

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter shows about the result of the research and the findings of research related to the formulation of research questions.

There is only one research question that has to be answered, the how did the teacher implement ongoing assessment of young learner. The researcher described the implementation of OnGoing Assessment of young learners at fifth grade in observation :

First day the researcher did the observation at sixth grade at MI Muhammadiyah Rantau on Monday March, 2nd 2020 at 09.10 – 10.10 am. The teacher used Stairway Book (A fun and Easy English Book for Grade V of Elementary Schools as her handbook for teaching in class. For pre-activity the teacher began the class by greeting the students, saying good morning and then praying together before began the lesson. The teacher and students were be grateful and thank god. The teacher told the students about her habits everyday. The teacher said that praying subuh, having breakfast and getting ready for teaching in school is her daily activity or habitual activity. The teacher did the interview by asking some of her students what their habitual activities are. There were some students who answered her question excitedely, and there were some who did not. The teacher told all the students to have their acitvity well-structured. Then the teacher told the students that would be studied. After that the teacher wrote the material on the white board. The teacher also wrote the vocabularies related to the material, but the teacher did not write the translate yet. The teacher asked the students to write down on their notebook. After that the teacher asked the students to open Stairway book.

For While-activity the teacher read the sentences in the book and asked the students to repeat after her. The students read the sentences loudly. Then the teacher asked the students to find the meaning of all the sentences. The students found the meaning of the sentences. Some were answered well and some were not. Some of the students who were unfamiliar with the english words asked to the teacher. The teacher draw the tables on whiteboard. The teacher wrote name of days form Sunday until Saturday. The teacher asked seven of all students one by one to fill the table about their habitual activies in a simple word. The students wrote on the white board their habitual activities. Teacher asked students to tell their habitual activities in sentennces on their notebook. The stundets wrote and make sentences their habitual habits.

For post-activity the teacher give an instruction for all the students, that the students have to memorize all the vocabularies and sentences related to the material at that day. The teacher asked the students if they understand the material at that day well or not. The teacher asked some questions and did the little interview again about the material and most of the students answered well. After that the teacher gave a reflection of the learning. The teacher said to the students to do their daily activites organized and never neglected. Then, the teacher and the students prayed together before ended the class at that day. The teacher ended the learning process at that day by greeting.

The second observation was held on Monday March, 9th 2020. The researcher did the observation at fifth grade of MI Muhammadiyah Rantau. For pre-activity the teacher began the class by greeting the students. The teacher chose one of the students to go front the class and lead the morning pray before studying. The students prayed together. The teacher asked the students how they were feeling at that day. Students answered they were fine. The teacher asked asked students what were their opinion

about their school today. The teacher pointed some students to answer and express their opinion. Some students answered their opinion surely and some were quiet and some were answered uncertainly. The teacher told the students that the material they would learn at that day is Using Expression to give Opinion. The teacher gave the students instruction to write that on their notebook. The students wrote down on their notebook. The teacher asked the students to open Stairway book.

For while-activity the teacher mentioned the vocabularies about expressions in the Stairway Book and asked the students to repeat after her. The teacher asked the students if they knew the meaning of each expression she mentioned or not. The students started to confuse because some were still not familiar with those vocabularies. The teacher showed the students some pictures that she brought to class, there were pictures of serial cartoon in television with sad, happy, angry, weak, strong, sick funny, pretty and other expression. The teacher showed the students to answer the expression of the picture. All the students answered well. After that the teacher asked several students to go front to the class and became the 'expression giver' and the others were became 'guesser'. The teacher whispered each 'expression givers' the some expression that they would show to the 'guesser'. The 'expression givers' started to express their face. All the 'guessers' answered the expression quickly and the other students that given by teacher chance also answered the expression surely. The students in the class more active and excited to continue the games.

For post-activity teacher asked the students from all material she delivered, which one the students did not understand well. Then , the teacher asked the students to write journal or they call it diary, about the lesson material at that day. The teacher checked students understanding by reviewing the discussion about expression and

giving opinion. The teacher asked students several short question. The students answered well. After that, the teacher asked students to keep remembering the vocabularies that they had at that day and not to forget when the class ended. The teacher ended the class by greeting the students.

The third observation was held on Monday, March 16th 2019 at 09.10am-10.10am. The researcher did the observation at fifth grade of MI Muhammadiyah Rantau. For pre-activity the teacher began the class by greeting, and the the teacher asked the students how are their feeling at that day. The students answered that they were fine. The teacher asked the students to raise their hand if they knew about descriptive text and past tense. One of the students answered that descriptive text is a text that describing something or people whether it is character, color, shape or something else. The teacher thanked the student for answering then she divided colored origami paper to the students. After that the teacher asked the other student who would to asnwer what past tense was. The students answered simply that past tense was something we did yesterday. After that, the teacher wrote on the white board the material of the lesson they would study at that day. The students wrote down on their notebook.

For while-activity the teacher read the descriptive text in front of the students and sometimes showed pictures of expression when there was a word or vocabulary about expressions that they studied at the pervious meeting. The students little did understand the text because the picture they saw. The teacher underlined the text that categorized in past tense. The teacher explained the students the difference between past tense and present tense. The teacher gave examples of some movements and mentioned them in the present tense form then, the teacher asked one of the students to come forward and practice the past tense form of the same movement. The students

started to understand and were able to differentiate between present and past tense.

The teacher gave instruction that the students open their Stairway Book and complete the exercises page 161. After finishing the exercise the students submitted the exercise to the teacher. The teacher checked their work.

For post-activity, the teacher asked the students to do and write feedback on the colored origami paper, then the teacher asked the students from the material that she explained which one the students did not understand well. The teacher checked students understanding by delivering short questions. All students answered with great enthusiasm because the lesson material they learned at that day was enjoyable and fun. The teacher motivated the students to speak more English and never shy with that. Then the teacher ended the class by greeting the students.

The fourth observation was held on Monday, March 23rd 2019 at 09.10am-10.10am. The researcher did the last observation at fifth grade of MI Muhammadiyah Rantau. For pre-activity the teacher began the class by greeting and asked the students how they are feeling that day. Before beginning the lesson the teacher asked randomly to the students the location of an item that was near them. The teacher pointed the flower vase and asked the students the position of the vase with her, whether it is behind, in front of, beside or under her. The students answered that the position of the vase is in front of the teacher. The teacher explained to the students that the words they said before were called preposition. The teacher wrote on the whiteboard the lesson material they would study at that day. Students wrote down on their notebook.

For while-activity the teacher explained more about preposition. The teacher explained preposition is a function word that typically combines with a noun phrase to form a phrase which usually expresses a modification or predication or simply it is

the word that used for showing the position of something. The teacher said there are kind of preposition such as In front of, opposite to, between, near, at, next to, on the corner, and many more. The teacher showed the map on the white board and gave instruction to the students to pay more attention to the picture because the teacher would ask the position of each buildings. The students paid attention to each buildings in picture while reading at their notebooks about lesson material which was preposition. The teacher asked the students to do the exercise and write on their notebook each positions of each building related to the map picture. After the students finished the exercise the teacher checked them. The teacher applied Peer assessment. The teacher divided the students into 3 groups. Each group asked to re-explain about the lesson that delivered by teacher. After that, other groups will listen and evaluate their performance by commenting them

For post-activity the teacher asked one of the students to explain again what preposition is based on their understanding. The student answered it well and made the other friend understood more. Then teacher asked the other student again to mention vocabularies of preposition, the student also answered well. After that, the teacher asked to other students which part from the material they were learning at that day the students did not understand well. The students answered that they understood. The teacher gave motivation to the students to always study hard and do not be lazy. Then, the teacher ended the class by reciting hamdalah and greeted the students.

To know students opinion the researcher did an interview with some students of MI Muhammadiyah Rantau. The researcher interviewed 5 students that was held on Monday, March 25th 2020 at 11.45 am at class.

a. Student 1

Student 1 claimed that “ menyukai kegiatan Peer assessment yang dilaksanakan dikelas ketika seluruh murid diminta untuk membentuk kelompok dan mengemukakan pendapat kita tentang performance kelompok lain yang menjawab pertanyaan dari guru. ”

He claimed Peer assessment which the activity is dividd the students into groups, and one of the group asked to tell their opinion about other group's performance is the activity he likes the most.

b. Student 2

Student 2 claimed that “Peer assessment adalah metode yang paling dia sukai sebab ketika murid dibagi menjadi beberapa kelompok saya merasa tidak terlalu khawatir dengan pertanyaan yan g diajukan guru, sebab jika saya tidak bisa menjawab maka ada teman teman lain dalam kelompok yang akan saling membantu.”

He claimed that peer assessment is the activity he likes the most because when the teacher divided the students into several groups and delivered sime question, he did not feel worry because if he could not answer the question, there would be the other friends in the group that will help each other.

c. Student 3

Student 3 claimed that “ Feedback adalah aktivitas yang dia sukai, karena saya senang mengemukakan pendapat saya dalam bentuk tulisan”.

He claimed that writing feedback is the activity he liked the most. Because he loved deliver his opinion by writing text.

d. Student 4

Student 4 claimed that “Writing feedback adalah aktivitas yang saya sukai, sebab saya bisa menyampaikan apapun yang ada dalam kepala saya tanpa merasa gugup dan malu”.

Student 4 said that she loved writing feedback activity, because she did not need to felt shy or nervous when she stated her opinion about the learning process or about the lesson.

e. student 5

Student claimed that “ Peer assessment adalah aktivitas yang saya sukai. Karna saya suka bekerja sama dalam kelompok apalagi ketika belajar. Semua akan menjadi mudah dan tidak susah.”

Student 5 claimed that Peer assessment was the activity he liked the most because peer activity was the activity that all students had to be help each other. It made learning process become easier and not difficult.

B. Discussion

This sub chapter presented the discussion from the findings above. The researcher has collected the data from interview and observation are processed and presented on the discribed in findings. In the discussion the researcher tried to relate between findings and theories in chapter II.

Related to the research, for implementation of ongoing assessment of young learners. The use of on going assessment method which to know, to collect and to measure the ability of students in class, especially for young learners, is very suitable because they are elementary students who really like to be given more attention. They tend to like when the teacher presented short question oral exam, some different activities and practical exercises when playing game in the aim to measure and check their understanding and

ability. They also responded well when the teacher applied the activity that can be used in on going assessment according to (Carbery, 2011, p.13). In learning English it would be very good if these elementary students were always supervised, and checked. As well as for the difficulties that they face in lessons can be known directly by the teacher, it is because the teacher used on going assessment as her way and method to measure students' ability. Because, on going assessment is a process to prepare students so that they can provide clear responses to know the extent of student understanding and aim to help improve student performance at subsequent meetings.

The activities that the teacher applied in on going assessment according to (Carbery, 2011, p.13) are : interview in first observation, make a short journal in second observation, give feedback in third observation, and peer assessment in last observation.