

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the research. The finding is the information found from the field, while the discussion is the process of making a decision or a conclusion. In this data presentation, the writer presented and described the result of the field-research which has been done in the fifth grade students SD Tahfidzul Quran Terpadu An-Najah academic year 2018/2019. The data were collected from the result observation and interview. It related to the teacher's techniques in assessing young learners in English classroom.

After the writer investigated the teacher's techniques in assessing young learners in English classroom, finally the writer got some data. So, the writer present the findings of the study that are divided into three findings. Assessment techniques used by English teacher in Elementary school, teacher's reason in choosing the techniques, and teacher's problems in applying the techniques while teaching.

After that the writer got and present the discussion of this study. Discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the writer finds three sub divisions, these are; assessment techniques used by English teacher in Elementary school, teacher's reason in choosing the techniques and teacher's problems in applying the techniques while teaching.

A. Assessment techniques used by English teacher in Elementary school

a. Classroom Test

Classroom test is one teacher's techniques for assessing young learners. Based on observation and interview with the English teacher the writer found that there some classroom test that used for assessing young learners in English classroom. There are vocabulary matching, observe the pictures and complete the dialogues, true or false, arrange a sentence, picture matching, multiple choice and fill in the blanks. Here are the explanation of the classroom test:

1) Vocabulary matching

First classroom test that is used by the teacher is vocabulary matching. The writer found a classroom technique that teacher's use in assessing young learners used vocabulary matching under the topics about family and describing people and object. The teacher cammond the student to match the vocabulary, Indonesia into English and match the word that is on the right with the opponent word. For example :

a) Family

1. Kakek	Sister
2. Nenek	Grandfather
3. Ayah	Brother
4. Ibu	Niece
5. saudara laki-laki	Aunt
6. saudara perempuan	Mother

7. paman	Father
8. bibi	Nephew
9. keponakan laki-laki	Grandmother
10. keponakan perempuan	Uncle

b) Describing people and object

Fat	Old
Young	Tall
Dangerous	Thin
Short	Safe
Beautiful	Curly hair
Oval face	Small
Straight hair	Handsome
Big	Around face
	Cheap

By using vocabulary matching technique, the teacher assessed comprehension in observing the names of family members and describing people and object in English and with this type of question, students must pair the word in the first column with the word in the second column. The matched section can be a word with a word, a word with its definition, a part of a sentence, a word with a picture, etc. Although the test is easy to assess, students can answer the

question without knowing the meaning of the word, if the student has answered almost any question, then the student can guess the answer of the remaining word. To avoid this, the teacher should have more word choices than needed.

Another teacher steps to apply the vocabulary matching: 1) the teacher prepares several cards that contain some concepts or topics that may be appropriate for the review session, 2) each student gets a card (3) each student looking for a partner who has a card that matches the card, for example: the card holder bearing the name family and describing people and object in Indonesian will be paired with the name of family and describing people and object in English, 4) the students can also join 2 or 3 other students holding the matching cards. Based on the above opinion, it can be explained that the method of learning vocabulary matching is an active and fun learning method that involves students to find a partner while learning a concept using the card media, where the card consists of problem cards and answer cards. Matching exercises are often used to test for vocabulary.

Vocabulary matching is one of techniques that teacher used to assessing students in classroom test. According to Cameron (2001, p. 23) studying vocabulary is not just learning words but also learning about these words either in a word or in the form of a phrase. The most basic wording role in language acquisition is the use of nouns to name objects. The words relating to this naming are obtained through ostensive definition, through visions or touches of objects that they name.

Using this vocabulary matching technique, teacher hope this technique can serve to help learners in remembering vocabulary, because students' memories of objects and images are very reliable and visual techniques can act as a signal to remember words. Furthermore, a good vocabulary range increasing reading comprehension, ability in technical subjects and written ability.

2) Observe the pictures and complete the dialogues

This technique also used in topics family and describing people and object, after observed the vocabulary the students observed the pictures and complete the dialogue to assess students' skills in the writing and placement of good and correct vocabulary according to the pictures. The teacher commond the students to observed the pictures and complete the dialogues.

Example of exercise observe the pictures and complete the dialogue on the topic Family: there is a picture that is written in Indonesian language (kakak laki-laki) and the dialogue is A: Who is the boy? B: He is my.....(brother). Another exercise on the topic describing people and object is: there is a picture that is written in Indonesian language (Mrs. Arina – gemuk) and the dialogue is: A: Who is the woman? B: She is(Mrs. Arina) A: How is she? B: She is(fat). Students are directed to fill the dots with English accordance with the picture.

The teacher use this technique to determine the ability of students to describe people and objects with the media images, and train their writing skills by completing the dialogue according to the topic they are learning.

By used this test the teacher also want to teach their students about grammar used completed the dialogue based on the pictures.

3) Fill in the blanks

The writer found this classroom test technique used in class observation on the topic describing people and object. By using this technique the teacher can know the student's ability in mastery of adjective with one syllable and adjectives with two or more syllables. Before starting to do the task, the teacher must ensure that the student's have fully understood the topic learned and remember the learned vocabulary. Example of the fill in the blanks task are: short-shorter-shortest, big-bigger-biggest, old-older-oldest, handsome-more handsome-most handsome, diligent-more diligent-most diligent, beautiful-more beautiful-most beautiful.

Example of exercise fill in the blanks: there's a pictures with the weight ratio of Arman, Linda, and Chandra. Arman's weight is 40 kg, Linda's is 52 kg, Chandra's is 55 kg. The question that the student should answer is: Arman is fat, Linda is (fatter) than Arman, Chandra is the (fattest)

Fill in the blank often found in assessment of grammar and vocabulary, the teacher found Some of the advantages to fill-in-the-blank include: high reliability, easier to write, and limits guessing. Although they may have advantages, there are a number of problems with fill-in the blank questions. Some of the disadvantages with these kind of questions are that they are harder to score, numerous possible correct answers may exist, what is being measured is hard to define, takes more time for students to complete them, and they are not communicative.

To avoid many weaknesses or disadvantages encountered in the fill in the blank test, before starting to do the task, teacher must ensure that the student's have fully understood the topic learned and remember the learned vocabulary.

4) True or false

True or false technique in assessing students used in classroom test. The teacher used this technique on the topic describing people and object. True Or False is a learning strategy using cards containing the true and false statements given to each student to answer and using a text.

Steps used this technique takes a long time to spend all statement, first the teacher makes a list of statements that match the subject matter, which is true and false, the statements are written in each index card separately and make sure the number of statements corresponds to the number of students, second share or give each card to each student, the teacher informs the students that the purpose of this learning is that students are able to distinguish between true and false statements, to achieve that goal students may use various means, including opening the book, third When the subjects are finished, have each student read the card and get a class opinion about whether the statement is true or false, fourth Teachers give feedback about the truth or error for each card and the last the teacher gives a conclusion.

Another ways that the teacher gives the true or false statement is by giving the text, the teacher directs the student to read the text properly and correctly before declaring true or false based on the given text.

The teachers have several purpose in using this technique there are: 1) Can invite students to be directly involved in the subject matter immediately. Teachers design individual learning activities. From these activities, the teacher will provide an active learning so that students will be interested to follow the lesson. The more interesting the learning is made, the material delivered will easily fit into their memories. So in the evaluation of learning they can easily do it. 2) Can share knowledge and learn directly, although each individual gets true statement or false statement but in determining the true or false individuals work in groups, so that individuals exchange ideas. For individuals who are less able to understand can be helped by students the other. 3) Every individual will be more aware of the material submitted by the teacher. Through the statement of true or false the students will easily understand the material presented by the teacher. Because they exchange ideas, students can also be given feedback as a measure of their level of understanding.

Based on the observation the teacher gave the advantages and disadvantages used this technique. The advantages are Can enable all students, train students to express their opinions, train students to respect the opinions of others, can be done for all levels of education. And the disadvantages are it takes a long time to spend all statements, It is difficult to make a list of actual and factual statements, students are difficult to answer the existing statement, so the class becomes rowdy. According to Allister (2012, p. 195) theres some advantages and disadvantages used this technique, the advantages are: quick and easy to score. Disadvantages are: considered to be “one of the most unreliable forms of

assessment, often written so that most of the statement is true save one small, often trivial bit of information that then makes the whole statement untrue, encourage guessing, and reward for correct guesses.

5) Multiple choice

Multiple choice is one of the strategies that has been used by teacher in assessing young learning. Multiple choice tests have survived as one of the most common forms of assessment. From classroom tests that are personalized to students of national standards, the A, B, C, D, and E choices are most often known to the students.

The teacher gave this technique to assess the activity of students in reading and teachers provide this technique to assess students' activities in reading and thinking.

Used this technique the teacher found the advantages and disadvantages, the advantages are: Objective tests are more representative in terms of covering and representing materials that have been taught to learners. This can be understood by looking at the fact that the items in the form of objective tests are numerous, corrected the multiple choice test results is much easier and faster than any other form of test. This is because the availability of a simple answer choice between A, B, C, or D so that the correction work, calculation and summing of test results can be done in a short time, in the correction can be represented in others, with the key answer only.

Disadvantages used this techniques are: In the preparation of objective test items it is not as easy as the description test, not because the number of grains

because the problem is quite a lot, preparing the possibility of answers that will be paired on each item it is also not easy, Multiple Choice Item Test is generally less able to measure or deep thinking process, This weakness is mainly due to short choice of answers, until the students is not required to think deeply.

According to Allister (2012, p. 194) there's some advantages and disadvantages used this technique, the advantages are: quick and easy to score, by hand or electronically, can be written so that they test a wide range of higher-order thinking skills, can cover lots of content areas on a single exam and still be answered in a class period . Disadvantages are: often test literacy skills: "if the student reads the question carefully, the answer is easy to recognize even if the student knows little about the subject, provide unprepared students the opportunity to guess, and with guesses that are right, they get credit for things they don't know, expose students to misinformation that can influence subsequent thinking about the content, take time and skill to construct (especially good questions).

6) Arrange a sentence

Arrange a sentence is rearranging a random words so that it becomes the correct sentence. Sorting random words into coherent sentences is not a difficult thing, but the students must be observant and understand the meaning of every words. The teacher explains in advance to the students how to do the task of sorting random words into correct sentences. This technique use on the topic family. The teacher gave a random words to the student and the student might correct it into correct sentences, example from a random words : a brother. – I

have – is Andy – his name, and the correct sentence: I have a brother. His name is andy.

The next step of learning English grammar for young learner after the introduction and mastery of the vocabulary is, putting all the vocabulary into a sentence. Do not force them to compose the sentences with the right grammar, but teach them how to make sentences based on the vocabulary they already know.

Based used this technique the writer found the technique that teacher used to improving student ability in writing and vocabulary.

7) Picture matching

This technique same to vocabulary matching, the thing that make this technique is different is the teacher used picture as a media to match. This technique used in the last observation on the topic command and request. The imperative sentence in Indonesian is also known as 'Command Sentence'. Command sentence is a sentence that gives cues or directives to others. This type of sentence can be terminated by a 'dot' or an 'exclamation point' if the level of command involves more emotion, strong emotion, or forceful. Imperative sentence usually does not use subject (you) because in that sentence the person given the command is considered to have understood, Imperative sentence can also contain an invitation, suggestion, warning, command, or order.

Example : the teacher showed the picture and the students match it into the command or request sentence “ take the book on the table, open the window, stand up!, turn off the lamp!, stop here!, don’t stop here, we may park here, etc.

This technique same to vocabulary matching, the thing that make this technique is different is the teacher used picture as a media to match. Teacher use the pictures as learning so that students can easily understand the meaning of the word request and command. According to Wendy A. Scott and Lisbeth H. Ytreberg (1990, p. 2) the character of young learners like to feel or do / demonstrate something directly. Given the theory of cognitive development, young learners enter the concrete operational stage. From what he learned in school, he learned to connect new concepts with old concepts. For young learners, teacher's explanation of the subject matter will be better understood if the child does it alone, so the teacher should design a learning model that enables the child to be directly involved in the learning process. By using arrange picture teacher techniques can assess the activity of students in writing and speaking skills.

b) Giving Reward

Many teaching strategies that teachers can apply. All of these strategies aim to make the learning process well so that it can achieve the goal, one of them is to give rewards or rewards to the students in an effort to improve students' learning motivation. It is not wrong if the reward is one of the assessment techniques that teacher use for assessing the students, it is can be one of educational tool that is able to provide the motivation for the students. When the students get the reward because they achieve, certainly the spirit of learning will increase, because the desire to maintain and raise learning achivement. with the motivation of students in learning English, made teacher easily provide rewards to students according to their ability.

Based on the observation and interview with English teacher that had been conducted by the writer in the fifth grade at SD Tahfidzul Quran Terpadu An-najah, there is some techniques that be applied by English teacher to assessing the students, namely giving reward in the form of additional star rating. In certain times, the teacher distributes rewards to inspire their learning motivation and make enjoy during teaching and learning. For example when memorizing the names of family members, examples of describing people and objects, adjectives with one syllable, two or more tribes. and command and request. Based on the observation the writer found the benefits in giving rewards to students in teaching activities, benefits for students include: First, students will feel happy in learning, and indirectly will try to be the best. Second, there will be a good relationship between teachers and students, so that students will feel comfortable and comfortable in learning. Third, train students to be more easy to understand. Fourth, improve the ability and skills of students in learning. Fifth, improve student motivation and create a fun learning atmosphere for students. After rewarding is done, there will be benefits for teachers, including: First, it can provide a positive contribution that is expected to be useful to help create a conducive learning atmosphere. Secondly, it encourages creativity and innovation in learning which is expected to improve the learning outcomes and quality it self.

Character of every human being, especially children (young learners) would prefer to get the reward that is tangible or intangible. They will try hard to get it. Therefore, a teacher should respond what a child likes. The teacher should be able to give the reward at the right time.

Based on the observation and interview within (15 January – 13 February) that had been conducted by the writer in the fifth grade at SD Tahfidzul Qur'an Terpadu An-najah, there is a strategy that applied by teacher to assessing young learners, it is giving reward in the form of additional star rating. In certain times, the teacher distributes rewards to inspire their learning motivation and make enjoy during teaching and learning.

Basically, this technique has advantages. The writer thought when the students get the reward because they achieve, certainly the spirit of learning will increase, because the desire to maintain and raise learning achievement. With the motivation of students in learning English, made teacher easily provide rewards to students according to their ability. Then this technique also has important role in learning process. The writer saw the students do what teacher said well, because they want to be a good students in the class.

c) Portfolios

Portfolios is the last assessment techniques that teacher used for assessing young learner in the fifth grade of elementary school. Portfolios are collections of a student's work prepared over a period of time, portfolios technique is not only used as a storage place of student learning outcomes, but also serves to determine the development of learners' knowledge and abilities in the subjects of English. Based on the interview, the teacher said that Portfolios assessment technique can be used as a formative and summative tool.

Portfolio assessment as a formative tool is used to monitor students' progress from day to day and to encourage learners to reflect on their own learning,

Portfolio assessment as summative assessment purposes at the end of the semester or at the end of the school year. The results of the portfolio assessment as a summative tool can be used to fill in student report cards that demonstrate student achievement.

A portfolio is a collection of the work of a student, as a result of the implementation of a work assignment, determined by the teacher or by students with the teacher, as part of the effort to achieve the learning objectives, or achieving the competencies specified by the curriculum. It is clear that from the above definition not every collection of works of a student is referred to as a portfolio. The portfolio can be used as an assessment instrument or one component of the assessment instrument, to assess student competence, or to assess student learning outcomes.

According to Arnold (1999, p. 286) defines the portfolio as follows: a portfolio is defined as a purposeful, selective collection of learner work and reflective self-assessment that is used to document progress and achievement over time with regard to specific criteria. In the course of the learning process the portfolio becomes a kind of autobiography of the learner. From statement above can be interpreted that the portfolio is a collection of student work and reflective assessment used to document the progress and achievements from time to time.

B. Teacher's reason in choosing those techniques

After applying the techniques used for assessing young learners, the teacher has several reasons with the selection of such techniques.

a. Classroom test

The teacher used this technique because to see what students have learned, to identify student strengths and weaknesses, to measure effectiveness. At the school level, teacher create tests to measure their students' understanding of specific content or the effective application of critical thinking skills. Such tests are used to evaluate student learning, skill level growth, and academic achievements at the end of semester or school year. These tests designed as summative assessments. According to Arifin (2013, p. 35) as the main function of summative assessment, as follows:

- 1) To determine the end of the learner within a certain period. Thus the teacher will know the position of a learner compared with other students in the learning achievement. From here a teacher can give rankings to learners.
- 2) To provide information about the skills or skills of learners in a certain period.
- 3) To practice the success or failure of the learner in the next lesson.

Teacher use classroom teacher test techniques to know the progress of learning actions that have been implemented, without the process of assessing the success of learning can not be measured. Assessment has meaning from various aspects such as for students, teachers, and schools. Here are some of the benefits of classroom tests for students, teacher and school based on interview:

1. Benefits for students: Through assessment, students can know how far they have succeeded in following the lessons given by the teacher. Do students feel satisfied or dissatisfied with the results they receive, if the results are satisfactory will be fun and can motivate students to study harder while if the

results are not satisfactory then he will try to make the next assessment to obtain satisfactory results.

2. Benefits for teacher: Teacher can know which students are eligible to continue their studies and which students have not mastered the material. Teacher can know whether the material taught is appropriate for students or not, if the material is right then the time will come no need to be changed and the teacher will know the method used is correct or not. If the results obtained by most students get good grades then the method is the exact opposite if most of the results are bad students, then the method used should be reconsidered and if necessary replaced.
3. Benefits for school: The success of teachers and students implementing learning will have a positive impact on schools, thus assessments for schools can be able to determine the learning conditions created by schools as expected or not. Learning outcomes are a mirror of the quality of a school. To know the exactness of the curriculum used To be able to know the progress of the assessment progress from year to year so that the school guidelines for the next action.

b. Giving rewards

Most of the students likes to get a reward, than the teacher should respond what a students likes. The teacher be able to give the reward at the right time. Teacher's said that there are the advantages used this techniques during teaching and learning, there are: first Students will show interest and raise their participation in the everyday classroom tasks, responsibilities and

learning. Second Incentives for students motivate them to be more productive because they create a feeling of pride and achievement, being successful makes students happy. The last to inspire their learning motivation and make enjoy during teaching and learning.

Giving reward can be interpreted as a tribute or appreciation given to someone else for the person's success in doing something. In conducting teaching and learning activities, giving rewards is one of the techniques teachers use in assessing the young learner. According to Kong (2009, p. 145) the outward praise and rewards encourage students to study more actively. Because by using this technique a little affect of students learning achievement to be better. Some of these influences are: giving reward can be an external motivation that can improve the motivation of learning children, the higher the motivation of children in learning the more likely the child achievement. Through the provision of rewards then the competitive soul or the students competitiveness will increase, If the students already has a good achievement automatically he will learn more diligently in order to retain his achievement. In addition for students who do not have the achievement then he will also learn harder to be achievers like his other friends. Through rewarding of course the child will feel happy. In addition, he will also feel appreciated, with this award the spirit of children to continue learning will be more encouraged.

c. Portfolios

Portfolio assessment technique an important role in looking at student progress over time and encouraging learners to reflect on their own learning. Such portfolios are focused on the developmental process of learners and are used for formative and summative purposes. Here are some conclusions about the benefits of the portfolio: Collections in the portfolio can demonstrate student learning progress, and positive student endeavors for the best work, The emergence of greater motivation to work better than in previous work, Improving the ability to assess themselves so that students increasingly understand the assessment criteria for the work produced, Can be used as a basis to distinguish between individual students, Provide media to communicate between students, teachers, and parents. According to Gronlund (1998, p. 158), portfolio has several advantages among others as follows:

1. Student progress can be seen clearly.
2. Emphasis on the best results of students' work has a positive effect on learning.
3. Comparing the present job with the past gives a greater motivation than comparing with the property of others.
4. The self-assessment skills developed lead to the selection of job samples and determine the best options.
5. Giving students opportunities to work according to individual differences (example: students writing according to their level of level but equally toward common goals).

6. Can be a clear communication tool about student learning progress for students themselves, parents, and others.

Portfolio Assessment is a valuation technique that is done by assessing the work of students in the form of a collection of tasks, works, academic or non academic achievement, done or produced learners. According to Pierce and O'Malley (1992, p. 2) student portfolios may be defined as "the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities". This collection describes the interest, development, achievement and creativity of learners at a certain period. Portfolio assessment is not just a collection of student work, but a collection of student work from activities that are deliberately done to show students evidence of competence, understanding, and achievement of students on competence in certain subjects. The portfolio is also a collection of information that the teacher needs to know as a consideration in determining the steps to improve learning, or improving student.

C. Teacher's problem in applying those techniques in teaching

In the application of techniques used by teachers in assessing student learning outcomes in English classroom, teacher has the difficulties encountered during the process of assessing techniques take place. There are the teacher's problems faced in applying those techniques :

a. Classroom test

Classroom test is always used during the lesson. Because by doing test in every learning teacher can evaluate student learning, skill level growth, and

academic achievements at the end of semester or school year. But teacher sometimes face some problems in applying this technique during the assessment process.

Many students are not getting enough sleep by their own admission and as evidenced by their lethargy during class. They suffer from an overload of activities or stay up too late at night. Sleep-deprived students have difficulty concentrating during class and may appear bored when their real problem is lack of sleep. Teachers need to communicate their concerns with their students and their parents.

one of the characteristics of the young learner is the joy of playing and loves to move. Telling the child to sit for a long time is something that is impossible to do and maybe the student will get bored and cause more noise, unlike the adult learner who can sit for hours lessons take place. Therefore, teachers should design learning models that allow children to move.

b. Giving reward

Every student would like to get a reward when the learning takes place. because by getting rewards sometimes can increase their confidence and motivate them to be more productive because they create a feeling of pride and achievement. The problems faced by teachers in applying the technique are: teacher must more optimal when applying rewards in learning. When the time, to whom, how the scene, and the effects generated need to be considered when trying to apply rewards. The application of rewards must be done appropriately in

line with the aim of improving students' learning motivation and student learning outcomes.

c. Portfolios

The result of the interview shows that the problem faced by the teacher when applying the portfolio technique is the assessment done together with the learning process, the teacher should optimally create a learning atmosphere and conducive assessment so that learners can easily show the ability optimally in accordance with the expectation of the competency standard , basic competencies and indicators required in the curriculum.

techniques in teaching. Based on observation and interview, in findings showed a problem that teacher faced when used the techniques for assessing young learner. The problems faced the teacher lies based on the students characteristic. Teaching young learner is not as easy as teaching an adult child. Because, adult world and young world are not the same, young children love to play, and learn best when they are enjoying themselves, and they have a very short attention and concentration span. As Harmer states (2001, p.38) some generall characteristic of young learner. There are (a) they respond to meaning even if they do not understand the words, (b) they often learn indirectly than directly, (c) their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with, (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e) They have a need for individual attention and approval from their teacher, (f) they are taken on talking about themselves and responding well

to learning that use themselves and their own lives as main topic in the classroom,

(g) They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes or so.