

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Research findings provide the information found by the researcher through research instrument. In this research there are two research question, it means this chapter require two main points of research findings as two research question as well. After conducting the research, the researcher obtained the data about assessing young learners with authentic assessment. The data has been collected in interview from the teacher SD Sabilal Muhtadin Banjarmasin and documentary process, because of pandemic situation the researcher can't do observation to the class. Then to findings the answer for research questions the researcher use theory by O'malley and pierce, and brown. So after had interview with the teachers, the researcher known that the teachers from SD Sabilal Muhtadin Banjarmasin use authentic assessment to assess their students and how they assessing their student.

1. Type of authentic assessment that the teacher SD Sabilal Muhtadin used for assessing young learners.

a. Teacher A

After conducted the research the researcher get the data from teacher a. teacher a is teach for class 5 and 6 then he told the researcher that the focus the material for those class is to prepare them to face the material next level or to prepare the student to face the material that will teach in junior high schools. Then what the researcher found from teacher a after had interview with him, teacher used 2 types of authentic assessment in assessing his student in the class. The result is:

Table 3.1 types of teacher A used

Types of authentic assessment	Classroom activities	Aspect in assessing
Performance assessment	Oral interview, oral report. Teacher ask “what time is it?” then the student have to answer that question one by one Role play: read a conversation in the book then ask student to do read that with other student	Speaking skills
Portfolio assessment	Answering question from paper sheet. Fill in the blank	Writing and reading skills

The data above the researcher get from the teacher during interview. The researcher asked teacher with question “what kind of activity did u used in assessing your student in the class?” then the teacher answer was, he did some kind of activity in the class such as asked student to read conversation in front of class then have Q&A session, such as teacher asked the student then student should answer the question etc.

b. Teacher B

After had done the research and interview with teacher b, the researcher get the data from him. Teacher b is teach for class 3 and 4 then he said to the researcher that focus for those class is to introduce to them/student about English course. After had interview by via whatsapp video call with teacher b on Wednesday Juni 9, 2021 the researcher known that teacher b also used 2 types of authentic assessment, those are:

Table 4.1 types of teacher B use

Types of authentic assessment	Classroom activities	Aspect in assessing
Performance assessment	<p>Oral report. The student makes a video about introduce their selves.</p> <p>Role play: read a conversation in the book then ask student to do read that with other student</p>	Speaking skills
Portfolio assessment	<p>Answering question from paper sheet. Fill in the blank/multiple choices</p>	Writing and reading skills

After did interview with the teacher B then the researcher know what type of authentic assessment that he used. The researcher asked teacher B with same question to teacher A that is “what kind of activity did u used in assessing your student in the class”. Then he answer was he did some kind of activity to such as asked student to do exercise answer question from the book, and asked student to read conversation with their friend or asked student to the front class then introduce their selves etc.

2. Assessing young learners with authentic assessment.

a. Teacher A

After conducted the research and had interview with teacher A, the researcher known how the teacher A use authentic assessment to assessing his student. Teacher A usually before he come to the class he try to read a book what the material that he want to teach to the class then he said in the book there are some things that the teacher need to do in the class such as teacher need bring a media or something like that, so it would make the teacher A to be easy to decide/determine what a type of assessment what he will use in the class. After he read the book to check the material that he will teach then he can decide what assessment that he will use.

1. Performance assessment

He told the researcher before the class still face to face then when the material is about “time” he checked the book then in that material there are a lot of examples of daily conversation then he decided to assess his student from performance the student. The way teacher A use performance assessment is, first he start to explain the material to student during that teaching and learning process he use some kind of activity such as asked student to repeat after him if there is new word for student and from this activity he assess the student pronunciation. Another activity that he also did in the class was asked student to read conversation with their friend, from this activity teacher A assessing the speaking skills students such as the fluency, confidence and pronunciation. After he finished explain the material to the student in the end he ask to his student to answer his question, then because the topic was about time so the question is related to time Example:

T : what time is it student ?

S : it is ten a clock sir!

Then what he assessed from his student is from the confidence, pronunciation, and the grammatical.

2. Portfolio assessment

Now due to his pandemic situation teacher A usually use portfolio assessment, this can see from that teacher A every ones week give student a task after he sent a learning video to the student and ask the student submit that task to the next meeting. As the researcher explained above that at this schools they not just have examination such as middle and final test but they also have examination every one month and for examination every month teacher A usually also use portfolio assessment then the way he use this assessment that h-1/2 he prepared to make a question for the test/examination then before he started the examination he gave his student time about 10-15 minute to read a book after that the examination is start and teacher A gave the paper sheet for student. From this examination teacher A can see the improvement his student.

Then in implementing authentic assessment there was found that teacher a did several steps in implement this assessment those are: specify object, adapt/existing the assessment, try out the assessment and review assessment, assessing competency standard, developing syllabus which include indicators, and record the progress.

b. Teacher B

After had interview by via whatsapp video call with the teacher B on Wednesday juni 9, 2021 the researcher known/found teacher B use authentic assessment. teacher B in deciding what type of assessment he try to adjust the material with the condition the class and the student. For example if the class is start at the morning it would be easy to assess the student through performance assessment because focus of student still on the class, but if the class start from evening it would be easy to assess the student with just portfolio assessment such as answering question from the book.

1. Performance assessment

The teacher B teach for class 3-4 at SD Sabilal Muhtadin Banjarmasin it means the focus of material from this age is just about the introduction English to the student. The researcher known that

the teacher B use performance assessment is from, the teacher B when the material is about introduction first he explained about the material to his student then during he explain he told the researcher he asked student to repeat after him if there is a new vocabulary the student don't know, and from this activity the teacher b assess the student pronunciation. He also asked student to read conversation in the book, first he asked student to repeat after him after that he divide student into 2 group, group 1 became A, group 2 became B. then after that he also asked student to read with their partner and read in front of class. So from this activity teacher b assessing the student speaking skill and the aspect he assess are fluency, confidence, pronunciation, attitude. after he finish to explained, in the end of class he ask to his students to make a video about introduce their selves at their home and after that student have to submit the task, this what the teacher B try during pandemic situation to not just give his student task such as answer question from paper sheet . Another occasion when the material is about "things around schools" the teacher B ask his student to go around the schools then the student need to find what a things around schools and wrote at the book after that the teacher B ask his student to tell what they got in the class. So, from here the researcher found/known that the teacher B use performance assessment to assessing his student.

2. Portfolio assessment

When he decided to use portfolio assessment he just did same thing what teacher A did. That is after he teach the material from daring class/he sent the learning video to the student then he asked student to do their homework that is answering question from paper sheet/the book and submit the task in the next meeting.

To implement authentic assessment teacher b did several steps in implement that those are: specify object, assessing competency standard, developing the syllabus which include indicators, try out the assessment, review the assessment, adapt existing the assessment and the last is record the progress. Then the researcher also found how the teacher a and b evaluate the way their assessing student is

already good or not. Both of them sometimes share their experience in teaching their class then they asked each other about what they do in the class is good or not if, not then how it supposed to be to make it better in the next time.

B. Discussion

This section presents the discussion of the research findings. As mention before in the previous chapter, there are two problems statement that proposed in this study. Namely, what a type of authentic assessment that they used in assessing and how the teacher assess young learners through authentic assessment. the goals of this study are to know what a type of authentic assessment that teacher used in assessing young learners and how the teacher assessing young learners through authentic assessment. the detail is below.

1. Types of authentic assessment the teacher used in assessing young learners at SD Sabilal Muhtadin Banjarmasin

According to the explanation above in findings, types authentic assessment that teacher used are performance assessment and portfolio assessment.

- a. performance assessment was found when the teacher B asked the student to make a video about introduce their selves during daring class and answer question from the teacher A when the class still face to face . According to palm (2008) as cited by quansah in her journal performance assessment is seen as having better possibilities to measure complex skills and communication, which are considered important competencies and disciplinary knowledge needed in today society (Quansah, 2018, p. 22) based on this theory the researcher known that the teacher at SD Sabilal Muhtadin Banjarmasin is used performance assessment. Also from the material itself is about real daily real life conversation which means it is of characteristic authentic assessment according to Martin and loomis (2014, p.387) as cited (fitriani, 2014, pp. 164-165) explain authentic assessment is a condition when the teacher assess the student performance through the task that related to the real world activities. Also according to Moon (2005) as cited by (M. Zaim, 2020, p. 589) one of characteristic authentic assessment is easy to do in the classroom/in the schools environment.

- b. portfolio assessment was found when the teacher A and B gave homework during daring class that is answering question from the book/paper sheet and from that task/homework the teacher can give a score then the teacher also can see progress from their student over time this is based on O'malley and pierce (1996) as cited by Dwi Rukmini, explained portfolio assessment is a purposeful collection of student work's that is intended to show the progress over time (Dwi Rukmini, 2017, p. 264).

2. How the teacher assessing young learners through authentic assessment.

According to Baker and Herman (1993) as cited by (fitriani, 2014, pp. 4-5) there are eight steps in planning and designing authentic assessment. the researcher found from the teacher A and B there are 4 steps that already appropriate to the eight steps.

Those are, specify object, adapt existing assessment, try out assessment, and the last review assessment.

a. Specify object.

This was found when the teacher want to know about student speaking skills improvement. By it means the teacher had specify object what they want to know/what they want assessing from their student.

b. Adapt existing assessment

This was found when the teacher told/explained to the researcher that when they want to determine the assessment they try to adjust to the material and condition the class by it means the teacher try to adapt the assessment based on the material and condition in the class.

c. Try out the assessment

After the teacher decide the types of assessment what they will use in the class then in the class the teacher try out the assessment to the student. This is found/known when teacher asked the student to do their task such as answering question from the book/ from make video.

d. Review the assessment

The researcher found this when the researcher did interview with the teacher A and B then both of them gave same answer. The researcher asked them with this question "after the class finish, do you evaluate the assessment that you used in the class is appropriate into your

student/your class?” then their answer was “yes we try to evaluate, in the way we as English teachers try to work together for this problem, that we ask each other, do you think it's good what to do in class or not, if not good then how supposed to be? From this answer the researcher known that the teacher A and B they review/evaluate the assessment that they used in the class.

According to Haryono (2009) as cited by (M. Zaim, 2020, p. 589) he give 5 steps to implement authentic assessment and what the researcher found from the teacher SD Sabilal Muhtadin Banjarmasin there are 3 steps that they did during implement the assessment. those are:

- a. Assessing competency standard
Speaking, writing, reading, and listening skills
- b. Developing the syllabus which include indicators, learning experiences, learning materials, a domain of valuation and appraisal activity schedules in one semester

This was found when they want to decide what assessment that they will use the teacher try to read/check the book which means on the book there are some indicators that should be achieve during teaching and learning activity

- c. Recording, processing, following up, and of the results of the assessment report can be either enrichment or remedial.

This was also found when one of student get low score then teacher give him/her chance to remedial. Then the teacher also did record the progress the students all the time.

To implement performance assessment

According to (M. Zaim, 2020, p. 600) there are several activities for this assessment those are: role play, oral report, oral interview, story-telling, and pictured-cued description. Then what the researcher found during the research that the teacher at that schools use several activities those are:

1. Role play

This was found when the teacher asked their student to read dialog conversation in the book then asked them to read that with their friend

2. Oral report

This was found when teacher asked student to make a video about introduce their selves

3. Oral interview

This activity was found when the teacher asked student directly with the simple question. Then the question was “what time is it?” then student answer that question directly.

To implement portfolio assessment

According to Gotlieb (1995) as cited by (Dwi Rukmini, 2017, p. 264) he states there are eight steps to implement this assessment. then the researcher found three of them those are:

1. The tasks are collected and organized into a special folder
2. Every task is identified based on date of submission so that the teacher can track the student progress during a given time
3. If the student gets low score on the assessment, the teacher may give them opportunity to improve their work within particular time

