

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, it provides the findings and discussion of the research. The researcher would answer and discuss two research questions based on the research findings in this study. In addition, this chapter gives an overview of how formative assessment is implemented and the benefits of formative assessment in assessing descriptive text in the classroom. Moreover, the conclusions of this study are discussed in considering the results of the observations and interviews.

A. Findings

The research was carried out at SMPN 23 Banjarmasin in 7th grade which the learning material about the descriptive text. In addition, the researcher would describe based on the observations related to the first research questions, the implementation of formative assessment in assessing descriptive text. Furthermore, the researcher also provided the result of the teacher responses related to the second research question about the benefits of formative assessment in assessing descriptive text. The results of the research are stated below.

1. The Implementation of Formative Assessment in Assessing Descriptive Text

The data of the research related to the implementation of formative assessment in assessing descriptive was obtained through the observations. The findings were shown below.

a. Formative Assessment Prior to Instruction

1) Pre-assessment

a) Checking Students' Understanding

Based on the research findings, before started the teaching and learning process about descriptive text, pre-assessment was used by the teacher in order to know about students' prior knowledge of the descriptive text. The formative assessment techniques the teacher employed in prior instruction in order to check students' prior knowledge of descriptive text are questions and reading aloud.

(1) Questions

The teacher used questions about the overview of descriptive text to check students' knowledge. In addition, after the teacher explained the definition of descriptive text in briefly and accompanied by a number of examples, the teacher asked students question about types of descriptive text that has been described based on the example and the students can answer it correctly.

(2) Reading Aloud

Besides questions, the teacher also used reading-aloud technique in prior instruction by asking one of the students to read the book aloud about descriptive text then

the teacher asked students in order to know their memory regard to the text that has been read by a student.

b. Formative Assessment During Instruction

1) Adapt Instruction to the Current Situation of Learning

Based on the pre-assessment, the teacher has known the students' prior knowledge of the descriptive text. Since the students seemed they understand the introduction of descriptive text, the teacher explaining descriptive text in detail and adjust it with student's level of understanding. The teacher also providing the explanation with examples in order to make students easy to understand.

2) Check Students' Understanding

The question technique was used by the teacher in order to check students' understanding of descriptive text during instruction.

a) Questions

The teacher employed questions in order to check students' understanding during instruction. After explaining in detail of definition descriptive text, the teacher asked the student about definition of the descriptive text and the student was capable answer the question with the right answer. Furthermore, the teacher continued the explanation related to the generic structure and language feature of the descriptive

text. The teacher also provided explanations with examples for students in order to make it easier to understand. The teacher also asked students questions to find generic structure (identification and description) and language features of *Lawang Sewu* and Blue Whale text in order to know students understanding.

3) Check Into Students' Progress

a) Reading Aloud

The teacher checked students' progress during instruction by using reading-aloud techniques. The teacher asked students to identify *Lawang Sewu* about the generic structures (identification and description) and language features of the text then the teacher asked students to read aloud the answer.

c. Formative Assessment After Instruction

1) Find Out Student's Gap in Understanding

Based on the prior instruction and during instruction, the teacher found that there were several students who still do not understand in identifying the generic structure and language features.

2) Guidance on Final Interventions

Since the teacher knew students' weaknesses which there were several students who still did not understand generic structure

and language features, the teacher directed students by re-explained descriptive text which students did not understand. Therefore, the teacher was used feedback, discussion, and questions technique in order to improve students understanding.

a) Discussion

The teacher divided students into four groups. The students were asked to discuss with their groups to identify the generic structures and language features of the *Lawang Sewu* text. The teacher walked around to each group to direct students in discussion. When students did not understand the descriptive text material, the teacher re-explained and gave them clues related to the answers. However, the group discussion was ineffective as time ran out.

b) Questions

To know students' progress, the teacher provided students with some practice to identify generic structure (identification and description) and language features (verb, adjective, pronoun, and sentence of technical terms) of Blue Whale, and My Cousin, Andri text and answer those tasks together. In addition, the teacher used questions as well as guided students to improve their understanding of the descriptive text as well as find the right answers of the texts. Furthermore, the teacher offered the students to write the

answer on the whiteboard. Moreover, when the students showed difficulty to answer the questions, the teacher gave them clues about the answer. As a result, the students could answer the questions correctly.

c) Feedback

The teacher gave feedback to students when students still did not understand descriptive text, especially generic structure and language features. The feedback was given to the whole class and individual students in the form of oral feedback by the teacher. Furthermore, when students answered questions incorrectly, the teacher helped students by giving clues and correcting their answers, and provided explanation regarding the correct answers. Besides, the teacher gave praise to students who answer the questions correctly.

2. The Benefits of Formative Assessment in Assessing Descriptive Text

a. Formative Assessment Can Overcome the Gap Between Teachers and Students

The teacher stated that descriptive text was one of the difficult materials. In addition, the teacher found students' weaknesses in learning descriptive text. Because the students were having lack vocabulary, it is difficult for them to understand the material. Therefore, the teacher used the additional method to make students understand the descriptive text material easily.

Besides, to close students' gaps in knowledge, the teacher also mentioned that it was good to explain the material in specific. However, it can be done by using media such as PowerPoint or YouTube to make teaching and learning activities not monotonous and the students are interested in learning.

b. Formative Assessment Makes Students Engage in Learning Directly

The teacher makes students participate in the assessment and learning process by asking students to do peer assessment. The students can share their knowledge when they are assessing their classmate's work. The teacher also stated that peer assessment can be applied when the students answer multiple-choice questions and their assignments are exchanged with their friends. It is good for students to be involved directly in the activity to make students motivated to better learning.

c. Formative Assessment Can Make Teaching Quality Improved

The teacher wants to students understand descriptive text material. Therefore, the teacher explained the material in a specific and clear. The teacher also stated that she would use some methods to make students interested in learning the material by providing some media such as pictures, PowerPoint, or videos from YouTube. Moreover, to make the teaching quality improved, the teacher also implemented some methods in an effective way to make students improve their understanding by using formative assessment.

d. Formative Assessment Develops Students' Ability

The teacher stated that formative assessment is important to be applied because it can measure the ability of students related to the learning material provided by the teacher. Besides, since the teacher found students' weaknesses in understanding the descriptive text, the teacher assists students to develop their ability by memorizing 10 vocabularies every meeting. Moreover, the teacher can utilize a number of techniques of formative assessment in order to enhance students' abilities. It can be done by playing games as well as memorizing vocabulary to improve students' English skills. The students must have a lot of vocabulary to understand the learning material, especially descriptive text.

In addition, the students were able to identify the generic structure and language features of descriptive text. Besides, they also could answer the questions from the teacher about the descriptive text. In other words, the learning objectives were achieved with the descriptive text material.

A. Discussion

Considering the data that has been presented in the previous explanation, the researcher would analyze and interpret the findings. Then, the researcher would discuss the findings as well as connect them to the theories. The findings are discussed further below.

1. The Implementation of Formative Assessment in Assessing Descriptive Text

a. Formative Assessment Prior to Instruction

The researcher found out that the teacher checked students' prior knowledge of the descriptive text by using pre-assessment. It is appropriate with Greenstein (2010) who stated the teacher needs to find the information of students' prior understanding before starting the lesson through pre-assessment and it can assist the teacher to focus on what students have not learned.

Pre-assessment is one of the techniques to identify student understanding, and it should be applied in the teaching and learning process (Brink, 2017).

Kind of pre-assessment mostly the teacher used was questions. In prior instruction, the students were able to answer the questions about the overview of descriptive text. Utilizing the questions technique can assist the teacher to get more information about students' understanding (Fisher & Frey, 2014). Besides, reading-aloud technique is also used by the teacher in checking students understanding. It requires students to read the book aloud related to the descriptive text material. The teacher also employed reading aloud in order to make all students pay attention to the explanation of the definition of descriptive text. Students did well in reading since their teacher assess them based on their understanding of descriptive text related to the book that has been read (Utomo, 2016).

b. Formative Assessment During Instruction

The introduction of descriptive text by pre-assessment appeared to be understood by the students. Therefore, during instruction, the teacher adapted the instruction to the students related to the student's level of understanding of the descriptive text. It is suitable to Greenstein (2010) when adjusting the instruction in response to the results of the pre-assessment, the teacher should continue assessing students learning and making appropriate modifications to the teaching and learning process. In order to increase students' basic understanding, the teacher provided clear and detailed explanations about definition, generic structure, and language features as well provide the examples of descriptive texts to make students more understand.

The teacher periodically checked students' understanding of the descriptive text during the instruction (Greenstein, 2010). In addition, the teacher needs to discover what students already understand as well as what they do not understand about the descriptive text (Fisher & Frey, 2011). Moreover, the teacher mostly used questions to assess students' understanding about generic structure and language features. to find out student's progress, the teacher also employed reading aloud techniques. After the teacher provided the questions, the students were asked to read aloud the answer of the text. Students were able to answer teacher's question about generic structure while some students felt difficult to identify language features of the text. When students seemed confused with the answer, the teacher assist students to provide the

necessary understanding (Scherer, 2016). The teacher asked questions regarding descriptive text during learning to determine how students understand the material that has been taught (Afflerbach et al., 2018).

c. Formative Assessment After Instruction

Based on the prior instruction and during instruction, the teacher found students' gaps concerning the descriptive text. It is appropriate with Greenstein (2010), the teacher should notice the gap in the knowledge of the students. In addition, descriptive text is one of the most difficult materials. Therefore, most of the students are still confused about identifying generic structures and language features of the text. Therefore, the teacher directed students by re-explain in deeper to make them understand (Greenstein, 2010). English teachers must explain the generic structure and language features of descriptive text more deeply and clearly (Jayanti, 2019).

The researcher also discovered that some students had difficulty understanding the descriptive text specifically related to the generic structure and language features. However, the students mostly did not understand the language features of descriptive text. The teacher should use various techniques to improve students understanding (Greenstein, 2010). Therefore, the teacher utilized some techniques such as discussion and questions.

The teacher asked students to discuss about generic structure and language features. There were students who did not understand how to

answer it. The teacher needed to assist students in understanding the text (Kartawijaya, 2017). Therefore, the teacher helped students by re-explained how to find generic structure and language features. However, the discussion was not running effectively because the time of learning has ended.

Moreover, the teacher also employed question techniques. It is the most technique that is often used by the teacher. The teacher instructed students to identify the texts and employed some questions in order to direct them to enhance their comprehension of generic structures and language features. Furthermore, if students struggled to answer the questions, the teacher provided clues on the answer. Therefore, the students were able to answer the questions correctly.

After implementing several techniques of formative assessment, the teacher provided students with feedback. To move students forward in their learning, the teacher may re-teach and use other formative assessment techniques (Lim, 2020). Giving students the appropriate feedback certainly will foster their motivation to learn more and increase their curiosity about the topic they need to study. When students obtain feedback, it helps them recognize their potential and become motivated to do better (Widiastuti & Saukah, 2017).

2. The Benefits of Formative Assessment in Assessing Descriptive Text

Formative assessment has several benefits in the teaching and learning process (Greenstein, 2010). Assessing students through formative

assessment can close the gap between the teacher and students. To overcome the knowledge gaps among the students, the teacher helped students by explaining the material in specific to make students easy to understand the descriptive text material. The teacher can modify the instruction in response to the data obtain through the assessment to ensure students improve their abilities (Greenstein, 2010). Throughout instruction, the teacher only employed questions, reading aloud, feedback, and discussion as techniques to know students understanding and improve students learning process and did not employ the medium such as PowerPoint or YouTube in teaching descriptive text. The teacher should employ the medium in order to make the students interested in learning. Therefore, assessing students through formative assessment especially using some techniques and provide the various medium can close the gap between the teacher and students.

In addition, to involve students directly in the activity during the teaching and learning process, peer assessment can be done by students when assessing their peer's work related to descriptive text. The teacher needs to assist students in developing abilities for peer assessment (OECD, 2005). Besides multiple choice, the teacher also needs to provide the other task to make students do peer assessment. The teacher also should employ self-assessment by ask students to do reflection related their abilities in understanding descriptive text. Students are given more opportunities to share their knowledge as well as to learn from their own

and their friend's mistakes in a descriptive text (Nurhayati, 2020). Therefore, by employing peer assessment in the teaching and learning activity, students can become more engaged in their learning.

Furthermore, the teaching quality can be improved through formative assessment. The teacher should adjust the instruction by employing several techniques to help students promote their understanding of the descriptive text (Greenstein, 2010). Moreover, to make students interested in learning, it is better to involve teaching media. The teacher did not provide the teaching media in the classroom such as pictures, PowerPoint, or YouTube videos when teaching descriptive text. The teacher needs to employ teaching media to make student interest in learning. Furthermore, utilizing teaching media enables the teacher to accomplish the learning objectives (Wirawan, 2020).

Moreover, students' abilities can be enhanced through formative assessment. To improve students' vocabulary, the teacher encouraged the student to memorize some vocabulary. It is carried out to help students understand the descriptive text. Students lost interest in learning when they do not know how to increase their vocabulary (Jayanti, 2019). It would be crucial for students to expand their English vocabulary in order to improve their abilities related to descriptive texts. The teacher did not employ playing games in order to memorize the vocabulary. Teacher needs to improve students' ability by utilize by playing games or other various techniques of formative assessment to make students interested and enjoy

in learning. Furthermore, the teacher needs to employ the right techniques in order to improve students' learning (Habib, 2016). To improve students' abilities and accomplish the learning goal, the teacher used a variety of formative assessment techniques in the classroom such as discussion, reading aloud, questions, and feedback and the students were able to answer the questions or the task by the teacher.