

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After doing the research, the researcher obtained the information that the researcher was looking for, this information was in the form of data regarding the implementation of teacher assessment activities for students. In this study there are two research questions, in this case it means that there are two main points in the research findings.

In this section the researcher made observations directly into the classroom, interviewed the teacher outside of class hours, and also made documentation when the observations took place. Then after conducting observations and interviews with teachers, researchers found that teachers use pre-test and post-test assessment techniques.

1. The types of assessment and teacher assessment technique used at SMAN 1 Mataraman

From the observation process, the researcher directly observed how the teacher gave a listening assessment to students.

The result of the direct observation and interviews the researcher found that the teacher used a type of formal assessment as a whole in the assessment of listening learning. Formal assessments are tests or guidelines created especially to put abilities and knowledge to use. They are methodical strategies for teacher sampling in student evaluation that are designed to value student achievement In accordance with the

understanding that formal assessments have been specially arranged to provide feedback to students have achieved.

For teacher assessment techniques using pre-test and post-test techniques. In this case the researcher made observations three times in the classroom when the teacher taught directly. The researcher found that during the observation process the teacher used pre-test and post-test assessment techniques on various occasions.

In the teaching process the teacher comes five minutes before class begins to prepare what is needed in class learning. The teacher brings a laptop and a projector to use as a tool in the teaching and learning process. Before class starts the teacher greets students in class and opens the class with greetings. The teacher does not immediately start learning in class, but the teacher greets students by relating the lesson that will be studied today as an example:

Teacher: how are you guys today?

Student: I'am fine.

Teacher: “what do you think about a laptop”? (while showing laptop)

Student ani: to help the learning process.

Toni student: silver colored laptop.

Teacher: good, this laptop is a tool for teaching and learning process and this laptop is silver in color.

This is the opening simulation of learning by the teacher before learning begins. the teacher displays a power point on the projector that

has been provided related to learning, the teacher explains the material to students, the teacher invites direct discussion while asking students to actively talk in class. Here are a few examples of discussions during the lesson:

Teacher: “what do you think about that car? (teacher displays a picture of a car on the projector)”

Lisa's student: "the car is expensive."

Junita student: “the car is blue.”

Teacher: "good job, you can add the sentence I think it is, this sentence functions to express what you think about the object in front of you."

After the teacher finishes explaining the material students are welcome to ask questions, this aims to find out to what extent students understand today's lesson. students ask and the teacher answers student questions by explaining material that students do not understand.

After the students understand that the teacher will give light exercises before the evaluation, the teacher turns on the speaker which contains a conversation between two people whose contents of the conversation discuss expressing opinions and thoughts. The text of the conversation is displayed on the projector but there are several blank sentences. The student's task is to fill in the blank sentences in the exercise book/sheet of paper by listening to the teacher who is the speaker. The teacher repeats three times by moving three positions so

that the distance between the students and the teacher is all equally divided.

After completing the light exercise, the answer papers are exchanged with a deskmate to be examined together. While checking the teacher can also explain a little about student answers and relate them to the material that has been studied. After checking the light exercises, the answer papers are graded and returned to their respective paper owners.

Many student answers indicate that students already understand the material that has been explained. It's time for the teacher to provide an evaluation for the end of the lesson. Evaluation uses the Google form, the teacher instructs students to take out their cellphones and access the link provided. The rules are still the same, students listen to the teacher three times, but this time no conversation is displayed on the projector. Student answers are immediately collected in the Google form and can be directly assessed by the teacher. The teacher can find out the extent to which students understand the learning that has been conveyed. The teacher prepares to pack learning equipment because the study time has reached the end of the lesson, the teacher greets and does not forget to remind students to study at home and maintain health.

2. Problems faced by teachers in using assessment techniques when teaching listening at SMAN 1 Mataraman

To answer the second research question, researchers used the results of classroom observations and the results of interviews with teachers.

The results of the observations of researchers were the same as the results of interviews with teachers. Teachers experience real difficulties when using assessment techniques when teaching listening.

One of the problems experienced by teachers is the lack of learning tools to support learning to listen, namely the lack of audio/speakers. Here the teacher is very regretful because students cannot listen directly to the original British audio results so that it will reduce students' hearing in capturing the contents of the conversation in the conversation.

The second is the vocabulary that is still limited which is mastered by students, so there are still some students who sometimes have to ask the teacher what words are said or explained by the teacher during the material. In addition to vocabulary, grammar is also one of the problems that arise when learning to listen. Students find it difficult where students must focus on listening and must focus on writing answers with correct grammar, students feel their focus is divided.

The last problem faced by the teacher is the lack of student interest in learning to listen. According to the results of observations and interviews the teacher felt that students did not like learning to listen because students felt that their focus was divided so that students were less interested in learning to listen. This is the feedback for the teacher to explain too much outside of the material being used.

Some of these problems become a challenge for teachers in arousing students' interest in learning to listen. The teacher must think of mature

questions to build a listening learning class so that it can attract attention and create a feeling of liking in the listening class.

B. Discussion

In this section, the researcher explains the results of research on what assessment techniques are used by teachers and how they are applied in teaching listening to English. The purpose of this research is to find out what techniques are used by teachers in teaching English listening and how to apply them, and to find out what challenges teachers face in using assessment techniques when teaching English listening.

1. Teacher assessment techniques in teaching English listening

After conducting observations and interviews, the researchers found that the teacher used pre-test and post-test assessment techniques in teaching listening to English. Assessment with a post test procedure where the teacher here opens the lesson by asking the lesson to be learned at that time. From the results of interviews with the teacher, the teacher uses a pre-test assessment technique to determine student abilities at the beginning of learning, so the teacher can determine how to convey learning. The teacher himself uses descriptions of nouns and short sentences.

After the teacher finishes explaining the teacher gives a final evaluation at the end of learning, this assessment is called a post test, the teacher explains that by giving a final evaluation the teacher can measure

students' abilities to what extent they understand the lesson that is taking place today.

Asserts that there are three stages to learning: assimilation, accommodation, and equilibration. (balancing).

The process of assimilation is a process in which students can express what is in the minds of students, accommodation is a process in which students provide new words related to learning, while the process of equilibration is continuity between assimilation and accommodation.

According to Main Sufanti (2010, p. 17) teaching is one of the processes, ways and actions in teaching. Teaching is an activity that builds meaning/understanding and provides information and experiences to students in the learning process. Logically teaching is the teacher's activity in providing understanding to students. It can be concluded that the teaching process is a teacher's action in building students' understanding from various sources of information. According main Sufanti explanation that the teaching is one of the duties and responsibilities of the teacher to make students understand in learning. Problems faced by teachers in giving assessments of teaching listening to English

2. Problems faced by teachers in teaching English listening.

In conducting the assessment of teaching listening to English the teacher encounters several problems. Through the results of interviews

with teachers and classroom observations, teachers revealed that there was still a lack of learning tools to support continuity in learning English listening. For example, such as audio or the unavailability of a learning lab to make it easier for students to listen by live audio.

The next problem is the lack of students' understanding of English vocabulary, here the teacher feels compelled to provide more explanation so that students can understand ongoing learning. In addition to vocabulary, grammar is also a problem for students, in this case the teacher also has to emphasize less vocabulary when speaking or explaining learning in class.

The listening assessment technique according to Rost, M, (2011) listening is the ability to learn to listen to students (input), if students cannot understand the input then the learning process cannot be carried out. While vocabulary and word order are still a problem in this class. according to Rost and the teacher there are differences, observations in the field there are still some students who do not understand vocabulary and word order, but the teacher continues to start learning while explaining little by little.

Lack of student interest in learning to listen, why is that from the results of observations and interviews with teachers. The teacher found that there were several students who complained about this, students felt their focus was divided where students had to be required to listen and

also have to write down what they caught in their hearing. This makes students less interested in teaching listening.