

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion. The finding are designed to answer the research question about kind of alternative assessment that use in UPB UIN Antasari Banjarmasin

A. Findings

In findings, the researcher presented the data that have been collected by interview and observation of the participants. The data would be presented in descriptive form to explained the alternative assessment that used by the English teacher in UPB UIN Antasari Banjarmasin. Alternative assessment was a type of assessment that teacher can use in their class as the researcher known by the teacher's answer that "Alternative assessment is important for teacher because there are many characteristics of students that the ability of them can't always measure by test".

1. The Kind of Alternative Assessment in English Class of UPB UIN Antasari Banjarmasin

This sub-chapter will discuss about the kind of alternative assessment that use by the teacher, the researcher do an interview with the teachers to find information about

alternative assessment in their class. The interview consists of eleven questions about assessment. By the list of questions that consist in interview guide for do the interview with two teachers or tutors in Unit Pengembangan Bahasa UIN Antasari Banjarmasin, the researcher was found that they used project for their alternative assessment by the answer one of the teacher “That is video project. The project is like a mini vlog, so the confidence of students to communicate and give opinion about anything that related to the materi can be seen there”.

The project that they did in their class was made a video, such a interview video and mini vlog. However the interview video the teacher made them as a group, but in mini-vlog in individual.

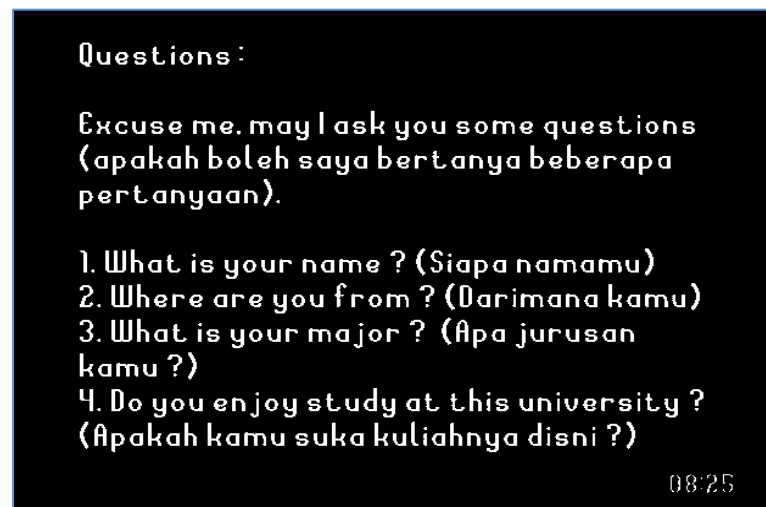
There were some way that they do before asked their students to did alternative assessment.

a. Make Task for Individual or a Group

After the teacher give an explanation what they will do about alternative assessment, the teacher share the students into groups that consists some student at each group or make an individual task for their students.

b. Make a List of Questions for Interview

After they know about their group, they should make a list of questions for the interview. The questions consist of the information that what they want to know from their subject. Beside from them, the list questions can they get from their teacher too.



(Picture 4.1)

c. Make A Project

The project can be a video. In video, they will show what is the content that they make. It can be an interview with someone, tell a story or short movie that they filmed. As the researcher found, that project consist of video about interview in a group and mini-vlog in individual task.



(Picture 4.2)

Instead than focusing on teaching, alternative assessment focuses on learning. Alternative assessment also focuses on students' development, allowing them to correct whatever errors they may have made in the past (Huba and Freed, 2000). Despite being anxious, they are more valuable than written ones.

Assessment was the way to know about the ability of student in the classroom. In interview, the researcher ask the teachers are the task the only one tool for measure the ability of student, one of the teacher said that ” not, not only the task. As long as I teach in the class I also measure the ability to the students through their ability in responding my commands , its not task based only”. By that answer we knew that the task not only one the tool to know students’ ability. We also can know that by their respond when we command or explain the lesson for them in their class.

“Alternative assessment is important for teacher because

there are many characteristics of students that the ability of them can't always measure by test”

B. Discussion

Based on the findings stated before, the researcher would discuss about alternative assessment that use in Unit Pengembangan Bahasa UIN Antasari Banjarmasin.

Here are the discussion:

1. Kind of Alternative Assessment that Use in UPB UIN Antasari Banjarmasin.

The teacher used a project work as an alternative assessment in their English class in Unit Pengembangan Bahasa UIN Antasari Banjarmasin. When use the project work, the classes will move away from the traditional teacher-centered instruction and move towards for make a student community of inquiry involving authentication of communication, cooperative learning, collaboration, and problem-solving. (Stoller:1997:2)

According to Henry (1994 in Stoller 1997) defined to 3 different types of project, they are :

- a. Structured projects are determined, specified, and organized by the teacher in terms of topic, materials, methodology, and presentation
- b. Unstructured projects are defined largely by students themselves
- c. Semi-structured projects are defined and organized half in part by teacher and half in part by students themselves.

From that statement, the researcher known that the teacher used unstructured project and semi-structured project for their students do the project work as their task. The projects will make the students feel the challenges to use information in a new and different context outside the class. The students can build a good team work in this alternative assessment. The projects, engages learners in acquiring new information that is important for them to leads and clear outcomes.

The main goal of education was to development of the critical thinking skills. However, some teachers may hesitate to implements using project in their classrooms. This is usually due to the fact a great number of teachers feel they do not enough about how to fairly assess a student's performance (Airasian,1991).

According to Lee and Lim (2012), the goal of project work

is to: The purpose of learning is to familiarize students with their surroundings. They will live and perform at this location. The procedure is as follows:

This is based on real-life events and changes. Consequently, the meaning of project work has evolved over time with the world's developments as well. Project work is a type of learning that focuses performed in groups as a result, the students become proficient in social and cooperative abilities, as well as group cohesion, are all important. Practical in today's world's real-life activities Project work serves as a link between traditional learning and project work using English in real-life circumstances as well as in the classroom class.

In its implementation itself, the project may indeed require a little more time than the implementation of other assignments, but we can better know and get the basic results of how students use their skills as much as possible in their understanding and mastery of the use of English in their social life.