

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study aims to analyze how is English skills assessment for the seventh grade English book entitled 'English For Nusantara' based on the Merdeka Curriculum. The findings of this study are presented in two stages, namely findings and discussion. The research subjects presented the results of the research from diagnostic assessment, formative assessment, and summative assessment on four skills (reading, listening, speaking, and writing) on the material in the English For Nusantara book. The material in the seventh grade English book 'English For Nusantara' consists of five chapters and one introduction, namely: a) Chapter 0 (The Beginning), b) Chapter I (About Me), c) Chapter II (Culinary and Me), d) Chapter III (Home Sweet Home), e) Chapter IV (My School Activities), f) Chapter V (This is My School).

English skills assessment for the seventh grade of English book "English For Nusantara" based on Merdeka Curriculum :

1. Diagnostic Assessment

Yulianto (2022) said that diagnostic assessment means investigating, reviewing, searching for and investigating the causes of students failure in learning. Diagnostic assessment in the Merdeka Curriculum is an activity carried out by teachers before conducting learning. Diagnostic assessment are divided into two, namely: cognitive diagnostic assessment and

non-cognitive diagnostic assessment. Cognitive diagnostic assessment can be carried out every day at the beginning of learning when the teacher will introduce a new topic, at the end of learning when the teacher has finished explaining the topic, and during the semester or every week, month or quarter while non-cognitive diagnostic assessment is conducted for the purpose of measuring the psychological and emotional aspects of student before the start of learning.

A. Reading

Section 5 – Language Focus

- a. Read aloud the expressions of asking and giving information about someone's identity. See the **Wordbox**.

Table 1.1

	Questions	Responses
Name	What's your name?	My name's ... I'm ...
Origin	Where are you from? Where do you come from?	I'm from ... I come from ...
Address	Where do you live?	I live on Jalan ...
Age	How old are you?	I'm ... years old.
Hobby	What's your hobby? What do you like doing in your free time?	My hobby is ... I like ...
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have ... siblings. I have ... brothers. I have ... sisters. I'm an only child.

Figure 4.1: The example of reading diagnostic assessment in chapter I

In chapter one, the teacher assesses the students' initial abilities by reading aloud expressions of asking and giving information about someone's identity. At this stage, the teacher could see how far the students' abilities are in their reading skills. After reading some of the expressions that have been written in the column, students are expected to be able to use and practice them when they want to introduce their identity.

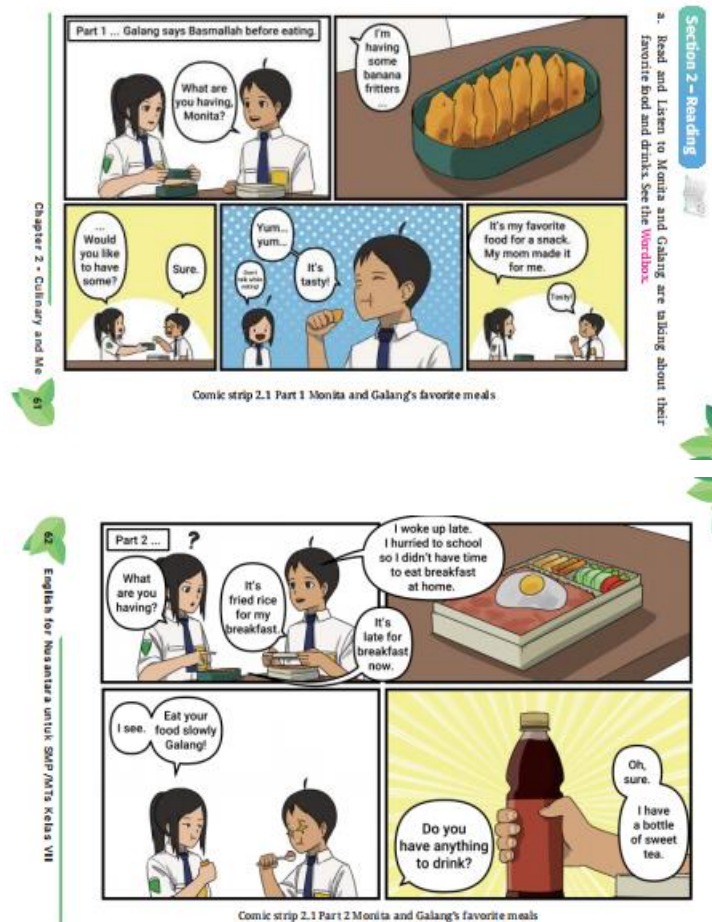


Figure 4.2: The example of reading diagnostic assessment in chapter II

In chapter two, the teacher assesses the students' initial abilities by reading conversation of two people that is talking about their favorite food and drinks. At this stage, the teacher could see how far the students' abilities are in their reading skills. After reading the conversation, students are expected to express their favorite food and drinks to their peers. Students are also expected to be able to express the taste and texture of the food or drink they eat. At this assessment stage, teachers can also strengthen students' vocabulary.

Section 4 – Your Turn: Reading 🍞 📖

Work with a classmate. Mind map the texts below. See the **Wordbox**.

My favorite food is Pecel.
 Pecel is a traditional Javanese salad.
 It consists of various boiled vegetables.
 It uses peanut sauce as a dressing.
 The taste is a combination of sweet and spicy.

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Figure 4.3: The example of reading diagnostic assessment in chapter II

Still in chapter two, the teacher asks students to work together with their classmates to read the text above and practice mind mapping on what they

have read. After reading the explanatory text about the food ‘Pecel’, students are expected to be able to make a mind map about the food. They are expected to be able to mention the origin of the food, the ingredients, the taste of the food, and the dressing of the food.

B. Listening

B. Numbers

Listen to the audio on how to pronounce the numbers.

Scan Me



Cardinal Numbers			Ordinal Numbers		
0	Zero	Nol			
1	One	Satu	1st	First	Pertama
2	Two	Dua	2nd	Second	Kedua
3	Three	Tiga	3rd	Third	Ketiga
4	Four	Empat	4th	Fourth	Kemopat
5	Five	Lima	5th	Fifth	Kelima
6	Six	Enam	6th	Sixth	Kenam
7	Seven	Tujuh	7th	Seventh	Ketujuh
8	Eight	Delapan	8th	Eighth	Kedelapan
9	Nine	Sembilan	9th	Ninth	Kesembilan
10	Ten	Sepuluh	10th	Tenth	Kesepuluh
11	Eleven	Sebelas	11th	Eleventh	Kesebelas
12	Twelve	Dua belas	12th	Twelfth	Kedua belas

Chapter 0 • The Beginning 3

Figure 4.4: The example of listening diagnostic assessment in chapter 0

In chapter zero, the teacher assesses the students’ initial abilities by listening audio of cardinal numbers and ordinal numbers. At this stage, the teacher could see how far the students’ abilities are in their listening skills. After listen the numbers, students are expected to understand and

pronounce the numbers correctly. At this assessment stage, teachers can also strengthen students' vocabulary.

C. Days of the Week

🔊 Listen to the audio on how to pronounce the days of the week.

Monday	Senin
Tuesday	Selasa
Wednesday	Rabu
Thursday	Kamis
Friday	Jum'at
Saturday	Sabtu
Sunday	Minggu

Scan Me




Figure 4.5: The example of listening diagnostic assessment in chapter 0

In chapter zero, the teacher assesses the students' initial abilities by listening audio of days in a week. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the various of days, students are expected to understand and pronounce the days correctly. At this assessment stage, teachers can also strengthen students' vocabulary.



D. Months of the Year

🔊 Listen to the audio on how to pronounce the months of the year.

1 Januari January	2 Februari February	3 Maret March
4 April April	5 Mei May	6 Juni June
7 Juli July	8 Agustus August	9 September September
10 Oktober October	11 November November	12 Desember December

Figure 4.6: The example of listening diagnostic assessment in chapter 0

In chapter zero, the teacher assesses the students' initial abilities by listening audio of months in a year. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the months of the year, students are expected to understand and pronounce the months correctly. At this assessment stage, teachers can also strengthen students' vocabulary.

E. Family Members

🔊 Listen to the audio on how to pronounce the family members.

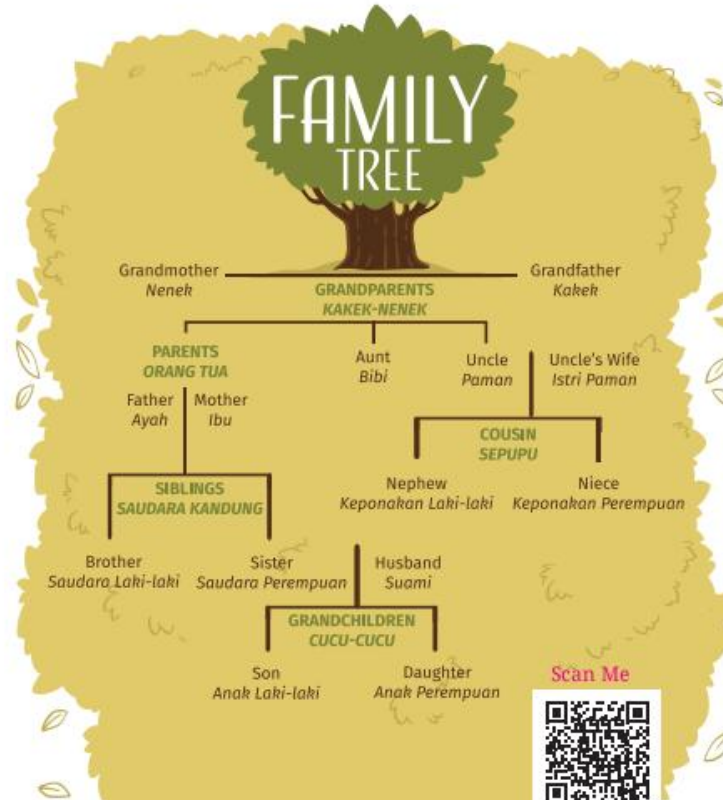


Figure 4.7: The example of listening diagnostic assessment in chapter 0

Still at chapter zero, the teacher assesses the students' initial abilities by listening audio of family members. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the family members, students are expected to understand and pronounce the family members correctly. At this assessment stage, teachers can also strengthen students' vocabulary.

I. Colors

🔊 Listen to this audio on how to pronounce colors.

Red	:	Merah
Blue	:	Biru
Green	:	Hijau
Yellow	:	Kuning
Orange	:	Jingga
Purple	:	Ungu
White	:	Putih
Black	:	Hitam
Brown	:	Cokelat
Pink	:	Merah muda
Gray	:	Abu-abu

Scan Me



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Figure 4.8: The example of listening diagnostic assessment in chapter 0

Last in chapter zero, the teacher assesses the students' initial abilities by listening audio of colors. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the colors, students are expected to understand and pronounce the colors correctly. At this assessment stage, teachers can also strengthen students' vocabulary.

Section 2 – Listening 

a. Listen to **Audio 1.1**. A boy is introducing himself.

Comic strip 1.1 Galang's introduction

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Figure 4.9: The example of listening diagnostic assessment in chapter I

In chapter one, the teacher assesses the students' initial abilities by listening audio about a boy is introducing himself. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen a boy introduction, students are expected to be able to use and practice them when they want to introduce their identity.

c Listen to **Audio 4.1**. Write down the names of class subjects under each picture. Number one has been done for you.

1 Natural Science

2

3

4

5

6

7

8

9

10

Worksheet 4.2

Figure 4.10: The example of listening diagnostic assessment in chapter IV

In chapter four, the teacher assesses the students' initial abilities by listening names of class subjects in the audio. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the audio of class subjects, students are expected to be able to write down what they have heard.

C. Speaking

Section 4 – Speaking

- a. Here are some kinds of food with their textures and tastes. Listen to [Audio 2.4](#) and repeat the sentences. See the [Wordbox](#).



Picture 2.2 Kinds of Food

Figure 4.11: The example of speaking diagnostic assessment in chapter II

In chapter two, the teacher assesses the students' initial abilities by speaking some kinds of food with their textures and tastes. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After listening to the audio, students are expected to be able to repeat the sentences they have heard in the audio provided.

Section 1 – Say What You Know

- a. Look at **Picture 3.2**. Say the rooms of the house.



Picture 3.2 The rooms in Galang's house.

Figure 4.12: The example of speaking diagnostic assessment in chapter III

In chapter three, the teacher assesses the students' initial abilities by speaking say anything what students know. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After examine the picture, students are expected to be able to speak what they know about the stuffs in the picture.

Unit 3. Let's Clean Up!

Section 1 – Say What You Know



Picture 3.9 Trash bin full of rubbish


- What can you see in the picture?
- What is in the organic bin?
- What is in the non-organic bin?
- Do you separate rubbish at home?

Figure 4.13: The example of speaking diagnostic assessment in chapter III

Still in chapter three, the teacher assesses the students' initial abilities by speaking say anything what students know. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After examine the picture, students are expected to be able to speak what they know about the stuffs in the picture.

Unit 2. My Online Class

Section 1 – Say What You Know



Picture 4.4 Online class

Look at the **Picture 4.4**. What are they doing?
 Do you have online classes?
 If you do, does your online class have learning rules?

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Figure 4.14: The example of speaking diagnostic assessment in chapter IV

In chapter four, the teacher assesses the students' initial abilities by speaking say anything what students know. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After examine the picture, students are expected to be able to speak what they know about the stuffs in the picture.

Unit 2. Extracurricular Activities

Section 1 – Say What You Know



Picture 5.7 Andre and friends dancing

- What are they doing?
- Mention after school activities in your school.
- Discuss what students do in extracurricular activities?
- Where in the school do the students do the extracurricular activities?

Figure 4.15: The example of speaking diagnostic assessment in chapter V

In chapter five, the teacher assesses the students' initial abilities by speaking say anything what students know. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After examine the picture, students are expected to be able to speak what they know and see about the stuffs in the picture.

Unit 3. School Festival

Section 1 – Say What You Know



Picture 5.10 School festival

- What event do you see in the picture?
- What are people doing in the event?
- Do you have a similar event in your school?

Figure 4.16: The example of speaking diagnostic assessment in chapter V

Still in chapter five, the teacher assesses the students' initial abilities by speaking say anything what students know. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After examine the picture, students are expected to be able to speak what they know and see about the stuffs in the picture.

D. Writing

Unit 1. Galang from Kalimantan

Section 1 – Say What You Know

Write what you usually say when introducing yourself in **Worksheet 1.1**. One box has been completed for you.

Worksheet 1.1

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Figure 4.17: The example of writing diagnostic assessment in chapter 1

In chapter one, the teacher assesses the students' initial abilities by writing anything what students know. At this stage, the teacher could see how far the students' abilities are in their writing skills. After examine the picture, students are expected to be able to write what students usually say when introducing themselves.

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Worksheet 2.1

b. Write the kinds of food and drinks in Worksheet 2.1, at the appropriate categories. See the **Wordbox**.

Main meal	
Snack	
Drink	

Worksheet 2.2

Figure 4.18: The example of writing diagnostic assessment in chapter II

In chapter two, the teacher assesses the students' initial abilities by writing the kinds of food and drinks. At this stage, the teacher could see how far the students' abilities are in their writing skills. After examine the pictures, students are expected to be able to write the kind of food and drinks based on the picture above.



2. Formative Assessment

Formative assessment aims to monitor and improve the learning process and assess the achievement of learning objectives. This assessment can be done at the beginning of learning and throughout the learning process. For students, formative assessment is to help students examine their strengths and developments. While for teachers and schools, this assessment is intended to provide information about the challenges that students will face in project processing learning so that they could be given qualified support. This assessment can be given by teachers, peers or oneself as stated by Yulianto (2022).

A. Reading

Section 4 – Reading

a. Read the text about people's hobbies. See the **Wordbox**.

	
<p>Galang loves fishing. He goes fishing once a week. He brings his fishing rod, a bucket, and a fishing net.</p>	<p>Monita likes reading. She reads novels. She has more than twenty novels. Her favorite novel is Laskar Pelangi. She reads novels twice a week.</p>
	
<p>Andre likes mobile gaming. He plays every weekend. He needs a smartphone and internet connection for mobile gaming.</p>	<p>Ibu Posma and Sirta love playing badminton. They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie.</p>

Text 1.1 People's Hobbies

Figure 4.19a



- b. Work with a classmate to complete **Worksheet 1.15** based on the Text 1.1.

Name	Hobby	Frequency	Tools Needed

Worksheet 1.15

- c. Answer the questions based on Text 1.1.

1. Who loves playing badminton?

2. How often does Monita read novels?

3. What tools does Galang need to go fishing?

4. Mention the people who do their hobbies outdoors.

5. Mention the hobbies that support physical health.

Figure 4.19b: The example of reading formative assessment in chapter I

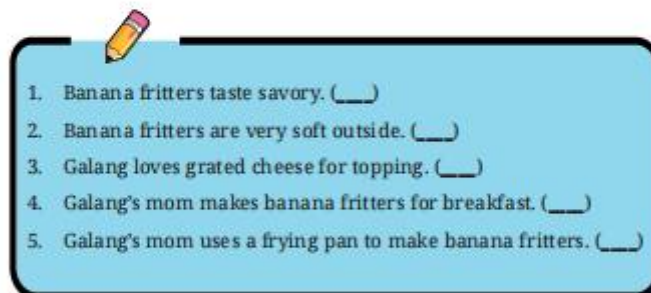
In chapter one, the teacher assesses and monitoring the students' achievement of learning objectives by reading the text about people's hobbies. At this stage, the teacher could see how far the students' abilities are in their reading skills. After read the text, students are expected to be able to complete the worksheet and answer the questions.

- b. Read a text about Galang's favorite snack. See the **Wordbox**.

Galang's Favorite Snack

My favorite snack is banana fritters. My mom makes them almost every afternoon. She fries them in hot oil until they look golden brown. I like them because they are crispy and crunchy outside, but sweet and soft inside. Sometimes, I add sprinkles, grated cheese, or palm sugar on top of them. Can you imagine how delicious they are? It's finger-licking good!

- c. Write true or false for each statement based on the text.



1. Banana fritters taste savory. (___)
2. Banana fritters are very soft outside. (___)
3. Galang loves grated cheese for topping. (___)
4. Galang's mom makes banana fritters for breakfast. (___)
5. Galang's mom uses a frying pan to make banana fritters. (___)

Worksheet 2.13

Figure 4.20: The example of reading formative assessment in chapter II

In chapter two, the teacher assesses and monitoring the students' achievement of learning objectives by reading the text about Galang's favorite snack. At this stage, the teacher could see how far the students' abilities are in their reading skills. After read the text, students are expected to be able to answer the questions.

- b. Read the text about house chores. See the **Wordbox**.

Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday.

The Rahmansyahs are busy every day.

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- c. Complete the sentences based on the text.

1. Galang _____ the trash every day.
2. Sinta _____ the floor every day.
3. Sinta and Galang take turns to _____ the dishes.
4. Ara _____ away her toys every other day.
5. Pak Rahmansyah _____ the windows twice a week

Figure 4.21: The example of reading formative assessment in chapter III

In chapter three, the teacher assesses and monitoring the students' achievement of learning objectives by reading the text about house chores. At this stage, the teacher could see how far the students' abilities are in their reading skills. After read the text, students are expected to be able to complete the sentences based on the text above.

- b. Read a text about *Ibu Ayu's* Online Classroom. See the **Wordbox**.

***Ibu Ayu's* Online Class**

Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, *Ibu Ayu* taught English online. She used a video conferencing application. *Ibu Ayu* met and talked with her students virtually. She also explained the materials and has a discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. *Ibu Ayu* thought about making rules for online learning.

- c. Answer the following questions based on the text above.

1. Why does *Ibu Ayu* teach English online?

2. How many times does *Ibu Ayu* teach English in a week?

3. What type of application does *Ibu Ayu* use in teaching online?

4. What activities does *Ibu Ayu* do in online learning?

5. Do you think *Ibu Ayu* needs to make online learning rules? Explain.

Worksheet 4.15

Figure 4.22: The example of reading formative assessment in chapter IV

In chapter four, the teacher assesses and monitoring the students' achievement of learning objectives by reading the text about *Ibu Ayu's* Online Classroom. At this stage, the teacher could see how far the students' abilities are in their reading skills. After read the text, students are expected to be able to answer the questions based on the text.

Section 5 – Reading

- a. Read the text 'SMP Merdeka Basketball Club'.

SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

- b. Choose the correct answer based on the text 'SMP Merdeka Basketball Club'


1. What kind of extracurricular activity does Galang join?
 - a. sport
 - b. art
 - c. music
2. What is the mascot of SMP Merdeka basketball club? It is a/an ...
 - a. flower
 - b. animal
 - c. fruit
3. How many days do SMP Merdeka basketball club members practice in a week?
 - a. one
 - b. two
 - c. three
4. When will SMP Merdeka basketball club join the basketball tournament in Banjarbaru?
 - a. next week
 - b. next month
 - c. next year
5. Who will join the selection for new players?
 - a. seventh grader students
 - b. eighth grader students
 - c. ninth grader students

Figure 4.23: The example of reading formative assessment in chapter V


In chapter five, the teacher assesses and monitoring the students' achievement of learning objectives by reading the text about 'SMP

Merdeka Basketball Club'. At this stage, the teacher could see how far the students' abilities are in their reading skills. After read the text, students are expected to be able to answer the questions based on the text.

B. Listening

Section 2 – Listening 

a. Listen to **Audio 1.4 Part 1**. Andre and Monita are talking about their hobbies.




1 I'm Andre. I like playing mobile game.

2 My name's Monita. My hobby is reading novels.

Comic strip 1.7 Talking about hobbies

b. Listen to **Audio 1.4 Part 2**. People are talking about their hobbies. Write their hobbies on **Worksheet 1.12**.



1 I'm Pak Edo. I like

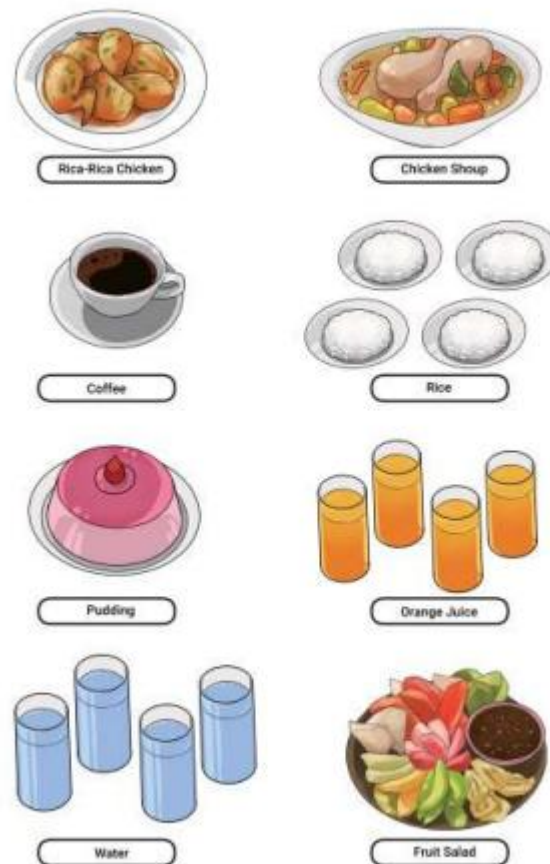
2 We are Sinta and Ibu Posma. We like

Worksheet 1.12

Figure 4.24: The example of listening formative assessment in chapter I

In chapter one, the teacher assesses and monitoring the students' achievement of learning objectives by listening the audio that talking about their hobbies. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the audio, students are expected to be able to write what they have heard.

b. Listen again to **Audio 2.2**. Identify food and drinks that are not on Monita's dining table. Circle the words on **Worksheet 2.5**.



Worksheet 2.5

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Figure 4.25: The example of listening formative assessment in chapter II

In chapter two, the teacher assesses and monitoring the students' achievement of learning objectives by listening the audio that talking about food and drinks. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the audio, students are expected to be able to circle the words that are not on Monita's dining table.

b. Listen again to [Audio 4.7](#). Answer the following questions. Number one has been done for you.

1. When does Monita have a Flag Ceremony?

She has a Flag Ceremony on Monday.

2. What time does she usually go home from school?

3. When does Monita have English?

4. When does Monita have Natural Sciences?

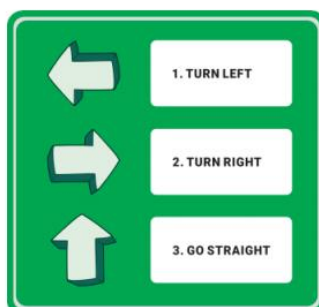
5. When does Monita have Art and Culture?

Worksheet 4.7

Figure 4.26: The example of listening formative assessment in chapter IV

In chapter four, the teacher assesses and monitoring the students' achievement of learning objectives by listening the audio that talking about class schedule. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the audio, students are expected to be able to answer the questions.

b. Listen again to [Audio 5.3](#) about giving directions. Fill in the blanks to complete the paragraph. Use **turn left**, **turn right**, or **go straight**.



Pipit is in the garden. She must go to the teachers' room to meet Ibu Ayu. She should (1) _____. After she walks past the library, she should (2) _____. The teachers' room is beside the canteen. Before she meets Ibu Ayu, Pipit needs to go to the toilet. She should walk past the laboratory and the library. After that she should (3) _____. The girls' toilet is on her left.

Worksheet 5.5

Figure 4.27: The example of listening formative assessment in chapter V

In chapter five, the teacher assesses and monitoring the students' achievement of learning objectives by listening the audio that talking about giving directions. At this stage, the teacher could see how far the students' abilities are in their listening skills. After listen the audio, students are expected to be able to complete the paragraph.

C. Speaking

Section 7 – Your Turn: Speaking

- a. Say the expressions of greetings, introducing someone, and partings. See the **Wordbox**.

Table 1.2

Greetings	Introducing Someone	Partings
Hi. Hello. Good morning. Good afternoon. Good evening. How are you? Fine, thanks. I'm OK.	This is ... She's from ... He's from ... She likes ... He loves ... Nice to meet you. Nice to meet you, too.	Bye. Good bye. See you later.

- b. Practice the expressions in Table 1.2 with two of your friends.



Comic strip 1.5 Greeting and introducing someone

- c. Introduce a classmate to another classmate in your class.



Worksheet 1.10

Figure 4.28: The example of speaking formative assessment in chapter 1

In chapter one, the teacher assesses and monitoring the students' achievement of learning objectives by saying the expression of greetings.

At this stage, the teacher could see how far the students' abilities are in their speaking skills. After speaks, students are expected to be able to practice the expression with their peers.

Section 6 – Your Turn: Speaking 

a. Listen to **Audio 2.6** to the conversation between Andre and Galang. See the **Wordbox**.



Comic strip 2.3 Andre and Galang favorite food.

b. Practice the conversation with your friend.

Figure 4.29: The example of speaking formative assessment in chapter II

In chapter two, the teacher assesses and monitoring the students' achievement of learning objectives by practice the conversation. At this stage, the teacher could see how far the students' abilities are in their

speaking skills. After listen the audio, students are expected to be able to practice the conversation with their peers.

Section 6 – Your Turn: Speaking 🤝💡

Tell me about your favorite room. Draw things in your favorite room. Describe it to your friend. Your friend has to draw the things in your favorite room. See the examples in Section 4c. Now take turn.



Worksheet 3.10

Figure 4.30: The example of speaking formative assessment in chapter III

In chapter three, the teacher assesses and monitoring the students' achievement of learning objectives by draw things in their favorite room and then describe it. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After draws, students are expected to be able to practice their speaking skills with their worksheet.

Section 8 – Your Turn: Speaking



- a. Work with a classmate. Make a dialogue based on the following class schedules.

Table 4.3 Class Schedule A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:30 - 08:30	Maths	Indonesian Language	English	Natural Sciences	Maths
08:30 - 09:30				ICT	Civic Education
09:30 - 10:00	Break	Break	Break	Break	Break
10:00 - 11:00	Local content subject	Natural Sciences	Social Sciences	Social Sciences	PE
11:00 - 12:00	Religious Education		Art and Culture		

Table 4.4 Class Schedule B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:30 - 08:30	English	Religious Education	Natural Sciences	Indonesian Language	Maths
08:30 - 09:30		Local content subject			Social Sciences
09:30 - 10:00	Break	Break	Break	Break	Break
10:00 - 11:00	ICT	Social Sciences	Natural Sciences	Maths	PE
11:00 - 12:00	PE		Art and Culture		

Figure 4.31: The example of speaking formative assessment in chapter IV

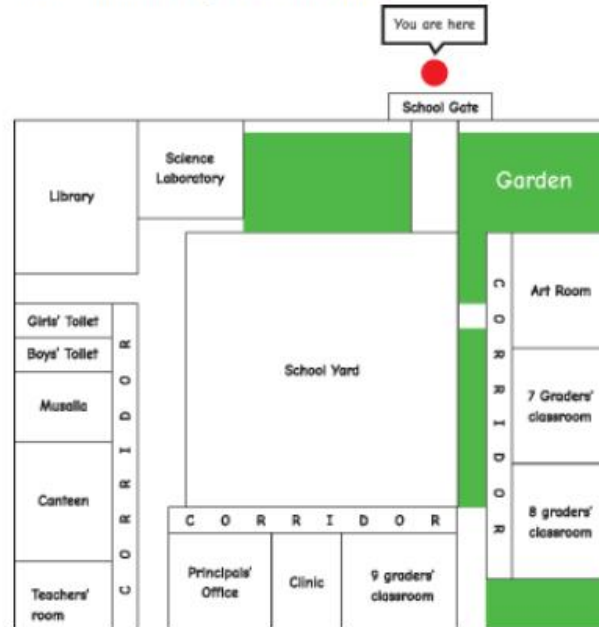
In chapter four, the teacher assesses and monitoring the students' achievement of learning objectives by make a dialogue based on the class schedules. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After make a dialogue, students are expected to be able to practice their speaking skills with their worksheet.

Section 6 – Your Turn: Speaking



Asking for and Giving Directions

- a. Look at a school map at Picture 5.6.




- b. Work with a classmate. Use the school map to ask and give directions of the school buildings. Your position is at the school gate. Number one has been done for you.

1. The library	
Can you show me the way to the library?	Turn right. Go straight forward. The library is beside the science laboratory.
2. The clinic	
3. The boys' toilet	
4. The musalla	
5. The science laboratory	

Figure 4.32: The example of speaking formative assessment in chapter V

In chapter five, the teacher assesses and monitoring the students' achievement of learning objectives by school map to ask and giving directions. At this stage, the teacher could see how far the students' abilities are in their speaking skills. After understand the directions, students are expected to be able to practice their speaking skills with ask and giving directions.

D. Writing

Section 6 – Your Turn: Writing 

a. Planning and brainstorming.

1. Think of one friend.
2. List the words to describe your friend.

Regular Activities	Facts
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Worksheet 1.26

Chapter 1 - About Me  49

Figure 4.33a

In chapter one, the teacher assesses and monitoring the students' achievement of learning objectives by planning and brainstorming.

- b. Outlining and drafting.
 Make an outline of your paragraph using the structure at [Worksheet 1.27](#).

Structure	Text
Identification: a general orientation to the topic.	
Description: Feature 1: Personality trait <i>Extra information</i>	
Feature 2: Physical trait <i>Extra information</i>	
Feature 3: Physical trait <i>Extra information</i>	
Feature 4: <i>Regular activities</i>	
Comment	

Figure 4.33b: The example of writing formative assessment in chapter I

At this stage, the teacher could see how far the students' abilities are in their writing skills. After planning and brainstorming, students are expected to be able to make an outline of their paragraph using structure and then they could write their outline to descriptive paragraph.

Enrichment: Writing



a. Planning and brainstorming.

1. Think about the vegetables that you want to cook and other ingredients that you may need.
2. Think about the utensils that you need.
3. Think about the steps of making it.

Worksheet 2.30

b. Outlining and drafting.

The goal of the activity (The type of cooking you want to make)	
Materials (A list of ingredients and utensils that you need)	
Steps (The steps of making it)	
Comment	

Figure 4.34: The example of writing formative assessment in chapter II

In chapter two, the teacher assesses and monitoring the students' achievement of learning objectives by planning and brainstorming. At this stage, the teacher could see how far the students' abilities are in their writing skills. After planning and brainstorming, students are expected to be able to make an outline and drafting their paragraph and then they could write their outline to procedural text.

Section 6 – Your Turn: Writing

a. Planning and brainstorming.

Think about the study habits you have learned in Section 2 and Section 3. Think also about your favorite subject. You can ask yourself: What subject do I like most? What makes me like it? How do I enjoy the subject? Then, list the study habits that are relevant to you. You can write down habits that you do or don't do.

No.	My Study Habits
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Worksheet 4.35

b. Write down any relevant adverbs of frequency you will use in your paragraph.

Adverbs of frequency	

Figure 4.35a

In chapter four, the teacher assesses and monitoring the students' achievement of learning objectives by planning and brainstorming and then students write down an adverbs of frequency.

c. Outlining and drafting.

Make an outline of your paragraph using the following structure:

Structure	Short sentences
Identification: a general orientation to the topic	
Description: Feature 1: Feature 2: Feature 3: Feature 4: Feature 5:	

Worksheet 4.37

Figure 4.35b: The example of writing formative assessment in chapter IV

At this stage, the teacher could see how far the students' abilities are in their writing skills. After planning and brainstorming, students are expected to be able to make an outline and drafting their paragraph and then they could write their outline to descriptive paragraph.

Section 5 – Your Turn: Writing

a. Planning and brainstorming

- 1) Think of one room in your school.
- 2) List the words to describe the room.

1. The name of the room	
2. The size	
3. The object	
4. The activity	

Worksheet 5.20

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b. Outlining and drafting

Make an outline of your paragraph using the following structure:

Structure	Text
Identification: The name of the room	
Description: Feature 1: The size	
Feature 2: The object	
Feature 3: The activity	

Worksheet 5.21


Figure 4.36: The example of writing formative assessment in chapter V

In chapter five, the teacher assesses and monitoring the students' achievement of learning objectives by planning and brainstorming. At this stage, the teacher could see how far the students' abilities are in their writing skills. After planning and brainstorming, students are expected to be able to make an outline and drafting their paragraph and then they could write their outline to descriptive paragraph.

3. Summative Assessment

According to Yulianto (2022) summative assessment is an assessment that aims to assess the achievement of learning targets (SPP) or learning outcomes (CP) of students to determine whether they will move up a class or graduate in an educational institution. This assessment is carried out by comparing students' learning achievements with the structure of learning objective achievement. Feedback from this assessment can be used to measure students' progress so that it can be used as a guide for teachers and schools in creating the next learning structure. This assessment usually ends with points or numbers to decide how students work in educational institutions.

A. Reading



Progress Check 1

Text 1
Sinta is Galang's sister. She is 16 years old. She is tall and has straight black hair. She likes to wear a ribbon in her hair.

Her hobby is playing badminton. She often plays badminton with Ibu Posma in a park near her house every weekend. When playing badminton, they bring their own rackets and shuttlecocks.

After playing badminton, Sinta and Ibu Posma go to a restaurant near the park. They usually have rica-rica chicken with rice. It is Sinta's favorite food because it is spicy and greasy. She likes to have it with orange juice. It is sour but very fresh.

For numbers 1-5, choose the best answers.

1. What is Sinta's favorite accessory?
 - a. A necklace
 - b. A bracelet
 - c. A watch
 - d. A ribbon
2. What is Sinta's favorite meal?
 - a. Rica-rica chicken with rice and orange juice.
 - b. Spicy chicken with rice and orange juice.
 - c. Rica-rica chicken with rice and lemon juice.
 - d. Spicy chicken with rice and lemon juice.
3. What is a type of sports that is similar to Sinta's hobby?
 - a. Tennis.
 - b. Volleyball.
 - c. Basketball.
 - d. Archery.

Figure 4.37a


- 
4. What things do Sinta and Ibu Posma always bring to play badminton?
 - a. Balls and rackets.
 - b. Shuttlecocks and boards.
 - c. Shuttlecocks and rackets.
 - d. Balls and boards.
 5. How many times do Sinta and Ibu Posma play badminton?
 - a. Three times a week.
 - b. Two times a week.
 - c. Five times a week.
 - d. Four times a week.

Figure 4.37b: The example of reading summative assessment in chapter III

At the end of chapter three, the teacher assesses the achievement of learning targets (SPP) or learning outcomes (CP) through the 'Progress Check 1' question sheet. At this stage, the teacher could see how far the students'

abilities are in their reading skills. After reading the given text, students are expected to be able to answer the five questions provided.



Progress Check 2

Text 1

Today, there is a school event in SMP Merdeka. There are many competitions to join in. There is a basketball competition in the school field. There are also other competitions that are held in some classes. Galang and his friends want to join the basketball competitions. They will compete against another class. Sinta likes to sing. She wants to join the singing competition. Her voice is so beautiful. Monita wants to join the storytelling competition. She is registering for it in the library. There is also an art exhibition. There are many handicrafts like keyrings and paintings to sell. Andre wants to buy a painting. He is going to the art exhibition now. For numbers 1-5, choose the best answer for each question.

For numbers 1-5, choose the best answers.

1. These are some competitions in SMP Merdeka's school event, **except** ...
 - a. A basketball competition.
 - b. A storytelling competition.
 - c. A painting competition.
 - d. A singing competition.
2. What competition do Galang and his friends want to join?
 - a. A soccer competition.
 - b. A basketball competition.
 - c. A volleyball competition.
 - d. A badminton competition.
3. Why does Sinta want to join the singing competition?
 - a. Singing is her hobby.
 - b. The competition is held in the class.
 - c. The competition is held in the field.
 - d. Sinta is registering for it in the library.
4. What is Andre going to do?
 - a. Watch the basketball competition.
 - b. Register for the art exhibition.
 - c. Buy a handicraft.
 - d. Join the painting competition.
5. Where do competitions take place?
 - a. In some classes, art exhibition, and library.
 - b. In the library, the school field, and art exhibition.
 - c. In the art exhibition, some classes, and school field.
 - d. In the school field, some classes, and library.

Figure 4.38: The example of reading summative assessment in chapter V

At the end of chapter five, the teacher assesses the achievement of learning targets (SPP) or learning outcomes (CP) through the 'Progress Check 2' question sheet. At this stage, the teacher could see how far the students'

abilities are in their reading skills. After reading the given text, students are expected to be able to answer the five questions provided.

B. Writing

Text 2

Andre is going to make a pancake for the first time. He needs to follow the recipe to make it but the steps are in the wrong order. Help Andre arrange the steps in the correct order.

How to Make a Pancake

1. Next, put two cups of flour and two tablespoons of butter into the bowl along with the wet ingredients and mix them together.
2. Then, heat a pan with a low-medium heat with cooking oil and ½ cup of batter.
3. First, add two eggs and two cups of milk to the bowl as the wet ingredients. Whisk it together until it is smooth and lump-free.
4. Finally, put the pancake on a plate and serve it with toppings you like.
5. Cook the pancake for one to two minutes until the bottom of the pancake is golden brown. Flip and cook until the pancake turns golden.

Arrange the text numbers to make the correct step to make a pancake.

6. ____ - ____ - ____ - ____ - ____
7. Think about your hobby. Describe what you need for your hobby, how many times you do your hobby, and the reason why you like to do your hobby. To describe your hobby, you may use the sentences below.

My hobby is _____

I like _____

To do _____ I need _____

I often play _____

I usually play _____

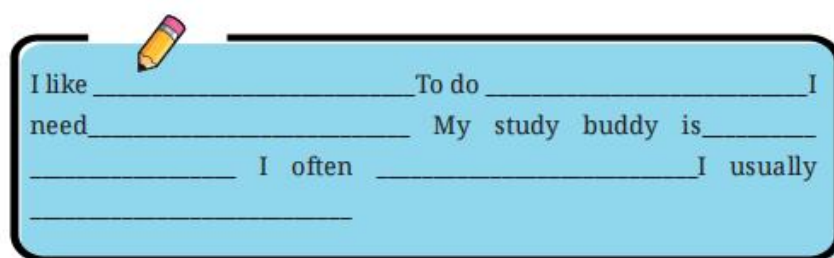
I like to _____ because _____

Figure 4.39: The example of writing summative assessment in chapter III

At the end of chapter three, the teacher assesses the achievement of learning targets (SPP) or learning outcomes (CP) through the 'Progress Check 1'

question sheet. At this stage, the teacher could see how far the students' abilities are in their writing skills. After read the text, students are expected to be able to write down the answer.

17. Think about your study habits. Describe what you usually do when you study, what you need to prepare before studying, who your study buddy is, and how often you do your study habits. To describe your study habits, you may use the sentences below.



I like _____ To do _____ I
 need _____ My study buddy is _____
 _____ I often _____ I usually

Figure 4.40: The example of writing summative assessment in chapter V

At the end of chapter five, the teacher assesses the achievement of learning targets (SPP) or learning outcomes (CP) through the 'Progress Check 2' question sheet. At this stage, the teacher could see how far the students' abilities are in their writing skills. After planning, students are expected to be able to describe their study habits in sentences.

B. Discussion

This research uses document analysis to conduct the research, the data collected by the researcher are diagnostic, formative and summative assessments of four English skills in the seventh grade English book. This study has one research question, namely how is English skills assessment for the seventh grade of English book 'English For Nusantara' based on merdeka

curriculum. The researcher found that many of the seventh grade English book 'English For Nusantara' are in accordance with the assessment components based on the merdeka curriculum, but there are still some assessment points that are not listed in the book.

To answer the question from the research question, the researcher took several important points that will be part of the research findings. English skills assessment for the seventh grade of English book "English For Nusantara" based on Merdeka Curriculum:

1. Diagnostic Assessment

In reading, listening, speaking and writing skills, several diagnostic assessments are found in them. Diagnostic assessment in the merdeka curriculum is an activity carried out by teachers before conducting learning. This assessment has two main functions, namely: a) Reviewing the difficulties or problems being experienced by students, b) Planning further action efforts to resolve problems or difficulties that have been reviewed as maintained by Yulianto (2022). In reading skills, diagnostic assessments were found in chapters one and two where students were asked to read an expression of asking and giving information about someone's identity, reading a conversation of two people who are talking about their favorite food and drinks and practicing mind mapping about what they have read. This is related to the argument stated by Suyadi & Husnaini (2022) that the focus of reading is not only on a language but also focuses on the meaning of knowledge itself, which means that students must learn about how a language

is used to interpret information and develop the skills they will need to become independent and effective readers.

In listening skills, diagnostic assessments are found in the opening chapters, namely chapters zero, one and four. In chapter zero, students are asked to listen to audio and learn how to pronounce the numbers, days of the week, months of the year, family members, and colors. Furthermore, in chapters one and four, students are asked to listen to audio about a boy introducing himself and listening about names of class subjects, students are expected to be able to use and practice them and be able to write down what they have heard. This is related to the argument stated by Newton & Nation (2020) that in a second language learning, most researchers and writers state that listening skills have a very important role. From a language learning perspective, listening is considered one way to learn a language. Through listening, learners acquire information that helps them build the knowledge necessary to use the language.

Afterwards, in speaking skills, diagnostic assessments are found in chapters two, three, four and five. In chapter two, students are asked to speak some kinds of food with their textures and tastes, after listening to the audio, students are expected to be able to repeat the sentences they hear to practice their speaking skills. In chapters three, four and five, students are asked to speak 'say anything what students know' where after examining the picture, students are expected to be able to speak what they know and see about the stuffs in the pictures. This is related to the argument stated by Crisianita &

Mandasari (2022) that speaking skills are about how someone understands, understands what someone is saying and self-expression about using language to express thoughts, feelings and respond to spoken language.

In writing skills, diagnostic assessments were found in chapters one and two. In chapter one, students were asked to write 'anything what students know', after examining the picture students are expected to be able to write what students' usually say when introducing themselves. Then, in chapter two, students were asked to write the kinds of food and drinks based on the picture. This is related to the argument stated by Amalia et al. (2021) that writing skills involve finding ideas in texts, putting words on paper, and selecting and organizing ideas by considering several components.

2. Formative Assessment

In reading, listening, speaking and writing skills, several formative assessments are found in them. Formative assessment aims to monitor and improve the learning process and assess the achievement of learning objectives. This assessment can be done at the beginning of learning and throughout the learning process. Some forms of formative assessment, for example: daily assignments, presentations, projects, or just quizzes as stated by Yulianto (2022). In reading skills, formative assessments are found in all chapters, namely chapters one to five. In chapters one to five, students are asked to read texts about people's hobbies, Galang favorite snacks, house chores, Ibu Ayu's online classroom, and SMP Merdeka basketball club. After

reading the text, students are expected to be able to complete the worksheet and answer the questions. This is related to the argument of Suyadi & Husnaini (2022) that the criteria for reading skills include introducing various types of texts to students such as descriptive texts, argumentative texts, expository texts, narrative texts, and many more.

In listening skills, formative assessments were found in chapters one, two, four and five. In chapter one students are asked to listen to the audio that talks about their hobbies, after listening to the audio students are expected to be able to write what they have heard. In chapter two students are asked to listen to the audio that talks about food and drinks, after listening to the audio students are expected to be able to determine words that are not mentioned in the audio based on the questions that have been provided. In chapter four students are asked to listen to the audio that talks about class schedule, after listening to the audio students are expected to be able to answer the questions. Lastly, in chapter five students are asked to listen to the audio that talks about giving directions, after listening to the audio students are expected to be able to complete the paragraph. Through listening, learners acquire information that helps them build the knowledge necessary to use the language. Once this knowledge is established, learners can begin to speak. The exclusive listening period serves as a period of observation and learning that lays the foundation for the development of other language skills as stated by Newton & Nation (2020).

In speaking skills, formative assessments were found in all chapters, namely chapters one to five. In chapter one students are asked to say the expression of greetings, after speaking students are expected to be able to practice the expression with their peers. In chapter two students are asked to practice the conversation, after listening to the audio students are expected to be able to practice the conversation with their peers. Next, in chapter three, students are asked to draw things in their favorite room and then describe it, after drawing students are expected to be able to practice their speaking skills with their worksheet. In chapter four students are asked to make a dialogue based on the class schedules, after making a dialogue students are expected to be able to practice their speaking skills with their worksheet. Finally, in chapter five, students are asked to look at school map to ask and give directions, after understanding the directions students are expected to be able to practice their speaking skills with asking and giving directions. This is related to the argument stated by Brown (2001) that intensive speaking is a step beyond imitation, as it involves speaking exercises designed to hone the phonological or grammatical aspects of the language. These intensive speaking activities can be done independently or as part of a pair of exercises, where students study specific language forms.

In writing skills, formative assessments were found in chapters one, two, four and five. In chapters one, two, four and five students are asked to plan and brainstorm, afterwards students are expected to be able to make an outline and drafting of their paragraph and then write down to descriptive

paragraph and procedural text. This is related to the argument stated by Putri (2020) that there are several stages in the writing process, namely: planning, drafting, responses, revision, editing, evaluating and post writing.

3. Summative Assessment

In reading and writing skills, several summative assessments are found in it. Summative assessment is an assessment that aims to assess the achievement of learning targets (SPP) or learning outcomes (CP) of students to determine whether they will move up a class or graduate in an educational institution. This assessment usually ends with points or numbers to decide how students work in educational institutions. An important point to remember in summative assessment is that educators can use various techniques and instruments, namely: through tests, observations, carrying out projects, practice, creating skills, and creating portfolios as pointed out by Yulianto (2022). In reading skills, it was found that the summative assessment was at the end of chapter three and the end of chapter five. At the end of chapters three and five students are asked to read the text that has been provided, after reading students are expected to be able to answer the five questions provided. This is related to the argument stated by Suyadi & Husnaini (2022) that reading is also an activity where readers try to understand and respond to a text that they read that leads to knowledge because they want to get information from the text that the reader is studying.

In writing skills, summative assessments are found at the end of chapter three and the end of chapter five. At the end of chapter three students are asked to read the text that has been given, after reading students are expected to be able to write down the answer. At the end of chapter five students are asked to plan, after planning students are expected to be able to describe their study habits in sentences. This is related to the argument stated by Dwiyanti & Suwastini (2021) which states that to assess students' writing there are several categories that can be used, namely, the content of the statement, the relationship of ideas, the development of ideas, illustrations, facts and opinions, and the use of descriptions. Summative assessments on listening and speaking skills are not found in the seventh grade English book 'English For Nusantara'.