

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter conveys the findings and discussion of the study. This chapter primarily discusses the study's findings related to assessment types used in assessing students' progress or understanding by English teachers in English classrooms. The reflective focus group discussions and interview data from eighteen EFL pre-service teachers were analyzed using thematic analysis. The results of the study attempt to answer the research question regarding what assessment types the teachers use in assessing the students' progress or understanding.

4.1 Findings

This stage contains the results and interpretation of the results of the data analysis reflective focus group discussion and interview. This part aims to answer and prove the research question regarding what types of assessment teachers use in the English classroom context.

After analyzing the data, two main focus themes and sub-themes are focused on in this finding based on participants' reflections and interview results. It shows that the teachers assess the student's progress or understanding by giving homework/assignments/tasks/exercises, questioning, presentations, and short quiz, which is indicated as formative assessment. The teachers also offer tests to check to understand that it refers to summative assessment.

The significant findings from the study are highlighted in the following. The percentage of English teachers' assessment types used in the classroom can be seen in the following diagram:

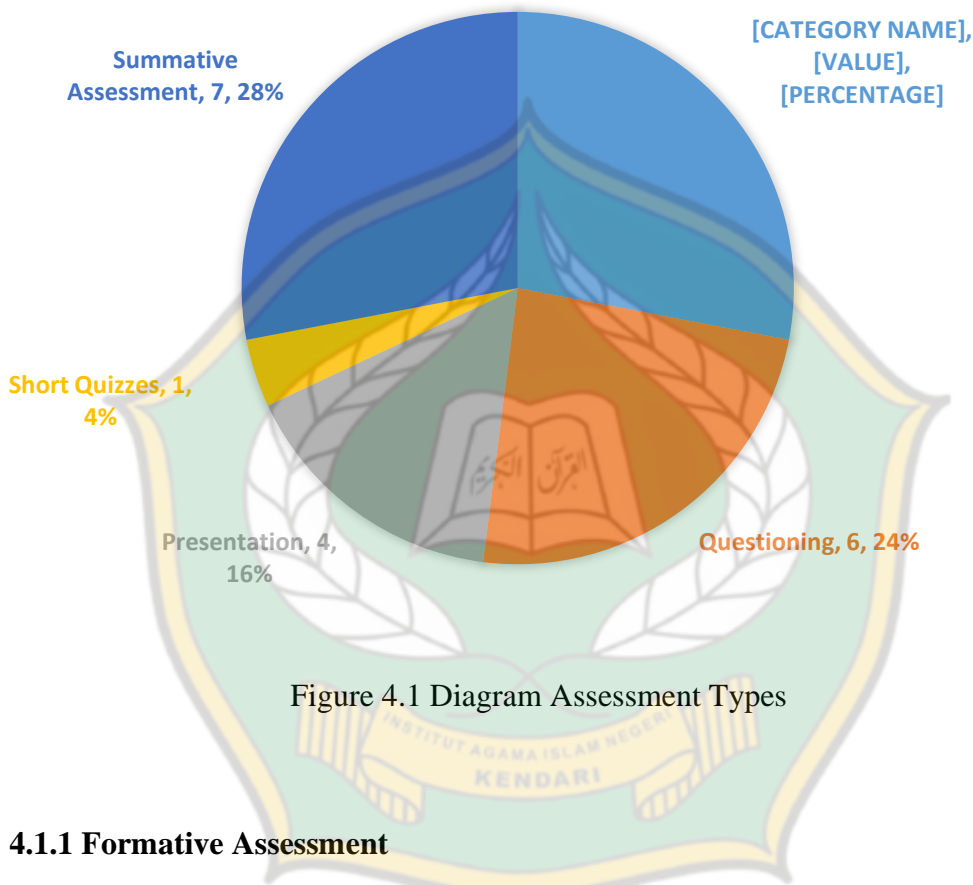


Figure 4.1 Diagram Assessment Types

4.1.1 Formative Assessment

Formative assessment is evidence of classroom practice where students can know their achievements and teachers and students can change the following instructions or evaluation. There are several tools or instructional techniques for applying formative assessment in assessing students' progress or understanding in the class. Based on participants' data, this part demonstrated the teacher's formative assessment tools or techniques, namely homework/assignment/task/exercise, questioning, presentation, and short quizzes.

4.1.1.1 Homework/Assignment/Task/Exercise

Homework, assignment, task, and exercise are usually given to the students during or after the learning process is finished. The following vignettes illustrate participants' reflections and interview on the homework/assignment/task/exercise:

"The teacher knows the ability or understanding of the students based on the result of assignments ..." (FGD_P5)

"...the teacher assigns an assignment of some kind of question that the student writes on their paper or sheet. So after the student answers, the teacher will see what the students understand by looking at the results of the questions on the paper. That way makes the teacher can understand and know to what extent the students' abilities are" (FGD_P7)

"...way the teacher assesses or knows the progress or understanding of the student by assigning assignments to the student" (FGD_P10)

"...the incoming teacher, after explaining a material he will give some exercises to assess whether the students understand the material that has been studied before" (FGD_P11)

"...by giving the students tasks to answer several questions about a text that the teacher has provided. So they should analyze the text and then answer those questions" (FGD_P12)

"...by giving tasks related to the material that has been taught"
(FGD_P13)

"...in assessing students' progress the teacher giving students assignments or readings about the material being conveyed"
(FGD_P18)

The responses above revealed teachers gave homework, assignments, tasks, and exercise to check to understand. Most participants indicated the teachers use it after the material has been taught. From P12's response, she explicitly stated the task given by the teacher. Furthermore, the teacher adds the assignment, such as reading material, as stated by P18. In contrast, P7 said the different modes the teacher practices in giving the assignment. Further, in the interview section, he put:

"The teacher gives the questions orally, and the students write the questions on the paper and then answer. The questions they do are based on the material they have learned or the material that the teacher has taught so that they can do their assignments well. As for correction or feedback, teachers

sometimes do it by telling at what position or at what point the student has errors or shortcomings what the student wrote or answered" (Interview_P7)

From his answer, the assignment given by the teacher is based on the material taught through the questions given orally. The students write the question on their paper and then answer it. Whereas for correction and feedback, focus on their position in writing or answering the questions.

4.1.1.2 Questioning

Questioning refers to the teacher who poses a question, the students are called upon to respond, and the teacher evaluates the responses. The participants reflected on the teacher using questioning in assessing students' progress or understanding, as in the following extract:

"...in addition, teachers also usually give some questions that can test whether their understanding is good or still lacking".

(FGD_P4)

"...the teacher also randomly asked the students in the class".

(FGD_P5)

"...the teacher will give a question, and the student will answer the question. If the student can answer what the teacher said, then the teacher will know the student's progress". (FGD_P6)

"...then also the teacher assesses the activeness of the student such as asking or perhaps answering questions from the teacher". (FGD_P11)

"...then just like the others earlier, the teacher assesses the student from the aspect of the activeness in the class. So, that active student gets a plus from the teacher. Then, some meetings also give games to students. Whoever dares to answer the question will be given additional scores (encourage student activity)". (FGD_P16)

"...teachers evaluate students' understanding by asking questions and giving feedback directly in class". (FGD_P17)

From the data above, some participants revealed that teachers use questioning to assess students' progress and understanding in the English classrooms. Participants stated the differences of each teacher in applying questioning in the classroom. There are teachers who ask and assess which students are active and some include feedback directly. From P16 answer, teachers use questioning through games. It is considered that students become

more interested and spur their activeness to ask questions. As for his statement saying it is judged by student activeness, he was asked more about it in an interview session. He put in:

"Okay, from the results of my observations during PLP 1, the activeness of students in the classroom is a teacher's consideration as an assessment of the student's understanding process. Here there are several aspects considered by the teacher. The first is that students dare to ask the teacher when there is an explanation or material presented by the teacher that the student does not understand. Second, the student could give their opinion so that there was the interchange between the teacher and the student so that it was not flat in the classroom and could become alive. For the last, the teacher assesses the student's ability to answer questions asked by the teacher or asked by the teacher. These questions can be quizzes or questions from the material being studied".

(Interview_P16)

According to his answer, student activeness is one of the ways teacher assesses their understanding. The activeness is in the form of asking questions when the teacher explains the material, giving opinions or reciprocity in the learning process, and answering questions when the teacher asks. In addition, the form of the question can be a quiz on the material that has been taught.

Those things show that each teacher has a way of utilizing one assessment tool or technique. The use of questioning is one of the tools or techniques in the formative assessment that has enormous benefits for measuring students' understanding.

4.1.1.3 Presentation

A presentation is a communication device that relays a topic to an audience through a slide show, a demonstration, a lecture, or a speech where words and pictures are intended to complement each other. A presentation communicates a message, an idea, or information to a group or in class. The presentation can be a formative and summative assessment. However, from the participants' answers, it gathers formative way. The following vignettes illustrate their reflections on the presentation:

"...the teacher usually tells the students to come forward to practice. Usually the teacher asks the students to make a dialogue and then asks the student to come forward to practice the dialogue they have made, after that the teacher will correct starting from their pronunciation or grammar of the dialogue they have made". (FGD_P4)

"In addition, teachers can find out the improvement of students through the presentation assignments in the class they display ... " (FGD_P5)

"...the teacher gives the material, then he tells the students to come forward in front explain, continue to the other group respond to the group what is wrong, use English". (FGD_P14)

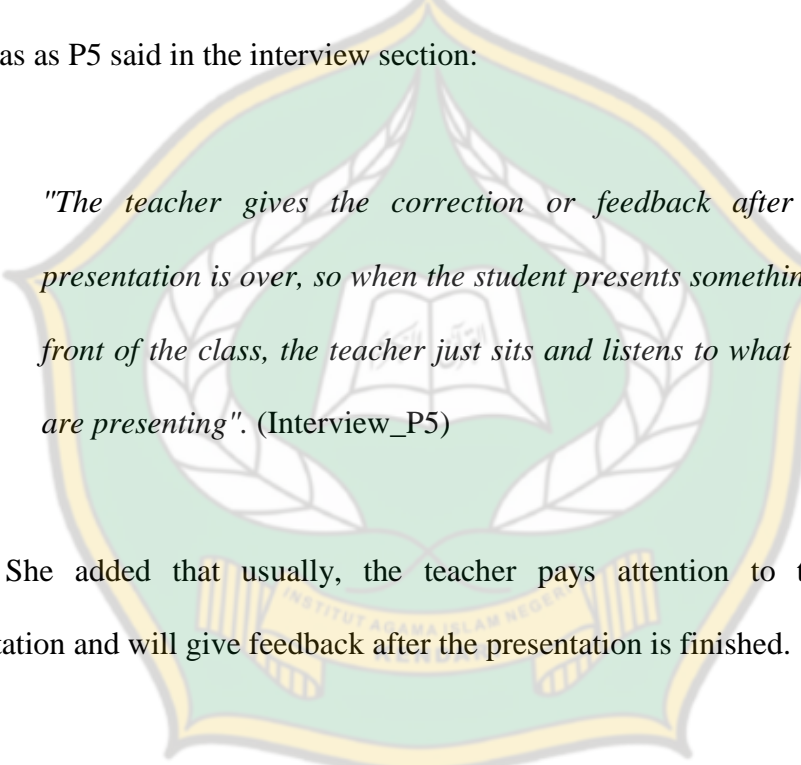
"...for the first, usually they are told to produce text. Secondly, there is practice ahead. From there, it is assessed how the student's ability" (FGD_P15)

From P5 and P14's responses, the use of presentation in assessing students' progress is done directly with the teacher telling them to make a presentation based on the assigned group work. While from P4 and P15 answers, the teacher tells them to do a specific task and then practice it in front of the class. It can be said as a presentation because they display it in front of the class, and there is correction and feedback. In addition, P15 adds:

"That day, the material was still an introduction, so each student was told to write an introduction text but it was short, after that they were told to move forward with the practice of re-reading. There are corrections from friends and from teachers. From the teacher, most of it is just the pronunciation. If it's from the classmate, it's the same but only small things. All students are required to come forward." (Interview_P15)

Based on her answer, the specific task was to write a brief introduction, and then each student practiced it in front of the class. Then another student gave a small correction, while the teacher corrected or gave feedback on their pronunciation.

The statements above revealed the teachers used presentations more gather formative than summative. It can be seen from the instruction, correction, and feedback that are directly conveyed by the teacher, students, or another group. That was as P5 said in the interview section:



"The teacher gives the correction or feedback after the presentation is over, so when the student presents something in front of the class, the teacher just sits and listens to what they are presenting". (Interview_P5)

She added that usually, the teacher pays attention to the students' presentation and will give feedback after the presentation is finished.

4.1.1.4 Short Quizzes

A quiz is a form of game or mind sport in which players attempt to answer questions correctly about a particular or variety of subjects. A contest in which participants test what they know by answering questions on one or more topics. One participant reflected in the following excerpt:

"...by doing quizzes given by the teacher to determine if there are students who don't understand or don't understand at all".

(FGD_P8)

Only one participant mentioned quizzes as an assessment tool teachers use in the classroom. The teacher assumed a quiz could help measure whether the students understand the material that has been taught. It is one of the exciting tools for the students because some quizzes could have interesting items or ways to do them.

4.1.2 Summative Assessment

Summative assessment refers to evaluating students' achievement in learning at the end of a chapter, unit, course, and so on. An achievement test is a summative assessment instrument. The participants' reflections showing that teachers use tests as part of summative assessment are as follows:

"...so, its forms like a written assignment the teacher gave at the end of the meeting in 1 chapter". (FGD_P1)

"...each chapter is held oral examination for each student, that oral test should be held". (FGD_P2)

"...each chapter is held daily test, and the form is multiple choice". (FGD_P3)

"...the teacher gives daily tests to students to determine the extent of students' abilities". (FGD_P9)

"In addition, it is usually how it is scored from the chapter tests. So before entering the new chapter, there is a test for ten multiple choice numbers, the student answers, later the results of the new grades are used as assessment material". (FGD_P15)

"...every five meetings will be held a test, so the teacher gives a test to the students to find out the extent of their ability to understand the learning that has been passed". (FGD_P16)

"In addition, when a chapter is over, the teacher usually gives a daily test ...". (FGD_P17)

The data above revealed that many teachers adopt and give tests to assess students' progress, in this case, during a chapter or unit. Based on some participants' data, P2 stated the differences in teachers' way of applying summative assessment. There is by doing tests orally. In comparison, P3, P15, and P17 said that teachers assess students through tests conducted every time a chapter is completed. Furthermore, P3's data also mentioned the test's form is multiple choices. However, from those data, the P9 answer did not say when the

test was performed. Then, she was asked for further explanation through an interview. She put on the following:

“Usually, the daily test is held to find out the abilities of the students after one chapter or two chapters have been completed, but from my observations at school, usually the daily test is held after the two chapters have been completed, and a daily test is held to find out the student's knowledge and understanding whether the student has understood or not. For assessment, the teacher usually takes grades from mid test or final tests and the daily test. So, there are three assessments, namely daily tests, mid tests, and final tests”. (Interview_P9)

Based on the interview results, she stated that the teacher assesses the student's understanding by giving daily tests every two chapters. It is for measuring the students' understanding in particular chapters, so that the teacher can know their progress. In addition, mid-test and final tests are also one of the teacher's assessment types.

In conclusion, in all cases, the teachers give a test after completing a specific chapter to determine the extent of the student's progress or understanding during one particular learning period.

4.2 Discussion

This part primarily presents the discussion of the findings of the study. This segment also considers, relates, and compares with several previous studies and concepts related to assessment types used by English teachers in assessing students' progress or understanding. Based on the study's results, two major themes and five sub-themes are revealed from participants' reflective group discussion and interview section. The findings indicate that the teachers mostly use two assessment types in the English class: formative and summative assessment.

The first theme illustrates that formative assessment is one of English teachers' most used assessment types in English classrooms. It aligns with Taber et al. (2011) that formative assessment has contributed more to student learning in recent years. The teachers use some techniques or tools to apply it in class. In participants' reflective FGD and interview results, the teachers mostly use formative assessment tools or techniques such as homework, questioning, presentation, and short quizzes.

The participants' responses indicate that the teachers assess students' progress or understanding by giving homework, assignments, tasks, and exercises. Das et al. (2014) supports that homework was also used as a formative assessment technique by the teacher. Frey and Fisher (2011) present that when giving independent learning assignments, the teacher should ensure the task is challenging but not frustrating. When students are asked to apply what they have learned, they deserve support. Then, the teachers also need to give direction and

encouragement to students when giving assignments and provide feedback after checking tasks.

Frey and Fisher (2011) suggest that each lesson must include opportunities for students to independently apply what they have learned. Both in-class and out-of-class independent tasks allow students to apply what they have learned. Therefore, the teachers should give assignments according to the material the students understand or the teachers have taught that. In a formative assessment system, independent work allows for practice and application. It can also serve as a review for determining if students have grasped the prerequisite content or if additional instruction is necessary (Frey & Fisher, 2011).

In addition to homework, questioning is the next sub-theme found in this study. Giving questioning becomes one tool or technique of formative assessment that most participants mention the teachers do to check student understanding. It indicates it as the typical way as demonstrated by Frey and Fisher (2011, p. 37) that “the most common way that teachers use oral language to check for understanding is through questioning”.

According to the students’ reflective FGD data, questions is asked to individual students or the whole class during or at the end of lessons. It is related to Das et al.’s (2014) finding that according to the students, teachers usually ask questions to the whole class or individual students after discussing the lessons or topics, indicating that the teachers use questioning. His research observes various questioning styles: multiple-choice, open-ended, close-ended, questions to individuals or the whole class, etc. Mostly the teachers use open-ended questions.

Meanwhile, in this study, the participants only mention that the questions given by the teachers is asked to individuals or the whole class.

Furthermore, based on the data, in applying questioning, not only the teacher asks, but students are given the opportunity to ask about the learning material. Frey and Fisher (2011) recommend that when the question is posed to students, the teacher should provide opportunities for the students to talk with others around them about their answers, and they should also generate their questions. In other words, there is interaction and reciprocity between teachers and students. Heritage (2013) indicates it as part of good formative assessment practice where active interaction between teachers, students, and their peers is encouraged. In other words, in good formative assessment practice, teachers are not the sole source of knowledge, but the learners are also considered a source of knowledge for themselves and other learners (Frey & Fisher, 2011). A social process is emphasized where learner collaboration in the teaching and learning process is promoted, something which is often absent from more teacher-dominant practices (Heritage, 2013). During student interaction, the teacher listens and determines areas of understanding that need additional instruction (Frey & Fisher, 2011). It can be evaluation for the teachers to plan what are going to do in the next class.

Additionally, one participant states the teacher used feedback after the students answered the question. Frey and Fisher (2011, p. 2) declare that “feedback, when used as part of a formative assessment system, is a powerful way to improve student achievement.” By adding it to the questioning, it is hoped that

students will be able to know the areas that are lacking and use them to improve their achievement in future lessons.

Furthermore, another tool teachers used is the presentation. The finding indicates the presentation here gathers more formative than summative. Frey and Fisher (2011) state the utilization of presentation in a formative way occurs when in the presentation process, there is reciprocity between teachers and students, both question and answer and feedback. Further, it is an excellent way to assess student knowledge about a topic.

The data show that their presentations are based on the results of each group's discussion, or the teacher assigns them to create a specific task and present it. The finding is similar to Das et al.'s (2014) study that the teachers sometimes gave group tasks, and after completing the tasks, the students were asked to present them or ask questions about them. During presentations, the teacher can use it to check understanding, but the result of their discussion can also be used to find progress or their understanding. It is linked to Frey and Fisher (2011, p. 12) that "in a formative assessment system, the work students create during a productive group session serves as excellent fodder for checking to understand." Additionally, assessment events, such as an oral presentation, can support students when the events occur with the right frequency so that the teacher knows whether the instruction is successful, which areas need more instruction, and which student or group of students may need additional support (Cheng & Fox, 2017).

In its application in the classroom, students say the teachers mostly give feedback to the group work or students after the presentation. Das et al. (2014) view feedback plays an essential role in teaching and learning. Without

informative feedback on what they do, students will have relatively little by which to chart their development (Black & William, 1998). Likewise, they need it to improve their development. It is regarding Das et al.'s (2014) finding that the students view feedback helps them to recognize their weaknesses, mistakes, gaps in learning and also pushes stimulating them not to make the same mistake again. Including feedback in the presentation helps students know what is still lacking in their material and presentation so that they can use it for developing their future presentations.

Besides the various tools or techniques mentioned by several participants, short quizzes are only mentioned by one participant. Although tests are most commonly used as summative assessments, they can also be used in formative ways, such as when they are used as quizzes to check for understanding (Frey & Fisher, 2011). According to the data, the participant indicates it as for checking to understand. For a quiz or test to be informative to the learner, it must include a mechanism for correction. However, from the data, the participant did not state any corrections. It is said only to measure whether the students understand or not.

In the end, those tools or techniques of formative assessment declare can be used by teachers to assess students' progress and understanding. Regarding Cizek's (2010) study shows that formative is a process of measuring students' understanding, strengths, and weaknesses and as a source of reference for teachers in the next plan. Students can also use it to develop their knowledge and achievement. Partin (2009) also views it as improving learning and identifying areas where students are suffering so teachers can take corrective action to make instructional decisions. It is used with quality feedback, so students know their

weaknesses and strengths for subsequent planning. As Yorke (2003) presented, an essential determinant of the effectiveness of formative assessment is the quality of the feedback received by learners.

The last major theme refers to summative assessment. According to participants' data, the teachers adopt one of summative assessment tools after one or two chapters are finished. Those tests are the achievement tests that are indicated as summative assessment instruments (Cheng and Fox, 2017). The finding is in line with Puad and Ashton's (2020) study that one teacher gives students a test after finishing a chapter in the textbook. The teacher views tests as the best way to determining a student's material level. In using it, commonly, they created paper-and-pencil tests. Meanwhile, in this study, only an oral test was mentioned by one participant.

In addition, the findings show that the tests applied at the end of a chapter and unit. In the study conducted by Cheng and Fox (2017) support that the utilization of summative assessment is the final evaluation at the end of a chapter, unit, course, and so on. The teachers use it to evaluate students' achievement in particular learning period. It is in accordance with Harlen's (2012) study which demonstrated that summative assessment is reporting on learning and answering the question: What has been achieved to date? In conclusion, the students' progress and understanding during one chapter or unit will be evaluated in this assessment to identify whether they still remember the material or understand what they have been taught and how they progress.

CHAPTER V

CONCLUSION

This chapter aims to provide the point of this study, including the conclusion, limitations of this study, pedagogical implication and recommendations for further studies.

5.1 Conclusion

The conclusion is drawn based on the findings of the study. The study exposed the teacher assessment types used in assessing students' progress or understanding in the English classroom based on EFL pre-service teachers' observational experiences. According to reflective FGD and interview results, the assessment types used by the teachers are formative assessment and summative assessment. Likewise, the participants linked various formative assessment tools such as homework/assignments/tasks/exercises, questioning, presentation, and short quizzes. In applying the tools in the teaching and learning process, each teacher has their techniques. The tools argued can measure students' progress or understanding and improve their development.

Furthermore, the utilization of formative assessment in the classroom, accompanied by correction and feedback, is crucial in applying formative assessment. Feedback is revealed as one of the essential techniques in utilizing formative assessment.

Additionally, the teacher not only applies one assessment types. Some teachers apply two assessments in the classroom, both formative and summative.

Regarding summative assessment, the study indicated that the teachers only use tests to assess students' progress or understanding during particular chapters. The tests can be in the daily tests or conducted every chapter finished.

5.2 Limitations

Like all studies, this study presented a few limitations. In this study, only two major assessment types from 18 EFL pre-service teachers are covered. It indicated that the study still lacks data from participants and needs to obtain more comprehensive information related to English teachers' assessment types. Furthermore, the process of collecting data through interviews was carried out online so it did not have the flexibility to dig up data from participants. In addition, the context was limited only done in junior high school and senior high schools, while it can still be done in other contexts in the assessment field.

5.3 Recommendations

The research findings indicated that several teachers mostly use two assessment types with various tools in English classrooms. This study is beneficial for future research to prove what kinds of assessment the teachers use to assess the student's progress or understanding in English classroom instructional context. Therefore, the study suggests future research conduct a few studies with a broader context with more participants, as done in kindergarten teachers and English classrooms, to produce varied data. Moreover, it can also dig deeper the assessment types use by the teachers specifically in self-assessment. Lastly, future

researchers should conduct interviews directly with participants or face-to-face to gather more accurate data.

5.4 Pedagogical Implications

The findings of this study imply that teachers use some assessments types in English classrooms. According to the results of this study, several suggestions are presented to the teachers, students, and other researchers related to English teachers' assessment types in assessing students' progress or understanding in English classrooms. Hence, it is helpful for the teachers to use various tools in applying assessments in English classrooms that are suitable for the students' characteristics and classroom management. Furthermore, the students can know and see the variety of assessment types that teachers use in the daily classroom so that they can pay attention to it and prepare to play an active role when teachers apply some tools in assessing students' understanding.

