 102.

## **2. The Application of the Type of Assessment on Students' Writing Skill**

In descriptive text material lesson plan, there were five meetings. Specifically for skill assessment, the teacher only did it at the last meeting. In explaining the application of the formative assessment to the students' writing skill, then the writer tends to make several points as follows:

### **a. The Obstacles of Formative Assessment**

In formative assessment, the first obstacle on students' writing skill was the students generally lie in limited vocabulary, grammar understanding, spelling suitability, and other language elements. These problems greatly affected the students' writing assignment. In essence, writing is an activity of organizing thoughts or ideas by using a series of logical and integrated sentences in written language. Writing skill include various abilities, such as the ability to use language elements. If the students have the low abilities, it will be very difficult for the students to produce their writing. In addition, the teacher will also find it difficult to carry out the formative assessment in the form of assessing students' writing skill.

The second obstacle was the students have low motivation in learning English writing. Most of the students did not have the motivation in learning English, especially in writing. For the majority of students, learning English was maybe just a requirement that must be completed. The students may assumed that in learning process they only need to



submit the assignments without thinking about the score, the value and the benefits of the learning material. This obstacle was also a fairly difficult for teacher to overcome.

On the other hand, the students did not want to be active during the learning activity. In order for learning activities to be successful, the students must be actively involved in the learning process. In English class, the students should not just wait for the teacher to present the learning material and expect the teacher to magically transmit her knowledge and skills. The passivity of students in classroom resulted in no feedback from the students to the teacher. Even though feedback was needed by the teacher to find out what things need to be improved in further learn. In the less of students' activity and feedback, the teacher encountered the obstacles in formative assessment activities.

#### **b. The Weaknesses of the Type of Formative Assessment**

The first weakness of performance as the formative assessment of students' writing skill was the students' final score depends on their work. In performance assessment, the students were expected to be able to show their skill, either to produce or act something. In this case, the students were asked to make a descriptive text. Although there have been several learning meetings, the students' final score were obtained from their own written works. In order to get the final score of writing skill, the students

only need to optimize their skill to produce a descriptive text based on the instruction of the teacher.

In addition, the teacher felt difficult to correct the students' work one by one. Correcting the students' work is a series of teacher activities after giving the assignment to the students. In conducting the performance assessment, the teacher was very focused on the correcting students' assignment section. The section of correcting students' assignment must be done carefully so that there were no mistakes. Students' writing that had been submitted must be read one by one and then given a score.

Related to the previous paragraph, which requires the teacher to be able to correct slowly, the assessment of performance was very demanding of time and effort. Before being able to determine the students' final score of descriptive text, the teacher really has to finish reading each student's assignment. Definitely, the teacher tried to maintain focus and manage time so well that the assessment activity runs effectively.

The other weakness of performance assessment on students' writing skill was the considerations in scoring are more subjective. Performance assessment is a more subjective assessment. It is more to the situation where a person thinks relatively, the result of guessing, and based on people's feeling or tastes. The result of students' writing descriptive text cannot be clearly said to be true or false. The teacher can only give a score according to the suitable criteria.

### **c. The Strengths of the Type of Formative Assessment**

The first strength of performance as formative assessment on students' writing skill was to provide the opportunities for students to compete with themselves rather than with others. The performance assessment will encourage students to be able to give the best results. With this type of assessment, the teacher actually opens up opportunities for students to explore what they have learned in their written. This is quite effective to determine the achievement of competency indicators. In addition, teacher and students can equally evaluate the level of success of teaching and learning activities.

By using performance as a formative assessment on students' writing skill, the students get a real understanding of what they know and what they do. Before being given the task of making descriptive text, the teacher had helped the students to gain knowledge related to descriptive text. Performance makes learning more relevant to students' life and the real world. It will help teacher focus on educational outcomes that are really important rather than isolated on scanty information.

The other strength of performance assessment was to make the students competent in problem solving because they are able to think logically and can communicate their ideas clearly. According to the teacher's instruction to make a descriptive text, the students can use their

creative ideas to be able to write. The students will acknowledge that they have received teaching and that education is provided for their lives.

**d. Indicator, Aspect, and Score Provision of Formative Assessment**

In the lesson plan, the teacher attached a format for assessing students' writing skill of descriptive text. The format was needed to make it easier for teacher to score students' writing. The students' score obtained then inputted to the grade book. Based on the format, there were indicator, aspect and score provision of writing skill assessment.

Refer to the lesson plan, the teacher made the limit of the indicator of competency achievement. It is a formulation of abilities that must be carried out or displayed by the students to show the achievement of basic competencies. In descriptive text material, the indicator of competency achievement on writing skill was the students can make a simple descriptive text, related to tourist spot or famous historical building.

In particular, aspects of the assessment of writing skill were also mentioned in the lesson plan. It is needed as a consideration regarding what things need to be assessed on students' writing. The seven aspects include of the originality of writing, the suitability content to the title, the coherence of text, the selection of vocabulary, the grammar, the spelling of vocabulary, and the neatness of writing.

Each of these aspects has five criteria of assessment. The five assessment criteria have different score quantities. These criteria consist of

very good, good, good enough, less good, and not good. The details of the score of each criterion were divided such as five points for very good criteria, four points for good criteria, three points for good enough criteria, two points for less good criteria, and one point for not good criteria.

The seven aspects and the five criteria will ultimately determine the students' score. There were several steps that can be taken to determine students' score as follows:

- 1) The first step was to calculate the number of students' total score which obtained from the quantity scores of each aspect.
- 2) The second step was to divide the students' total score by the maximum score. The maximum score was multiplication of the number of aspects and the number of criteria, so the maximum score is 35.
- 3) The third step was to multiply the result of division the students' total score and the maximum score by 100. So that, the result of all these calculations is the students' final score of writing descriptive text.