

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents (1) findings, and (2) discussions

4.1 Findings

There were some findings in this chapter. The research finding was related to teachers' perceptions on the implementation of ongoing assessment on English vocabulary for young learners at MIN 1 Palembang. The interview data was analyzed by using thematic analysis. The descriptions of the finding were explained as follows:

4.1.1 Teachers' perceptions on the implementation of ongoing assessment on English vocabulary for young learners

After analyzing the data gained from interview, researcher found that the teachers' perceptions on the implementation of ongoing assessment on English vocabulary for young learners. The themes and analysis of codes gained from the qualitative data obtained from the deep interview were described as follows.

Table 4.1.1 Teachers' perceptions on the implementation of ongoing assessment on English vocabulary for young learners

No.	Themes	Codes
1.	The teachers' felt that in implementing ongoing assessment, understanding the goals was very important.	a. Teachers felt that the goals of ongoing assessment ensured to find out to what extent the students understand the material.

b. Teachers felt that the goals of ongoing assessment to find out the limits of student ability.

2. The teachers' made a clear, relevant and public ongoing assessment

a. Teachers thought that the clarity or the transparency was important to motivate the students and to assess the students.

b. Teachers thought that relevant was important to achieve the desired goal.

c. Teachers thought that a performance to be public was important because the teachers had to equate the assessment in general and assess them according to the students' ability.

3. The teachers' thought it is necessary to give feedback

a. Teachers felt that it was important to give feedback to the students to know how far students understood the lesson.

b. The teacher felt that by giving feedback to students could improve

students' ability in learning.

The themes and codes gained from the qualitative data as listed in table 4.1.1 are describe. They are divided into perceptions consist of (1) The teachers' felt that in implementing ongoing assessment, understanding the goals was very important,(2) The teachers' made a clear, relevant and public ongoing assessment, (3) The teachers' thought it is necessary to give feedback.

4.1.1.1 The teachers' felt that in implementing ongoing assessment, understanding the goals was very important

Based on the data obtained from the interview process, the researcher found that teachers at MIN 1 Palembang when implementing on-going assessment it was very important to understand the goals. In this case, the implementation of the goals of ongoing assessment used by the teachers at MIN 1 Palembang to find out what extent the students understand about the lesson and to find out the limits of student ability.

According to the data collected during the interview, the researcher found that teachers at MIN 1 Palembang when implementing ongoing assessment to find out what extent the students understand about the lesson based on the what teacher action should be applied so that students' understanding increases better in the future. As the teacher initially E said, as in:

“The purpose of implementing the ongoing assessment is to find out the what extent the students understand about the lessons so that it can be seen what actions should be applied by teacher to make a better understanding increase. So, we can know what to add and what to explain in more detail” (Personal Communication, July 2021)

Furthermore, the researcher also found that when the teachers implement on-going assessment to find out the limits of student ability influenced by implementing of ongoing assessment. As the teacher initially P who said, as in:

“Ongoing assessment is to find out the limits of students' ability to understand the lesson, how effective the teaching and learning process is in direct assessment and how much influence on-going assessment affects the ability of students to improve their understanding of the lesson when implementing of ongoing assessment in the process of teaching and learning English” (Personal Communication, July 2021)

4.1.1.2 The teachers' made a clear, relevant and public ongoing assessment

Based on the data collected in the interview, the researcher found that the teachers at MIN 1 Palembang made a clear, relevant and public on-going assessment. In this case, teachers at MIN 1 Palembang thought that clear or transparent was important to motivate the students and assess student and teachers assumed that relevant was also important to achieve the desired goal. In addition, the researcher also found that at MIN 1 Palembang that students' performance to be public was

important because the teachers have to equate the assessment in general and assess them according to the students' ability.

According to data obtained from the interview, the researcher found that clear or transparent was important to motivate the students and assess students when implementing on-going assessment. In this context, the transparent and clearly when implementing on-going assessment used by the teacher when the teachers at MIN 1 Palembang were clearly, real and transparent doing on-going assessment based on students' scores that obtained during the class activities. As the teacher at MIN 1 Palembang initially E, said:

“So, if their grades are good, it is clear that they are given good marks but if their grades are less then I also give less so that they feel that there must be an increase in ability. An example is the clear assessment when implementing this ongoing assessment, because it is clear that their understanding can be assessed directly” (Personal Communication, July 2021).

Additionally, for students who had higher scores teachers should motivate them to maintain their score consistently, but for students who had lower scores in the class, teachers can motivate them to perform better in order to have higher scores in the next meeting. As the teacher at MIN 1 Palembang initially E added the information said that:

“Of course it is important to motivate students so that they can maintain their grades if they are good and also if their scores are below which they are not

desirable they can be motivated to give performance better than before.

(Personal Communication, July 2021).

Similarly, the teacher initially P supported the statement that clearly and transparent when implementing ongoing assessment to the students was important who said, as follows:

“I think it is important, because I can clearly assess the student, because every student is different, there are students who are quiet but understand the material and there are also students who are active in class but their understanding is lacking, so direct and clear assessment is important. For example, after I delivered the material and gave their assignments and they were answered right away” (Personal Communication, July 2021).

In addition, the researcher also found that the teachers at MIN 1 Palembang when implementing on-going assessment relevant was also important to achieve the desired goal. In this context, relevant here is used to achieve the learning objectives when learning English. As the expressed by the teacher initially E as follows:

“Of course it must be relevant, because if it is not relevant then the desired goal will not be achieved. So, the assessment must be relevant and really in accordance with the objectives of the learning itself. The examples are relevant based on our goals regarding asking and answering questions about the learning process” (Personal Communication, July 2021).

Likewise, another teacher initially P said in interview that relevant was important when implementing ongoing assessment as in:

“Yes, it is important, for example assessing students' understanding of the material being taught to what extent about the lessons. For example, I gave an assignment that was assessed immediately” (Personal Communication, July 2021).

Furthermore, the researcher also found that when implementing ongoing assessment students' performance to be public was important because the teachers have to equate the assessment in general and assess them according the students' ability. In this case, the teachers assesses the students based on generally such as, students' activities and performances so that the teachers at MIN 1 Palembang did not judge randomly but based on their abilities. As the teacher initially P who expressed as follows:

“It is also important for performance to be judged generally because I do not judge students randomly and I judge them according to their abilities. For example, student A understands reading and student B understands writing and there is definitely a difference in general.” (Personal Communication, July 2021).

In the same line, another teacher E, stated that in this case, when implementing ongoing assessment should be judge based on generally in public so that can help the students if the students had difficulties to comprehend the learning material was discussing about.

“Of course I have to equate the assessment in general and also to help other students understand what the material we are learning is even though it is a

question for one student but can answer all questions for other students, so other students understand and can draw conclusions from the learning process given. For example, they can ask and answer questions about the material with classmates” (Personal Communication, July 2021).

4.1.1.3 The teachers’ thought it is necessary to give feedback

Based on the data collected in the interview, the researcher found that the teachers at MIN 1 Palembang thought that it was necessary to give feedback to the students. In this case, the feedback was given by the teacher to know how far students understanding toward the lesson and also by giving feedback to students can improve students’ ability in learning process.

According to the data collected during the interview, the researcher found that feedback was given by teacher at MIN 1 Palembang to know how far students understanding toward the lesson what being taught. In this context, the feedback was given by the teacher also to know students’ condition and situation towards the lesson being taught. As the result, it was expressed by the teacher initially E, as follows:

“It is important, by providing this feedback so that it can know the situation and condition of students related to learning” (Personal Communication, July 2021).

And the teacher also felt that by giving feedback to students to know where students’ understanding regarding the lesson, as the teacher said as follows:

“Yes, of course, feedback is needed to let students know where their understanding is. If I feel that their understanding is lacking I add some

information that is needed but is still within the scope of our lesson that day and also to motivate other students to get involved and even give their opinion about the lesson or I as a teacher ask questions, they welcome them with answers and vice versa”(Personal Communication, July 2021).

Additionally, teacher initially E also added the information regarding how the teacher gave the feedback to students in the end of the lesson, as in:

“For example, I teach giving learning materials, students understand but after the teaching and learning process occurs the teacher asks students what are the difficulties or how is today's lesson so I ask students questions about today's material so that I can find out what the shortcomings are.”(Personal Communication, July 2021).

Furthermore, the researcher also found that by giving feedback to students’ teachers can improve students’ ability in learning English. In this case, the feedback provided to the students was deemed to improve students’ ability to be more increased towards the lesson. For example, a teacher with initial P said, as follows:

“It is very important to provide feedback and it really helps students because students may still not understand the material being taught but by giving the feedback by the teacher to students can improve students’ ability in the learning process so that students can perform better”(Personal Communication, July 2021).

4.2 Discussions

The discussion is presented as the way discovers the ideas related to this findings and chapter two. Based on the findings from the data obtained from the teachers' interview, it was found that there were some perceptions on the implementations of on-going assessment on English vocabulary. The researcher has collected the data from interview are presented on the described in findings. In the discussion the researcher tried to relate between findings and theories in chapter two. The teachers' perceptions on the implementations of on-going assessment on English vocabulary consisted of (1) The teachers' felt that in implement ongoing assessment, understanding the goals was very important,(2) The teachers' made a clear, relevant and public ongoing assessment, (3) The teachers' thought it is necessary to give feedback. Therefore, the explanations of the perceptions are described as follows in order to know further much information about them.

The first perception researcher was the teachers' felt that in implement ongoing assessment, understanding the goals was very important. The emergence of this perception was due the teachers' claim that on-going assessment is very important to be implemented for understanding the goals because the teachers find out what extent the students understand from the implemented on-going assessment during leaning and teaching process. And by ongoing assessment teachers can find out the limits students' ability. For instance, teachers give assignment by assessing whether students understand what has been learned in vocabulary learning and can know the limits students' ability. That was why teachers implemented ongoing

assessment to understanding the goal. It supported to Joslin (2010) understanding goals to generate the criteria by which to assess students' performances. Build in the opportunities at the beginning of and throughout a unit for assessing students' developing understanding.

The second perception researcher was found the teachers' made a clear, relevant and public ongoing assessment. From teachers interview the teachers added that a performance to be clear was important. On the implementation of ongoing assessment in the teaching and learning process, teachers are clear on giving value in order to motivate students. It supported by Croker (1999) who argued that they should be clear and easy to understand both from the teachers' point of view and equally from the learners. Learners that fully understand and internalized the assessment criteria have clear learning goals. In addition, the other theories it is supported by Joslin (2010) who argued clear articulated explicitly at the beginning of each performance of understanding through they may well evolve over the course of the performance, especially if it is new to the teacher as well as the students.

Then, teachers also added that a performance to be relevant was important. By implement ongoing assessment in the learning and teaching process. The teachers must be relevant in getting the desired learning objectives. With this relevant the teacher's goals can be achieved.. It is supported by Croker (1999) who argued that they should be relevant to the course objective and expected outcomes on the one hand and to the needs of the learners on the other. In addition, the other theories it is

supported by Joslin (2010) who argued that closely related to the understanding goals for the unit.

Then, teachers also added that a performance to be public was important. By implement ongoing assessment in the learning and teaching process. Teachers should generally assess students based on their ability to understand the subject matter provided, and also teachers should help students who do not understand the lessons given until they understand the material. Therefore, in this general assessment should be according to their ability to achieve student learning goals and to improve their abilities in each learning process. It is supported by Joslin (2010) who argued that everyone in the classroom knows and understands them.

Third perception researcher was found the teachers' thought it is necessary to give feedback. The teachers felt that give feedback was important to students. The importance was to know how far students understand the lesson. Provide feedback to the students' also make a learning more active and gives them information about how students might do better every learning and teaching process. It is supported by Abdurrahman et al., (2018); Salihu et al., (2017) who argued that On-going assessment is a very important assessment in providing feedback to students using on-going assessment will make learning more active,. Then, by giving feedback to students' teachers can improve students' ability when teaching and learning English lesson and with the provide feedback students' to be more increased understand the lesson. Therefore, implement on-going assessment is important to give feedback for students because it is very necessary to support the existing assessment. It is

supported by (Blythe., 1998 as cited in Joslin, 2010) On-going assessment is an assessment that will be ongoing with a process where students must prepare to be able to provide good and clear responses to find out how far students understand the lesson with the aim of helping students improve their abilities for the next meeting.