

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The research was conducted to answer the two questions mentioned in the formulation of the problem. They are lecturer apply the assessment and the students' perception about assessment in the speaking class.

A. Research Findings

1. The Lecturer apply the assessment of speaking II class

Meeting I

In the first meeting with the resource person with the initials SR on Wednesday, November 13, 2019 in class B spoke, starting at 01.00 WITA. Before entering the class the teacher prepares some subject matter that will be used to teach in class. The meeting this time discusses warnings and prohibitions, the teacher explains this discussion by writing examples that discuss with discussion and discussion with students, after completing the exercise with the Game, Role Play and Conversation assessment models.

First the lecturer is divided into 2 groups a and b consisting of 16 students per group, each - each group is given the task of the first group members of group A are given the task of freezing or quietly not laughing after the music stops and maintain it until it is finished and the group group B is given the task of diverting group members by making them laugh until they cannot defend it and vice versa.

The game starts the lecturer starts playing music and all group members start dancing until the music stops, the music compilation stops the lecturer says it freezes and the group starts silence and group B starts to disturb the group members until they arrive, watching when there are members who can't stand it and they laugh then they are at the law by laughing lecturers, there were 9 people who laughed, they were divided into 3 groups and were given punishment by making conversations and practicing them about warnings and prohibitions with the theme again the beach with

very large and dangerous waves, they also used alternately to do the assessment and the lecturer was assess using the oral proficiency assessment category according to H. D Brown, 2001.

Then the game continues, but this time the second group member group B determines the task to freeze or not laugh after the music stops and keep it to completion and the first group group A is given the task of group B members by making them watch until they can't maintain it, and vice versa .

The game starts the lecturer starts playing music and all group members start dancing until the music stops, the music compilation stops the lecturer says it freezes and group B starts silence and the group starts to disturb group B members until they laugh, some moments begin there are members who can't stand it and they laugh then they were punished by lecturers laughing, there were 12 people who laughed, they were divided into 4 groups and were given resistance by making conversations and practicing about warnings and prohibitions with more themes in zoos with animals, they also did this and the lecturers also assessed using the categories assessment of oral proficiency according to H. D Brown, 2001.

The next meeting in class A and D is the same grading design teacher with class B and the assessment method teacher also uses the oral proficiency assessment category according to H. D Brown, 2001.

The findings above we can draw conclusions there 3 assessment design used by lecturers at the first meeting is :

a) Role Play

Role play is valuable activity to develop students' speaking skill. It gives students an opportunity to practice their speaking skill in different social contexts and roles. Role play encourages students to express their ideas and feelings in a relaxed condition. It is also a communicative way to develop fluency in speaking English and to promote interaction in the classroom. Role play develops students' self-confidence when they speak up one to another. Role play has been

chosen as model for speaking assessment since like to do interesting and enjoy activity. Kayi (2006:1) states that role play facilitates students actively in learning process by encouraging them to act in a real scenario. The teacher selects particular event or situation related to the topics of the study. Teacher then asks them to speak English about the topic. The main purpose is to allow the learners to get involved actively in the learning process which leads to better and deeper learning. Richards (2003) stated role play is used in order to provide participation and involvement in the learning process. One of its primary benefits is to allow students to get real life experience. Role play has appealed for students because it encourages students to be creative and to put themselves in another person's place for a while situation.

b) Conversations

Discussions and Conversations (Brown, 2004: 175) provide somewhat similar difficulties in terms of predictability of the response hence consistency of the scoring to that of interview and drama-like tasks. Test makers seem to choose this type of task as informal assessment to elicit and observe test taker's performance in:

- I. Starting, maintaining and ending a topic
- II. getting attention, interrupting and controlling
- III. clarifying, questioning and paraphrasing signaling for comprehension (e.g nodding)
- IV. using appropriate intonation patterns
- V. using kinesics, eye contact and body language
- VI. being polite, being formal and other sociolinguistic situation

c) Games

It is nearly impossible to list all games, but virtually all games that can elicit spoken language objectively can be used as informal

assessment for speaking. Brown (2004:176) warns us that using games may go beyond assessment and adds that a certain perspective need to be maintained in order to keep it in line with assessment principles.

Some examples of games which Brown (2004:175-176) mentions (tinkertoy, crossword puzzle, information gap, predetermined direction map) can all fall in the umbrella of information-gap activities by O'Malley (1996:81)'s standpoint as he explains that an information gap is an activity where one student is provided information that another (e.g his pair) does not know but need to. An information gap activity involves collecting complete information to restructure a building, sequence a picture into order or simply find the differences between two pictures. To score an information gap activity, O'Malley (1996:83) suggest test maker to consider the speaker's "accuracy and clarity of the description as well as on the reconstruction."

Meeting II

In the second meeting with the resource person initials SR on, Wednesday, November 20th, 2019 in speaking B class, starting at 01.00 WITA. Before entering the class the teacher prepares some subject matter that will be used to teach in class.

This meeting discussed cautions and prohibitions, the teacher explained the discussion by writing examples relating to the discussion and discussing with the students, after all was finished the lecturer began the exercise by giving the project assignment model video project assignments, and role play.

First the lecturer divided 7 groups consisting of 4 students per group, each group was given the task of finding examples of sentences about cautions and prohibitions in the university environment as many as possible and made videos showing their findings and how to read them then upload

them on instagram then tag on the lecturer's instagram. The lecturer then assessed using Oral Proficiency Scoring categories according to H. D Brown, 2001.

The next meeting in class A and D is the same grading design teacher with class B and the assessment method teacher also uses the oral proficiency assessment category according to H. D Brown, 2001.

The findings above we can draw conclusions there 3 assessment design used by lecturers at the first meeting is :

a) Project: Theme of cautions and prohibitions Video

The word "project" speaking session is defined as an activity or an assignment given by the lecturer which needs a prior preparation before its performed for example: students have to find examples of sentences about cautions and prohibitions in the university environment as many as possible and made videos showing their findings and how to read them then upload them on instagram then tag on the lecturer's instagram . In this 5 type of speaking assessment, the lecturer does not want to use the impromptu technique because the lecturer wants a planned speaking practice.

b) Role Play

Role play is valuable activity to develop students' speaking skill. It gives students an opportunity to practice their speaking skill in different social contexts and roles. Role play encourages students to express their ideas and feelings in a relaxed condition. It is also a communicative way to develop fluency in speaking English and to promote interaction in the classroom. Role play develops students' self-confidence when they speak up one to another. Role play has been chosen as model for speaking assessment since like to do interesting and enjoy activity. Kayi (2006:1) states that role play facilitates

students actively in learning process by encouraging them to act in a real scenario. The teacher selects particular event or situation related to the topics of the study. Teacher then asks them to speak English about the topic. The main purpose is to allow the learners to get involved actively in the learning process which leads to better and deeper learning. Richards (2003) stated role play is used in order to provide participation and involvement in the learning process. One of its primary benefits is to allow students to get real life experience. Role play has appealed for students because it encourages students to be creative and to put themselves in another person's place for a while situation.

2. The Lecturer apply the assessment of speaking II class

- a) The lecturers should adapt the tasks with the abilities of students

In the first statement, interviews were conducted with 20 students and the result is the dominant score generated by the item. Agree is 70% or 20 respondents ., In sum, students' perception on this statement is positive or targeted in the range of agree scale.

Below this is the student's opinion the lecturers should adapt the tasks with the ability of students.

R : In giving the test, the lecturers should adapt the tasks with the ability of students?

S : Yes, as an evaluation to find out the final results of the activities that have been studied previously. Whether it's through a written test or a test in the form of practice. I think that's the main part of measuring students' abilities.

This is in line with the results of the field notes which show that In giving the test, the lecturers should adapt the tasks with the abilities of students

- b) The test given so far has been in accordance with what has been taught by lecturers

In the second statement, interviews were conducted with 20 students and the result was that the dominant score generated by the item agreed was 75% or 20 respondents,. In sum, students' perception on this statement is positive or targeted in the range of agree scale.

Below this is the student's opinion The test given so far has been in accordance with what has been taught by lecturers

R : The test given so far has been in accordance with what has been taught by lecturers?

S : Must be, the existence of a test or assignment in the form of a final evaluation of learning. Of course it is very effective to improve the ability of students with tests or assignments so that they better understand and remember previous learning.

This is in line with the results of the field notes which show that the test given so far has been in accordance with what has been taught by lecturers

- c) Student am very excited and enthusiastic in doing various tests

In the statement, interviews were conducted with 20 students and the result was that the dominant score generated by the item agreed was 100% or 20 respondents ,. In sum, students' perception on this statement is positive or targeted in the range of agree scale.

Below this is the student's opinion The test given so far has been in accordance with what has been taught by lecturers

R : Do you think that the task of speaking makes you enthusiastic about doing because it forms innovation? explain your reasons

S : Yes, because it's not boring and can be active in class

This is in line with the results of the field notes which show that Student am very excited and enthusiastic in doing various tests.

- d) The objectivity of lecturer assessment

In the statement, interviews were conducted with 20 students and the result was that the dominant score generated by the item agreed was 80% or 20 respondents,. In sum, students' perception on this statement is positive or targeted in the range of agree scale.

Below this is the student's opinionThe objectivity of the lecturer assessment.

R : Is the teacher's assessment of the student objective or does it explain your reasoning?

S : So far, in my opinion it has been fine and I have not found any flaws that need to be fixed

This is in line with the results of the field notes which show that The Objectivity of Lecturer Assessment

e) The proportion of lecturer assessment

In the statement, interviews were conducted with 20 students and the result was the dominant score generated by the item. Excited is 80% or 20 respondents ., In sum, students' perception on this statement is positive or targeted in the range of agree scale.

Below this is the student's opinionThe objectivity of the lecturer assessment.

R : What do you feel when you receive an assignment from a lecturer

S : I feel compelled to do it properly and correctly so that my grades are not bad

This is in line with the results of the field notes which look they are happy and enthusiastic and no one feels annoyed or upset

B. Discussion

The purpose of this study is to find out the lecturer apply the assesment and students' perception on assessment in speaking class. This study uses descriptive analysis as the way to explain data collected through field note and interviews. After analyzing the data from two instruments; field note and interview, the writer found

first meeting we can draw conclusions there 3 assessment design used by lecturers at the first meeting is Role play , Conversations and games. The second meeting we can draw conclusions there 2 assessment design used by lecturers at the first meeting is Role play , and Project: Theme of coutions and prohibitions Video.

The students' perceptions of assessments, generally is the same in their responses and therophyion, events, most of them give the same positive values for assessments. In the other hand, only a few of the respondents have a different view and opinion on it. For more explanation, the information serves as follow: 1. Assessment As mentioned in the previous chapter, all assessment techniques have disadvantages and disadvantages.

There is no single assessment technique that results in a perfect assessment. Finding the right assessment method depends on what you are really trying to assess in terms of skills or knowledge or understanding of test takers (Surgenor., 2010). Agreement has not yet been reached over the best ways to design and administer assessment and it is not balanced without it aligning with learner outcomes through multiple strategies.

Accordance top research was about the effectiveness of assessment (Zarei & Uselvi, 2015), the results of the study showed no significant differences among the effects of the three types of assessment on self-regulation, but the impact of assessment in the research is strength.

Meanwhile, this study showed that respondents in this study have the same perception generally. They give positive values in viewing assessment roles in their learning activities. Most of respondents agreed the important and the implementation of assessment by the lecturers are as the necessary and the primary process of increasing the improvement of students. "Assessment and evaluation in constructivist learning approach is the part of the education process and it takes a part in all important points not only in the beginning and in the end of the education process" (Kihc., 2012) The student is reflected from what they have got from the teacher or electurer purpose of the assessment and how it should be carried out, and from

assessment students have to get the benefits that it is the feedback to see how far their capacity to get achievement especially in academic ability.