

## CHAPTER IV

### FINDINGS AND DISCUSSION

The content for this chapter divided into two parts. They are finding and dicussion. The chapter will explore the information to answer statement of problems.

- **FINDING**

- The technique assessment used by the teacher at SMK Farmasi AL-Furqan academic year 2019/2020

In order to find out the technique for assessment students in teaching writing at the class eleventh grade of SMK Farmasi AL-Furqan. In the observation activity, the researcher only focus on the writing lesson. The researcher also interviewed the English teacher about the assessment technique. The following are some of the techniques used by the English teacher in assessing writing which will be describes in the following paragraph.

Based on the result of observations and interviews the teacher used peer assessment as a whole the asessment during the lesson . On the observation in the class, the writer knows that in this assessment technique. This technique was applied three times by the teacher; on the first until the last observation. In this technique, the teacher came to the class and she explained the material. Then, the teacher asked the students for answer exercise in peers. After they finish working the assignment, the teacher asks students to present the results of the assignments they are working on. The teacher calls the group that will advance, after students have presented their results.

Before entering the lesson to be taught, the teacher questions the material previously learned to students. The stage of entering the material that will be given by the teacher is the material on the presentation slides, where students are asked to observe the material and students make brief notes related to the material they observe. After students observe the pictures on the presentation slides the teacher displays, students are given the opportunity to ask questions related to material and text that are displayed. Then there is one student who asks and the teacher explains what the student questions.

After the teacher answers a question from one of the students then the teacher gives an example of material in a piece of paper and is distributed to students. Then there students are given the opportunity to express opinions about the material to be taught. After that the teacher gives an explanation to students about expression opinions and thoughts including the structure of the text through the slide power point.

After the question and answer session the teacher divides the students into groups and there are two groups in one group. As for the students who are not able to group or himself to other group students. After that students are asked to complete the table to complete the table to determine the structure of the text in the dialogue of expression opinions and thoughts given by the teacher.

After all students have finished working on completing the table and the assignments are discussed together. Students are given time by the teacher. And after their work is finished the teacher asks students to present the results of group in front of the class. After the group has finished presenting the results of the group presentation. The teacher asks students who are sitting to assess their friends who have presented the results.

After all groups have all come forward to the class to present their work the teacher gives awards to the group with good performance and cooperation. And after that their assignments are gathered to the teacher to be assessed.

- Problem Faced by The Teacher when using the technique assessment for writing

- Nervousness

One of the problems experienced by the teacher when using this technique assessment in teaching writing is nervousness. It can be seen when during learning writing.

Based on observation and interview, the students feel nervous if the teacher ask the students for giving feedback. The students become nervous because the students afraid if asking by the teacher. The students become nervous because the students must giving direct feedback for their friends.

- Grammar ability

It was about students' inability in grammar. The students felt difficulties when the students had to assess their writing focusing on grammatical aspect. Here are some students' writings that had difficulties in grammar. Based on observation and interview, when the teacher ask the students for assess tenses was used the students didnt know the tenses is true or false. And when learning about procedure text, the students didnt know the tenses was used in procedure text. Actually, the teacher was done explained the material.

- Shy

It was about the students embarrassment. The students feel embarrassment when giving direct feedback for their friends in using speak english. Based on observation and interview, the students feel embarrassment when speak english because the students afraid what the students said is wrong. The students shy if the students make a mistake. The teacher said that “Siswa masih malu untuk memberikan feedback kepada temannya dengan berbahasa inggris” (interview with Mrs. Sa’adah on 11th November 2019).

## • **DISCUSSION**

This part presents the discussion of the research findings. There are three research question proposed in this study. The discussion focuses on the finding of the three proposed research questions. The first discussion is about the technique assessment used by the teacher. The second discussion is about the technique assessment that are applied by the teacher in teaching writing. Meanwhile, the third discussion focuses on problem when used the technique assessment in teaching writing.

- The technique assessment used by the teacher in teaching writing

There are some technique assesment in writing. There are holistic scoring, analytic scoring, primary trait scoring, self assessment, peer assessment, peer editing, and portfolio.

Based on the observation the researcher in research location and based on English teacher opinion in the interview, the teacher tought the technique assessment the teacher used was a technique peer assessment in teaching writing. First about the upcoming assessment which was very close the Falchikov technique assessment in teaching writing. However, it has some differences compared to the technique assessment the teacher did. Falchikov assumed that peer

assessment used criteria of excellence for that product or event which students may have been involved in determining, the teacher would use the criteria like a rubric for peer assessment in the class when using peer assessment technique. But at SMK Farmasi AL-Furqan, the English teacher did not apply the criteria, he just ask students for give direct feedback. If the teacher would like to make criteria to assessed peer assessment for students, of course the students would open minded about understanding the material and the students know the mistake.

The result of the observation and interview at SMK Farmasi AL-Furqan Banjarmasin has generated some important findings. These findings are discussed in this section in order to find out how the teacher applied the technique assessment in teaching writing.

The first research question is dealing with the techniques assessment applied by the teachers in teaching writing. This question can be answered by referring to the finding of the classroom observation and teacher interview. The researcher found that the teachers in this research admitted that the teacher has applied techniques assessment to teach English writing. The techniques applied by the teacher were peer assessment by Falchikov and rubric primary trait scoring for assessed final draft students in writing.

The teacher choose the peer assessment which was convenient to be applied in teaching writing. The teacher wanted the students for more activewhen the writing lesson.

In conclusion, the teacher used the peer assessment just like the theories about technique assessment in teaching writing from Falchikov, but there were some steps that did not used by the teacher, because of some reasons. According to the teachers's explanation, the teacher did not know about the technique the teacher used name in theories, in which the researcher assumed that the technique assessment belonged to peer assessment by Falchikov.

- The problem faced by the teacher when using the techniques assessment in teaching writing

In using the technique assessment, of course would get the problems, including in teaching writing for technique assessment. In this research, based on the teacher's opinion in the interview problems the teacher was some the students not enough capability in grammar and the students still nervous speak English when the teacher ask students for give feedback when assessed peer assessment. For example, when the teacher ask to students to give direct feedback for students friends, the students still shy for speak English.

. However, it has some differences compared to the teacher's problems. Bostock assumed that the problems are students are less able to assess their peers, friendship relationships, feelings of dislike and others will influence judgment, students may not like to be judged by their peers, because there might be discrimination, misunderstanding, and others and without any statement from the teacher, students might give incorrect information to their peers. But the problems by the teacher are not all students working group in doing tasks because dealing with some students who did not have enough capability in English and The students still nervous and shy when give direct feedback for student friends.

From the explanation above, the researcher conclude that the teacher was good in teaching writing by using peer assessment related to the theory from Falchikov. Even the teacher could use technique assesment by using peer assessment in teaching writing, it maked the students for more active for give feedback for student friends when the lesson in writing. Although there were some steps did not use by the teacher when the teacher used the technique, the technique assessment process run well and all students enthusiast in following the lesson.

The information above is gotten by note taking during classroom observation and interviewing the English teacher herself.