

**AN ANALYSIS OF TEACHER'S ASSESSMENT IN TEACHING  
ENGLISH AT THE SECOND GRADE OF MTs N MLINJON KLATEN  
IN ACADEMIC YEAR 2016/2017  
THESIS**

**Submitted as a Partial Requirements for the Undergraduate Degree in English  
Department Education**



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**2017**

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*Assalamu'alaikum Wr. Wb*

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Thank you for attention.

*Wassalamu'alaikum Wr. Wb*

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## RATIFICATION

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If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, August 2017

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**DEDICATION**

*In the name of Allah, I dedicate my thesis for:*

*My beloved parents, Maryono and Wantini*

*My beloved sister, EndahPurnamaWati*

*My beloved sister, Dona Is Wanti*

*My big family*

*My best friends*

*My Almamater, IAIN Surakarta*

**MOTTO**

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعُ

“Barangsiapa keluar untuk mencari ilmu maka dia berada di jalan Allah.”

(HR. Turmudzi)

**Janganlah takut untuk melangkah, karena jarak 1000 mil  
dimulai dengan langkah pertama**

- **The greatest secret of success is there is no big secret, whoever you are, you will be successful if you Endeavor in earnest.**
- **If you fall a thousand times, stand up millions of times because you do not know how close you are to success.**

(Researcher)

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the readers.

Surakarta, 31<sup>th</sup> August 2017

The researcher

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## ABSTRACT

Tinna Mariana. 2017. An Analysis of Teacher's Assessment in Teaching English at The Second Grade of MTs N MlinjonKlaten in Academic Year 2016/2017. Thesis, English Education, Islamic Education and Teacher Training Faculty, IAIN Surakarta.

Advisor : Dra.Hj. WoroRetnaningsih, M.Pd

Keywords :Implementation of Assessment, Types of Assessment, MTs N MlinjonKlaten .

The problem in this research are (1) the teacher's implementation of the process of assessment in English lesson at the second grade of MTs N MlinjonKlaten in academic year 2016/2017 (2) the types of teacher assessment in teaching English at the second grade of MTs N MlinjonKlaten in academic year 2016/2017. The objective of this study are (1) To implement the process of assessment in English class at the second grade of MTs N MlinjonKlaten in academic year 2016/2017 (2) furthermore, it also to describe the types of Assessment in English Lesson used by the teacher at the second grade of MTs N MlinjonKlaten in academic year 2016/2017 viewed from the teaching learning activity in the class.

This research was carried out at MTs N MlinjonKlaten on April until July 2017. In this research, the researcher used descriptive qualitative method to describe the implementation of teacher's assessment in teaching English and the type of assessment in English lesson. The subject of this research are two English teachers at the eighth grade of MTs N MlinjonKlaten. The technique of collecting the data in this research were observation in the VIII G classroom, interview with the English teacher who taught at the eighth grade of MTs N MlinjonKlaten and document, such as Syllabus and the assessment of curriculum 2013. The researcher used theory triangulation. In analyzing the data, the researcher used data reduction, data display and drawing conclusion.

Based on data obtained, the conclusion of the research showed that (1)The teachers used assessment forms to implement the assessment. (2) That were three assessment faced by the teacher, they are: Skill, Attitude and Performance. First was assessment form attitude. It was divided into two. They were spiritual assessment form (self assessment) and social assessment (peer assessment. b). Second was assessment form of knowledge. Third was assessment form skill. Based on the findings, researcher has the suggestion for teacher, students, school and forthcoming researcher.

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## CHAPTER I

### INTRODUCTION

This chapter discusses about background of study, research questions, research objectives, limitation of problems, research benefits and key terms.

#### **A. Background of the Study**

Curriculum is a set of plans and arrangement regarding objectives contends to achieve particular educational goal. It means that a goal of education must be decided by government. As stated by Arifin (2011:83) the goal of education is arranged directly by government. The Government arranges this curriculum to make higher human resource and hopes this curriculum can improve the students' ability in English lesson. Students have to master the four basic language skills in English lesson; those are listening, speaking, reading, and writing skill. Schools and teachers need to have a strong commitment to attempt all the best students' achievement to pursue the goal. In Indonesia, many types of curriculum were use such as 1994 Curriculum, KBK, KTSP, and the 2013 Curriculum. The curriculum is very flexible and changeable; it is conformed to the recent condition, and occasionally evaluated to helpful reflection for better further program.

In the PERMENDIKBUD, (Permendikbud No104, 2014) is learned about the assessment of teacher teaching strategies on the junior high school and senior high school. In the Permendiknas No.104, 2014 Pasal 7 said that 1. Learning

outcomes assessment by educator for competence attitudes, knowledge competence, and competence skill in using the scale. 2. The scale of assessment referred to in paragraph (1), for attitude competencies using a range predicate very good (SB), Good (B), Fair (C), and Less (K). 3. The scale of assessment referred to in paragraph (1) for competency knowledge and competency skills in using a range of numbers and letter 4,00 (A) – 1,00 (D).

The 2013 Curriculum is a form of integrated work between reconstruction on passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. The 2013 Curriculum give the specialization for students for develop their skills and talents. The Curriculum has five scientific approaches, these are observing, questioning, experimenting, associating, and communicating. The 2013 Curriculum is expected to be able to increase Indonesian education in this globalization era.

In teaching English as a Foreign Language (TEFL) classrooms in Indonesia, many of english teachers still use traditional assessment which consist primary of penil and paper test activities. It will be a big concern in the dovelopment of english teaching of learning because the implementation of communicatie approach in teaching English has been set in english curriculum for senior high school in indonesia (KTSP) with setting onee of the goals of the English teaching in developing in communicative competence in english orally and writtenly to achieve inforational level (KTSP, 2006:308)

According to Bachman and Palmar (1996), assessment is an activity that involves individuals in using language for achieving a particular goal or objective in particular situation. The assessment must be closely associated with or situated in specific situation of language users.

Assessment, evaluation, measurement, and test are all four terms to be done with the systematic process of collecting data and analyzing the data to make decisions. Assessment is the process of documenting, usually in measurable term knowledge, skill, attitude, Evaluation is a systematic determination of subject merit, worth, and significance using criteria government and organization, program, project, and to help in decision making measurement is the assignment of a number characteristic of an object or event, which can be composed with other object. Test in assessment intended to measure the respondents' knowledge of other abilities. These four terms may all mean the same thing, but there are some important differences among them.

Assessment is concerned with 'what student's does'(Briently 1989:3, in Briently, 1995). Assessment also involves information of learner's knowledge, understanding, abilities, attitudes (Rowntree1977:4, in Briently, 1995). Both definitions give explanation that assessment is activities done by students. The activities reflect knowledge, understanding, ability, and attitudes of students in learning. According to Cambridge University the assessment is the act of judging or deciding the amount value quality or importance of something or the judgement or decision that is made.



Authentic Assessment is the multiple forms of assessment, which reflect of students' learning motivation of attitudes on instructionally-relevant classroom activities (O'Malley and Pierce,1996). Further, Wiggins (1990) claims that authentic assessment can “directly examine the students performance on worthy intellectual tasks, present students with the task found in the best instructional activities and real life and determine whether the students can craft polished, thorough and justifiable answers, performance and product”.

MTs Negeri Mlinjon located on Jalan Gumulan, Klaten Tengah, Klaten, Central Java, Indonesia. English teachers of eighth grade of MTs N Mlinjon Klaten stated the characteristics of the spiritual value that cannot be taught directly such as learning of competencies, knowledge and skill. The researcher choose MTs N Mlinjon Klaten because the school implement 2013 curriculum in teaching and learning process. Then, for the assessment use Authentic assessment. Therefore the researcher challenging to choose these school as the object of research.

The reason of choosing assessment as the topic of this final project report is mostly based on the research experience when the researcher do their job training in MTs N Mlinjon Klaten. The assessments that were given by the English teacher cover all skills.

Related to that statement, eight grade of MTs N Mlinjon Klaten uses the 2013 Curriculum. The new Curriculum fulfills three main components of education knowledge, skill and attitude. Knowledge is proved by the English

lesson in general. Skill consist of their practical lesson. Attitude reflected by implementing the additional time for the religion subject, it means that every material must be consisting of the attitude which has a relationship with their religion.

Based on the consideration above, the researcher wants to conduct a research entitled: *“AN ANALYSIS OF TEACHER’S ASSESSMENT IN ENGLISH LESSON AT SECOND GRADE OF MTS N MLINJON KLATEN IN ACADEMIC YEAR 2016/2017”*

## **B. Limitation of the Problem**

In order to focus on a specific scope of study, the research gives boundary by making inquiries about the object of study. The assessment forms in assessing English lessons that was made by the teacher and the problems faced by teachers in assessing English lesson. From the text above the researcher conclude that the teacher must know the difficulties and the Easy for doing the best question and make all of students understand what the teacher wants.

## **C. Problem Formulation**

The problems which are investigated in this study are:

1. How is the teacher implementation of the assessment process in English class at the second grade of MTs N Mlinjon Klaten in academic year 2016/2017?

2. What types of assessment used by the English Teacher in English lesson at the second grade of MTs N Mlinjon Klaten in academic year 2016/2017?

#### **D. The Objectives of the Study**

The general objective of this research is to make the teacher assessment be a good. The specific objectives of the study are follows:

1. To describe the process of assessment in English class at the second grade of MTs N Mlinjon Klaten.
2. To describe the types of Assessment in English Lesson used by the teacher at the second grade of MTs N Mlinjon Klaten in academic year 2016/2017.

#### **E. The Benefits of the Study**

The researcher hopes this research can give some benefits in English learning especially in speaking skill. Moreover, the result of this study is expected to give more benefits both theoretically and practically.

1. Theoretical benefit

Theoretical benefit of the research is to fulfill the requirement of getting Sarjana Pendidikan Inggris (S.Pd), helpful the information to the next study especially about English. It gives better understanding about the Teacher's Assessment in English Lesson at Second Grade.

## 2. Practically

### a. For the teachers

For the teacher, the result of this research can help in teaching activity.

The researcher hopes to other teachers, they can more creative in delivering a material so the students can receive the material well and interest to learn English, especially about English lesson based 2013 Curriculum.

### b. For the students

The researcher hopes that the students active during the process of English lesson in the classroom to get a good achievement by teacher.

So they can understand anything about English lesson and the teacher give the good impact to the students. Students can be optimized and motivated in learning English as one of subject that must be mastered.

### c. For MTs N Mlinjon Klaten

The school gives the media and also completes the facility in order to make better progress achievement of English and make teaching learning more effective.

## **F. Definition of the Key Term**

They are some key terms which are used by the conducting, this study:

### 1. Assessment

Briendly (1995) assessment is concerned with ‘‘what student’s does’’.

Assessment also involves information of learner’s knowledge,

understanding, abilities, and attitudes. It means that assessment is activities done by the students.

## 2. The 2013 Curriculum

The 2013 Curriculum is a form of integrated work between reconstruction on passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform.

## 3. Teacher

The ministry of Educations has decided a minimal standard of competence for every teacher for all subjects as stated about academic standard qualifications and teachers' competence, the standard competence for English teacher in all grade are: from the theories above, it can be concluded that English (linguistic, discourse, sociolinguistic, and strategies), mastering English, both spoken and written, receptive and productive in all communication aspects (linguistic, discourse, sociolinguistic, and strategies).

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

The Researcher discusses about the assessment made by teacher in English Lesson based on 2013 Curriculum. In this theoretical review covers theory of assessment of 2013 Curriculum, Curriculum, 2013 Curriculum teacher and the Types of Assessment in English Lesson theories.

#### **A. Theoretical Description**

##### **1. Curriculum 2013**

The Minister of the Religious affairs Republic Indonesia had issued a circular letter the implementation 2013 Curriculum in MTs N Mlinjon Klaten. Letter number SE/Dj. I/PP.00/50/2013 dated July 2013; there are three main decision of the minister explained in the circular letter.

- a. The Minister of the Religious affairs Republic Indonesia will apply 2013 Curriculum to Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTS), Madrasah Aliyah (MA) starting at 2014/2015
- b. The Minister of the religious affairs Republic Indonesia will apply for first and sixth grade Madrasah Ibtidaiyah, seventh grade on Madrasah Tsanawiyah, on tenth grade to Madrasah Aliyah.

- c. The Minister of the religious affairs Republic Indonesia will apply for implementing 2013 Curriculum in forms of training to leader of Madrasah, stakeholder and educator of Madrasah.

The 2013 Curriculum is a form of integrated work between reconstruction on passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. The 2013 Curriculum give the specialization for students for develop their skills and talents. The Curriculum has five scientific approaches, these are observing, questioning, experimenting, associating, and communicating. The 2013 Curriculum is expected to be able to increase Indonesian education in this globalization era.

## **2. The Assessment of Curriculum 2013**

### **a. The Definition of Assessment**

Assessment is the process of documenting, usually in measurable term knowledge, skill, attitude, Evaluation is a systematic determination of subject merit, worth, and significance using criteria government and organization, program, project, and to help in decision making Measurement is the assignment of a number characteristic of an object or event, which can be composed with other object.

Assessment is concerned with 'what student's does'(Briendly 1989:3, in Briendly, 1995. ) Assesmente also involves information of

learner's knowledge, understanding, abilities, attitudes (Rowntree 1977:4, in Briendly, 1995). Both definitions give explanation that assessment is activities done by students. The activities reflect knowledge, understanding, ability, and attitudes of students in learning.

According to Bachman and Palmer (1996), assessment is an activity that involves individuals in using language in order to gain a particular goal and in a specific situation.

Authentic Assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation and attitudes on instructionally-relevant activities. In authentic assessments include performance assessment, portfolios and self-assessment.

### **3. Authentic Assessment**

The term "authentic" assessment has recently gained widespread use in education. The term authentic as applied to tests appears to have been introduced first by Archbald and Newman in 1988 in a book about the weakness of standardized testing and difficulties in measuring "*authentic*" academic achievement in high school (Frey et al, 2012: 13). The other early advocate for authentic assessment, and the author most closely associated with the term, is Grant Wiggins who was known as the "*Father*" of authentic assessment. He is usually given credit for being the first to advocate the use of alternative assessment in a wider range of instructional settings and



as an alternative to conventional objective tests. He used the term authentic rather than alternative or performance assessment. The assessment he advocated is described in an expert from his classic article, 'A true test: Toward more authentic and equitable assessment' in 1989 (Cunningham, 1998: 122). Then, Archbald and Newmann, also formally use the term "authentic" in the context of learning and assessment in their article. They claims that fundamental question of what general forms of achievement ought to be promoted and assessed. The concern here is not mainly with the technical problem of designing that measure more validity what schools try to teach. What counts for success in school is often considered trivial, meaningless, and contrived-by students and adults alike. Ultimately then, the quality and utility of assessment rest upon the extent to which the outcomes measured represent appropriate, meaningful, significant, and worthwhile forms of human accomplishment. These qualities are synthesized into one idea: authenticity (Archbald and Nemann, 1992: 71).

O'Malley and Valdez. (1996:4) define authentic assessment as the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes an instructionally-relevant classroom activities. Meanwhile Wiggin in Swaffield (2011:434) states that authentic measures are "engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performance effectively and creatively. Wiggin' perspective (1993: 206-207) claims that authentic

assessment is “life beyond school”. Authentic assessment should involve real life task, performance, or challenges that mirror those by expert in the particular field. Replicating or simulating the diverse and rich performance is the most important criteria of Authenticity. Near similar, Swaffield (2011: 434) claims that authentic assessment refers to the assessment of learning that is conducted through “real world” tasks requiring students to demonstrate their knowledge and skills in meaningful context.

From the explanation above it can be inferred that authentic assessment is the multiple form of assessment which demand the students to demonstrate their knowledge and skills through several tasks which are contextual, meaningful, performance-based, and represent real-world tasks.

#### **4. The Scientific of 5M in Assessment**

##### **a. Observing**

The observing of scientific approach of 5M is begun from the teacher to observe the students in the class. Such as give some example of the experience in the day and then give a view times to deliver the argument.

##### **b. Questioning**

Questioning is a major form of human thought and interpersonal communication. It involves employing a series of questions to explore an issue, an idea of something intriguing.

**c. Experimenting**

An experimenting is a procedure carried out to support, refute, or validate a hypothesis. Experiments provide insight into cause and effect by demonstrating what outcome occurs when a particular is manipulated.

**d. Associating**

Associating is the result of discussion. It is relevant when the teacher give the question.

**e. Communicating**

Communicating is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules.

**5. Type of Assessment**

**a. Attitude Competence of Assessment**

Attitude began from feelings (like or dislike) it is related of the respond of something or object. Attitude is an expression of values or outlook of a person's life. Attitude can be classifier; it can be a good change. There are several ways that can be use of assessing the attitude of assessment, include observation, self-assessment, peer assessment and assessment of the journal. The instruments include checklist or rating scales (rating – 13 - scale) with rubrics, and the last step can be calculated by mode.

### 1) Observation

The attitude of the students is recorded by observation. The observation is contains a number of behavioral indicators, it is related to the subject as well as in general. The Observations on attitudes and behaviors related to the subjects are conducted by the teacher during the learning process, such as: learning diligence, confidence, curiosity, crafts, cooperation, honesty, discipline, environmental care, and as long as students are in school or even out of school during the teacher's observable behavior.

The table below as the criteria of the assessment, it can be follows in the table 2.1.

**Table 2.1 Assessment of attitude**

No	Nama	Aspek perilaku yang dinilai				Keterangan
		Bekerja sama	Rasa ingin tahu	Disiplin	Peduli lingkungan	
1.	Andi					
2.	Badu					
3.	....					

Note: The behavior aspect column is populated with numbers corresponding to the following criteria. 4 = very good 3 = good 2 = less 1 = felt. From the statement above it can be used in other subjects by adjusting the aspect of the attitude

## 2) Self-assessment

The self-assessment used reinforcement process of learning to the students. Self-assessment is one of the multiple processes of the teacher to teach students of the autofocus learning. Self-assessment by the teacher must do in a step, such as:

- a) To explain the perpose for student's assessment
- b) Establish the competence of self-assessment
- c) Establish the criteria of assessment
- d) The formulste of form assessment, such as checklist or scale of assessment

**Table 2.2 Self Assessment of Attitude**

Partisipasi dalam diskusi kelompok	
Nama	: -----
Nama-nama anggota kelompo	: -----
Kegiatan kelompok	: -----
Isilah pernyataan berikut dengan jujur. Untuk No. 1 s.d. 6, isilah dengan angka 4 – 1 didepan tiap pernyataan:	
4 : selalu	2 : kadang-kadang
3 : sering	1 : tidak pernah
1.--- Selama diskusi saya mengusulkan ide kepada kelompok untuk didiskusikan	
2.--- Ketika kami berdiskusi, tiap orang diberi kesempatan mengusulkan sesuatu	
3.--- Semua anggota kelompok kami melakukan sesuatu selama kegiatan	
4.--- Tiap orang sibuk dengan yang dilakukannya dalam kelompok saya	
5. Selama kerja kelompok, saya....	
	---- mendengarkan orang lain
	---- mengajukan pertanyaan
	---- mengorganisasi ide-ide saya
	---- mengorganisasi kelompok
	---- mengacaukan kegiatan
	---- melamun
6. Apa yang kamu lakukan selama kegiatan?	
	-----

The technique of self-assessment not only for attitude but for the competence of the skill and knowledge.

### 3) Peer assessment

The peer assessment is the technique of assessment by asking the students to assess the term of achieving competence. The instrument used in the form of observation sheet of students. The implementation of Peer assessment is for three classmates or vice versa. The format used for peer assessment can use a format such as an example of self-assessment; it can be showed in table 2.3.

**Table 2.3Peer Assessment**

No	Pernyataan	Skala			
		4	3	2	1
1.	Teman saya berkata benar, apa adanya kepada orang lain				
2.	Teman saya mengerjakan sendiri tugas-tugas sekolah				
3.	Teman saya mentaati peraturan (tata-tertib) yang diterapkan				
4.	Teman saya memperhatikan kebersihan diri sendiri				
5.	Teman saya mengembalikan alat kebersihan, pertukangan, olah raga, laboratorium yang sudah selesai dipakai ke tempat penyimpanan semula				
6.	Teman saya terbiasa menyelesaikan pekerjaan sesuai dengan petunjuk guru				

7.	Teman saya menyelesaikan tugas tepat waktu apabila diberikan tugas oleh guru				
8.	Teman saya berusaha bertutur kata yang sopan kepada orang lain				
9.	Teman saya berusaha bersikap ramah terhadap orang lain				
10	Catatan: Kolom aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.				
11	.....				

#### 4) Anecdotal record

Journal is a collection of record in the school environments about positive and negative attitudes and behaviors, during in the class or outside of the learning process.

**Table 2.4 Assessment of Anecdotal Record**

Jurnal		
Nama : .....		
Kelas : .....		
Hari, tanggal	Kejadian	Keterangan

**b. Knowledge Competence of Assessment****1) Written test**

The Form of written test, as follows:

- a) Select and answer, it can be:
  - (1) Multiple choice
  - (2) Two choices (right-wrong, yes-no)
  - (3) Match
  - (4) Cause and effect
- b) Supplying the answers, may be:
  - (1) The field of complement
  - (2) Short or long answers
  - (3) Description

The question of written tests in authentic assessment that require the learners to formulate their own answers, such as questions of description. The description of the problems require the learners to express their ideas in the form of written descriptions using their own words, such as expressing opinions, logical thinking, and concluding. The weakness of the written test of the description form and the scope of the material in the question is limited and requires time in correcting the answer.



2) The discussion of observation, question and answer, and conversation

Assessment of learners' knowledge can be done through observation of discussion, question and answer, and conversation. This technique is a reflection of authentic judgment. When discussions occur, the teacher can recognize the learner's competence in knowledge competence (facts, concepts, procedures) such as through the disclosure of original ideas, correctness of concepts, and the accuracy of the use of terms / facts / procedures used when expressing opinions, asking questions or answering question. A learner who always uses good and correct sentences according to the language dictionary indicates that the person has good grammatical knowledge and is able to use that knowledge in sentences. A learner who systematically and clearly can tell for example Pascal's law to his friends, when presenting his duties or answering his friend's questions provide authentic and authentic information about his knowledge of Pascal's law and on the application of Pascal's law if the person concerned explains how Pascal's law is used In life (not repeating the teacher's story, if repeating the story from the teacher means that the person has knowledge). A learner who is able to explain eg the understanding of the market, the kind and the type of market and its relation to the

marketing provides valid and authentic information about the knowledge it possesses about the market concept. A learner who is able to tell chronologically about a historical event is a proof that the person has knowledge and skills of historical thinking about the historical event. A learner who is able to explain the meaning of the symbol of the state of Garuda Pancasila is a proof that the concerned have knowledge and thinking skills about the content of nationality values and love the country. The detailed data can be seen in the table 2.5.

**Table 2.5 Discussion, Turn taking and Conversation**

Nama Peserta Didik	Pernyataan							
	Pengungkapan gagasan yang orisinil		Kebenaran konsep		Ketetapan penggunaan istilah		Dan lain sebagainya	
	Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak
A								
B								
C								
....								

Keterangan: diisi dengan ceklis (√)

### 3) Assigment

Assigment is the instrument if the homework or project, it is usually in a group or individually according to task of the characteristics.

#### c. Skill Competence of Assessment

Skill competencies consist of abstract skills and concrete skill. Skill competency assessment can be done by using:

### 1) Practical work/Performance/Practice

Practical work / Performance / Practice Performance / performance evaluation / practice are done by observing the activities of learners in doing something. This assessment is suitable for assessing the competency achievement that requires learners to perform a tasks such as laboratory practicum, worship practice, sports practice, presentation, role playing, playing instrument, singing, and reciting poetry / recitations

Performance / performance / practice assessments need to consider the following:

- a) Performance measures of the learners need to perform of competency.
- b) The completeness and accuracy of aspects to be assessed in such performance.
- c) Special abilities needed to complete the task.
- d) The ability to be assessed is not too much, so it can be observed.
- e) The ability to be assessed is then sequenced based on the steps of the work to be observed

Performance / practice / performance observations need to be done in a variety of contexts to establish a certain level of achievement.

For example, to assess the ability to speak a variety of observations

conducted on activities such as: discussion in small groups, speech, storytelling, and interviews. Thus, the description of the ability of learners will be more intact. Examples for assessing laboratory performance / practice / practice were observed on the use of tools and practicum materials. To assess the practice of sports, arts and culture, observations of motion and the use of sports, arts and culture  $A = \pi r^2$  used

To observe the performance / practice / practice of learners can use the following instruments:

a) Check list

Using checklist, the learners get a poin if their assignment can be scored.

b) Rating Scale

The assessment of the performance used the assessment of scale to give a medium value of particular competency mastery.

It is a continuum scoring of category's value is more than two.

The rating scale is stretched from imperfect to perfect. For example: 4 = very good, 3 = good, 2 = enough, and 1 = less.

2) Project

The assessment of project is a set planning of implementation report. Furthermore, the teachers establish the value that needs to be

assessed. It includes: preparation of design, data collection, data analysis and preparation of the oral or written report. In order, assessing the stage must be prepared using a rubric.

**Table 2.6 Rubric of Project Assessment.**

Aspek	Kriteia dan skor			
	1	2	3	4
Persiapan	Jika memuat tujuan, topik, dan alasan	Jika memuat tujuan, topik, alasan, dan tempat penelitian	Jika memuat tujuan, topik, alasan, tempat penelitian, dan responden	Jika memuat tujuan, topik, alasan, tempat penelitian, responden, dan daftar pertanyaan
Pelaksanaan	Jika data diperoleh tidak lengkap, tidak terstruktur, dan tidak sesuai tujuan	Jika data diperoleh kurang lengkap, kurang terstruktur, dan kurang sesuai tujuan	Jika data diperoleh lengkap, kurang terstruktur, dan kurang sesuai tujuan	Jika data diperoleh lengkap, terstruktur, dan sesuai tujuan
Pelaporan Secara Tertulis	Jika pembahasan data tidak sesuai tujuan penelitian dan membuat simpulan tapi tidak relevan dan tidak ada saran	Jika pembahasan data kurang sesuai tujuan penelitian, membuat simpulan dan saran tapi tidak relevan	Jika pembahasan data kurang sesuai tujuan penelitian, membuat simpulan dan saran tapi kurang relevan	Jika pembahasan data sesuai tujuan penelitian dan membuat simpulan dan saran yang relevan

### 3) Product

The assessment of the product includes of three stage and each stage needs to be held an assessment, that is:

- a) Preparatory of stage, include: assessment of the ability and plan, dig, and develop ideas, and design of the product.
- b) Stages of product development (process) include: assessment of the ability of learners in selecting and using materials, tools, and techniques.
- c) Product appraisal stage, include: assessment product of the learners, for example appierence, fuction and aesthetics.

Product ratings typically use analytic or holistic means.

- a) The analytic way, is an aspect of the product, it is usually carried out of all the chrteria. It can be found of implementing the process (stage: preparation, product creation anad product assessment).
- b) The Holistik way, it is based on the overall impression of the product; usually conduct on the product of assessment stage.

### 4) Portfolio

The assessment of portfolio usually assesses the creation of students for one period or one course. In the end of the period of work it is collected and assessed by the teacher and students them self. Based

on the information, the teacher and the students can assess the development of students' abilities. The portfolio can show the dynamic of students' learning ability through a collection of his work, as follows: essays, poems, letters, musical compositions, drawings, photographs, paintings, book reviews/ literature, research reports, synopsis and actual work of individual learners obtained from experience.

Here are the things that need to be considered in carrying out portfolio assessment.

- a) The Learners feel they have their own portfolio
- b) To Determine the work it can be collected together
- c) Collect and store the work of learners in 1 folder
- d) Provide the creation date
- e) Determine criteria for assessing the work of learners
- f) Ask students to assess their work continuously
- g) For those who have less chance to improve their work, determine the timeframe
- h) Schedule meetings with their parents

##### 5) **Written test**

Besides the assessment of knowledge, the written assessment is used for competence of skill, such as written essay, written report and written letter.

## **6. Teaching English as a Foreign Language (TEFL)**

### **a. The definition of English as a Foreign Language (EFL)**

Billions of people around the globe are currently learning English. They learn English for many reasons. Some of them are : to attend colleges and universities in English-speaking countries, to have better business, communicators, to enhance their employability, to facilitate government relations, to create a more rewarding travel experience, or, for immigrants for example, to be able to communicate day to day in the English-speaking country in which they reside.

The learn English as a Foreign Language (EFL) is usually compared with the term English as a second language (EFL). The distinction between ESL and EFL is explained by Carter Nunan (2001: 2), they states that the term ESL is used to refer to situations in which English is being taught and learned in countries, context and cultures in which English to immigrants in countries such Australia, Canada, New Zealand, the United Kingdom and United States typifies of ESL. In these countries, individuals from non-English-speaking backgrounds may speak their L1 at home, but will be required to use English for communicating at work, in school and in the community in general. The term is also used in countries where English is widely used in lingua



franca. These include the special Administration Region of Hong Kong, Singapore and India

**b. The Components of Teaching English as a Foreign Language**

Second foreign language teaching is a field that is constantly in state of change for example, ne curriculum frameworks currently being implemented in different parts of the world include competency based, genre based, and content base models. In many countries English is now being introduced at primary rather than secondary level. Taking about teaching English as a Foreign/second Language, Richards (2003: 1) proposes eight main questions to be answered. They are; (1) what are the goals of teaching English?; (2) what is the best ways of teach a Language?; (3) what is the role of grammar in language teaching?; (4) what proses are involve in second language?; (5) what is the role of the learner?; (6) how can we teach our skill?; (7) how can we assess students' learning?; (8) how can we prepare language teachers? The question to the main topic of EFL/ESL in the context of Communicative Language Teaching (CLT).

To achieve better understanding of CLT, Freeman (2000: 128-132) proposes ten principle to investigate. They are: (1) the goals of teachers who use CLT; (2) The role of the teacher and students; (3) the characteristics of the teaching and learning process; (4) the nature of

student-teacher interaction and students-students interaction; (5) the feelings of the students; (6) the view of language and culture; (7) the areas of language and language skill which are emphasized; (8) the role of the student's native language; (9) how evaluation is accomplished; and (10) the teacher's response to student error.

Related to the qualifications of ESL/EFL teachers, Cammenson (2007: 16) claims ESL/EFL teachers, like all teachers must be familiar with up-to-date teaching materials, classroom management methods, teaching methodology, lesson planning, and students evaluations. They also must be familiar with areas particular to ESL/EFL, including the following: specific ESL/EFL materials, course design, and teaching methods, the nature of language in general; the nature of English language in particular (phonology, lexicon, syntax, and pragmatics), the nature of the second language acquisition, and the interaction of culture and language. Furthermore, ESL/EFL professionals are also expected to demonstrate certain specialized skills they can develop through experience as well as training. This can cover various interest areas such as computer-assisted language learning or the use of video and digital media in the classroom. It can expand to more administrative duties including curriculum development, course coordination, supervision of other teachers, and teaching training.

Based on the description above the researcher can draw a conclusion that TEFL components consist of teaching goals, teaching method, language learning process, learners' role, teachers' role, language skill, the knowledge of language and culture, the instructions in classroom, and assessment. Assessment is one of the important components in TEFL. It is one of main areas that EFL teachers should master.

## **7. The Principle of the Assessment**

*Permendikbud*No.104 in 2014 on standard assessment describe that assessment is learned about the assessment of teacher teaching strategies on the junior height school and senior height school. In the *Permendikbud* No.104, 2014 Pasal 7 said that 1. Learning outcomes assessment by educator for competence attitudes, knowledge competence, and competence skill in using the scale. 2. The scale of assessment referred to in paragraph (1), for attitude competencies using a range predicate very good (SB), Good (B), Fair (C), and Less (K). 3. The scale of assessment referred to in paragraph (1) for competency knowledge and competency skills in using a range of numbers and letter 4,00 (A) – 1,00 (D).

- a. 3.85 to 4.00 with the letter A
- b. 3.51 to 3.84 with the letter A-
- c. 3.18 to 3.50 with the letter B+
- d. 2.85 to 3.17 with the letter B

- e. 2.51 to 2.84 with the letter B-
- f. 2.18 to 2.50 with the letter C+
- g. 1.85 to 2.17 with the letter C
- h. 1.51 to 1.84 with the letter C-
- i. 1.18 to 1.50 with the letter D+
- j. 1.00 to 1.17 with the letter D

## **B. Previous Study**

1. The researcher found one preceding study about Assessment Strategies for Grade IV Students of SDN 01 BRUJUL JATEN Karanganyar. This research conducted by Anita Oktifiyani. Her thesis explained that the strategies of assessment consist of method, strategies, media source of material, classroom management and assessment and evaluation. The objective of her research is to describe the assessment strategies for grade IV students that cover listening, speaking, reading and writing skills. The similarity between the studies of researcher conducts and the researcher conducted by Anita Oktafiyani is to describe of assessment in teaching English. The difference between the studies of researcher conducts and the research conducted by Anita Oktafiyani is to describe the assessment strategies on teaching English. In this research, the researcher describes the analysis of implementing teacher's assessment in teaching English.

2. The researcher Found the study about “The Assessment Made by Teacher in English Lesson Based on 2013 Curriculum at the Seventh Grade of MTs Negeri Srakartain 2 in Academic year 2014/2015. This research conducted by Rusmala Dewi Desi I. Her thesis explained that the assessment made by the teacher in English Lesson based on 2013 Curriculum consist of method, implementation, media source of material, classroom management and assessment of 2013 curriculum. The objective of her research is to describe the implementation of assessment in 2013 curriculum. The similarity between the studies of researcher conducts and the researcher conducted by Rusmala Dewi Desi is to describe of teacher’s assessment in teaching English based on 2013 curriculum. The difference between the studies of researcher conducts and the research conducted by Rusmala Dewi Desi is to analyze of the teacher’s assessment on teaching English. In this research, the researcher describes the analysis of teacher’s assessment in teaching English.

From the two preceding study, the researcher conclude that the problems is in 2013 Curriculum based on the assessment. In my thesis here I will focused in the analyze teacher’s assessment in English Lesson, and I will explain about anything type of assessment.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explains how this research has been carried out. An analysis of teacher assessment in teaching English Lesson at MTs N Mlinjon Klaten has been studied in the frame of case study. This chapter is started with the discussion of context of the research. The next is the discussion of research strategy. In this part, the researcher explains how the research questions observed by case study. It will be followed by the type and source of the data, techniques of collecting the data, technique for establishing trustworthiness and technique of analyzing the data as the part of the chapter.

#### **A. Research Design**

##### **1. Place of the Study and School Profile**

The research has been conducted in MTs N Mlinjon Klaten, Jawa Tengah, particularly in regular program which is analyzing of the assessment in national curriculum. The school is located on Jalan Gumulan, Klaten Tengah, Klaten, central Java, Indonesia. It is comfortable place for teaching and learning environment, surrounded by rice field, 100 meters from the main street of Klaten.

This Junior High School building has twenty-four classrooms, a teacher room, a headmaster room, an administration room, library, garage, warehouse, mosque, lab since, a medical unit and and canteen room.

## 2. Time of the Research

The research period was in March 2017 to early June 2017 at the last semester of 2016/2017 academic year. The researcher got information and data completeness of this school. Schedule planning of researches are follows:

**Table 3.1 Research Schedule**

No	Activity	Jan				March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
																		1	2		3
																		4			
1	Doingpreobservation		✓					✓				✓									
2	Joiningthesis proposal seminar											✓									
3	Observation															✓					
4	Analyzing the data															✓				✓	
5	Doing thesis examination																				

## B. Subject of the Research

The subject of the research is VIII A and VIII G class of the eight grade students of MTs N Mlinjon Klaten in academic year 2016/2017. It consists

of 21 students. They are 12 males and 9 females of G class and it consists of 24 students. They are 6 males and 18 females of A class.

English competence of VIII-G students was lower than VIII-A. The students of VIII-G were not active enough in English class. They were silence when the English teacher was teaching them, but they did not pay attention to the lesson. They never had desire to do the task. If the students did not understand with the lesson, they would not ask the teacher for more explanation. It made teaching learning process run ineffectively. Almost all of the students had low motivation and were still nervous when they were asked to speak up in front of the class. Besides, the teacher did not use interesting media to increase students' motivation. It made students' speaking skill low. Most of students in VIII-G come from Klaten. They come from different elementary school around Klaten.

Based on data from school administration, students of VIII-G class from middle class to lower class. The students' parents works as worker, seller, teacher, farmer and etc. it can said that their family is not good enough in supporting their education need.

## **C. The Data Resources**

### **1. Documentation**

To certify and argument evidence from the other source, the researcher used written documentary evidence of assessment in MTs N Mlinjon Klaten such as photograph and CD. The document needed for this study will be obtained from the headmaster, vice headmaster, and English teachers and



support the accuracy of the data or additional data related to the implementation of assessment and its impact on language learning motivation in MTs N Mlinjon Klaten.

## **2. Archival Records**

The archival records used in this study are files from the vice headmaster for curriculum and English teachers. The archival records are the printed file of:

- a. Syllabus of English teachers (appendix 01)
- b. English Lesson Plan
- c. Assessment form used by the English teachers

## **3. Interview**

The informants of this study have been the sources of certify and contrary evidence to the other evidence about the implementation of assessment and its washback on student language learning motivation in MTs N Mlinjon Klaten in 2016/2017. They were selected through purposive sampling is used most commonly in case study, as Creswell (2003: 185) states that "the idea behind qualitative research is to select participants that will best help the researcher to understand the research question." It is believed that purposive sampling is well suited for case study because this type of sampling permits the selection of informants whose qualities or experiences help understanding of the topic being investigated. The informants of this study were as follows:

- a. The English teacher in MTs N Mlinjon Klaten
- b. Students representatives of VIII A and G

#### **D. Technique of Collecting Data**

In qualitative research, the relevant data are derived from four field-based activities: interviewing, observing, collecting and examining (materials), and feeling (Yin, 2011: 129). In doing interviews, the researcher applied an open-ended interview to ask the key informants about the facts of the topic being studied as well as their opinions about the event. The way was on interviewing is more guided conversation rather than structured queries to create “friendly” situation. Regarding observation, the direct observations involve observations of classroom activities. On collecting materials, artifact, many different types of object can be usefully collected while doing fieldwork such as computer printout or archival records.

The four field-based activities: interviewing, observing, collecting and examining (materials), and feeling as stated by Yin above, were implemented by the researcher in collecting the data as follows:

##### 1. Observing the events.

The events are the English teaching learning process which implements assessment. Observation is a method to observe something as object seriously and continuously done by the researcher. According to Moleong (2001: 125-126), he states that technique depends on the direct

observation and also watches the object doing by researcher his/herself continually, and then notes the behavior and the real event which is happened.

In others, Sugiyono (2010: 204) states that, observation is the process of observation that can be divided into two kinds:

- a. Participant observation, it is observation participant that is used as a subject research in the study. The researcher usually lives with members of the participant. Furthermore, researcher will act in two roles: firstly, the researcher as a member of participant. Secondly, the researcher acts as a researcher who collects data about human's behavior.
- b. Non-participant observation, it is the observation that makes the researcher as an observer of the phenomenon or events that becomes a topic of research. The researcher in this observation looks or listens at the social situation without being participant actively.

The researcher uses kind of non-participant observation as technique to support the data from interview. In observation, the researcher observes the activity of the students and teacher during learning process. The data that is observed by researcher in this research is the English teaching activity, the condition of classroom, and the other data related to this study, and also to observe the physical environments of MTs N Mlinjon Klaten.

## 2. Interviewing the respondents.

The respondents in this research are: the English teacher and the students in MTs N Mlinjon Klaten. The teacher which were selected as the informants were the teachers who implement the assessment in their classes.

## 3. Analyzing the documents.

The documents are written information related to the implementation of the assessment in TEFL in MTs N Mlinjon Klaten; lesson plan, the students report, the form of assessment, the test instrumets, the rubrics or check list used in assessing the English learning outcomes.

### **E. Technique of Data Analysis**

Qualitative data is a completely different way to look at how to collect and analyze information. Qualitative data is when descriptive statements can be made about a subject based on observations, interviews and analyzing the documents.

One way to remember this is that word qualitative is similar to the word quality, which is a key component of qualitative data. The information that is gathered from qualitative data is later analyzed to look for common themes. The opposite of this qualitative data, which is data that uses numbers. Qualitative data isn't exact like quantitative data, so there is not an exact answer in qualitative all the time. Sometimes, it can be relative, which means that the answer might vary from person to person depending on their perspective.

**a. Data Reduction**

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. Data reduction occurs when the researcher chooses a conceptual framework, research question, research limitation, and instrument for this research. Then, during the process of collecting data, this process is continued working together actively with the rest of the components until the process of writing of the research report, actual observation, interview, or other data available, data summaries, coding, finding themes need to be selected and condensed (Huberman and Miles,1994:432). From the reflection and description of the data, the researcher arranged them in brief, as the mind essential findings and the essence of all the experiences that have been studied

**b. Data Display**

The second major step of data analysis activity is the data representation. In this activity, the researcher wishes to display the correlation of organizing information.

The display, as stated by huberman and miles (1994:443), ‘helps the researcher to see the patterns: the first text makes sense of the display and suggests new analytic moves in the displayed data: a revised or extended display points to new relationships and explanation, leading to more differentiated and integrated texts, and so on.

### **c. Drawing Conclusion and Verification**

In this step, firstly, researcher makes a formulation of propositions related with the logical principal, becoming the proposition as the finding of research, and then doing so deep analysis to the data for times. For the next step, researcher reports his or her research finding in detail that shows the new finding different with the other research.

### **F. Technique of Data Trustworthiness**

To get the validity and reliability of the research, the researcher used triangulation. According to Lexi (2000:178), triangulation is a technique of examining the trustworthiness by using something excluding the data to check or to compare the data. Denzin in Lexi (2000:178) divides triangulation into four kinds, they are: triangulation by using data, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. In this research, the researcher used triangulation of data. It was done by comparing the data taken from observation that was held during teaching and learning process and the data from interview. In this validating the data, the researcher observed of the analysis of teacher's assessment in teaching English based on 2013 Curriculum. The researcher did the crosschecking by comparing them with interview to knowing the teacher's problem in assessing in English Lesson, and used the document analysis to support the research with the data from the students' test.

In data analysis for drawing conclusion, the researcher processes the data in detail or both collecting and categorizing the collected data obtained from several method and data, synchronizing them with the problems identification.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the findings and discussion of the study with deals the analysis of teacher's assessment in teaching English based on Curriculum 2013 at the eighth grade of MTs N Mlinjon Klaten. In this study, the implementation of authentic assessment refers to the activities of assessing student's English skill competence by using portfolio, performance and project assessment. The findings comprises analytical discription about the implementation of teacher's assessment in teaching English and the teacher's types of assessment. Each points of the findings is described as follows.

#### **A. Research Findings**

##### **1. The Implementation of Teacher's Assessment in Curriculum 2013**

This research was conducted in MTs N Mlinjon Klaten. MTs N Mlinjon Klaten is the one School in klaten. This school located in Gumulan, central klaten. The researcher does this research because the school use 2013 curriculum. The researcher only examines the implementation of curriculum 2013 at the eighth grade. The eighth grade consists of eigh class and two teachers. The researcher analyzedthem. The findings of the research will be discussed as follows:



**a. The Assessment of Observing**

## 1) Teacher A

The observing of scientific approach of 5M is began from the teacher to observe the students in the class. Such as give some example of the experience in the day and then give a view times to deliver the argument. From the theory above the teacher give the question for the example give new materials. The teachers give the materials of cause and effect. In the materials the teachers give materials such a picture of rain. Then the teacher asks to the students to observe the picture directly and understand it. In students A much of them understand well.

## 2) Teacher G

In the second of G Class, the teacher also gives some materials of cause and effect using a picture. In the class the students also to observe one by one cause of rain. After that they must conclude the point of the picture. Partly of the students understand and part of the still confused and bored.

From the intentions, the researcher concluded teaching and learning by teachers is good, in students A part of them understand about the picture cause of rain. In students G part of them still confused because it so difficult for them. Students G must be given one of the references may be give a vocab before give a picture. The goal is the children can work with

friends and can conclude the argument correctly even if only in the write sheet.

## **b. The Assessment of Questioning**

### 1) Teacher A

Questioning is the one of the activity after the teacher give materials. After the teacher give a materials cause and effect or give a picture of rain, the teacher must give a question to the students. Teacher A began give a many question such: a. what the picture happen?. b. what the cause of rain?. c. is the cause of rain is the weather?. The teacher ask them to answer in the worksheet after that they must standup in front of class to deliver the result of the question. One students named Alifia raise her hand and standup in front of class and read the answer, directly the answer is true.

### 2) Teacher G

In this part, teacher G also give the materials of the rain then they give a question of ‘‘what cause of rain?’’.

Teacher : *students what the cause of rain?*

Students M : *I don't know miss*

Teacher : *Anybody knows, what the cause of rain?*

Students D : *It's because of the weather miss.*

One student named Mia raised her hand and answers it. ‘‘cause of rain is the weather miss.’’. Than the teacher give feedback is the question is

true, the other students just write in the worksheet. The teacher also give the true answers and the students write it.

From the statement above the researcher concluded that the second teacher have a same curriculum 2013 than the materials are same, but in the delivering they have other ways. In teacher A ask to write in the worksheet after that standup in front of class and answering the question. Teachers G ask to raise her hand and answer using their argument. Anyways the two teachers are true but the problem is the students, view of them still confused. The solution is given the easy question to understand the materials well.

**c. The Assessment of experimenting**

1) Teacher A

In the main activity of experimenting is collecting the data. After the teacher give a question the teacher collecting the answer of the students. The teacher asks to the students to collect their answer. It is a procedure of the experimenting ways. So they collecting the answer and the teacher correct one by one of the students worksheet.

2) Teacher G

Teacher G also collecting the data of the students' worksheet, after that give a score from A-D. view of the students gets a good score and view of them get a low score, it caused of the students did not attention when the teacher give the materials. An experimenting is a procedure

carried out to support, refute, or validate a hypothesis. Experiments provide insight into cause and effect by Demonstrating what outcome occurs when a particular is manipulated. The meaning of the theory experimenting is collecting the data, the teacher must collect the result of the students worksheet. So the researcher concluded that the two teacher are same in collecting the data but the students G again get a low score it makes they less in the study. The teacher G must give any materials to makes students G understand than get a good score also.

From the teaching above the researcher concluded that the teaching learning process is good, because most of the students understand about the material Cause and effect. The teacher implemented the material from the lesson planning, then they teach as good.

#### **d. The Assessment of Associating**

##### 1) Teacher A

In this part the teacher delivering their argument of the cause of rain, what can it happened?, and the true answer of the rain happened. In this part the teacher conclude the argument of the result cause of rain in the picture. So the teacher ask to the students to understand well and give many homework to understand the materials, than they can delivering the new materials.

2) Teacher G

In this part the teacher conclude the argument of the result cause of rain in the picture. So the teacher ask to the students to understand well and give many homework to understand the materials, than they can delivering the new materials.

From the statement above the researcher concluded that the two teachers has implemented the assessment like in curriculum 2013, they can deliver the assessment using scientific approach of 5M such as: observing, questioning, experimenting, associating and communicating.

**e. The Assessment of Communicating**

1) Teacher A

Communicating is the act of conveying intended meanings rom one entity or group to another through the use of mutually understood signs and semiotic rules. In this part the teacher conclude the argument of the result cause of rain in the picture. So the teacher ask to the students to understand well and give many homework to understand the materials, than they can delivering the new materials.

2) Teacher G

In this part the teacher conclude the argument of the result cause of rain in the picture. So the teacher asks to the students to understand well and give much homework to understand the materials, than they can deliver the new materials.

From the statement above the researcher conclude that the communicating of the teacher is to conclude their argument of the result of the materials cause and effect. The teacher speak up to the students, and collecting the result of the picture cause and effect.

## **2. The type of Assessment**

The Assessment of Curriculum2013 has three assessments. Such as; attitude, knowledge and skill.Both of them will be discussed by the researcher such as:

### **a. Assessment of attitude**

#### 1) Teacher A

Assessment fomt of attitude is devided into two types. They are spiritual and social assessment form. In the scholl of MTs N Mlinjon Klaten the teacher used an assessment of curriculum 2013 such as skill, knowladge and attitude.

Table below as the assessment of attitude that was make by the teacher of English Lesson.

**Table 4.1 Assessment form of attitude**

No	Sikap/Nilai	Butir Instumen
1.	Bersyukur setiap saat mendapat kesempatan belajar bahasa Inggris	
2.	Berinteraksi dengan santun	

## 2) Teacher G

Assessment form of attitude is divided into two types. They are spiritual and social assessment form. In the school of MTs N Mlinjon Klaten they teacher used an assessment of curriculum 2013 such as skill, knowledge and attitude. The detailed assessment form of attitude based on the teacher' handbook of 2013 Curriculum can be shown in the table 4.2.

Table below was the assessment form attitude that was made by English teacher in teaching and learning process.

**Table 4.2 Assessment form of attitude**

No	Sikap/Nilai	Butir Instumen
3.	Bersyukur setiap saat mendapat kesempatan belajar bahasa Inggris	
4.	Berinteraksi dengan santun	

The table below as the criteria that was used as the standard to assess the student's achievement of attitude.

**Table 4.3 Assessment form of attitude**

N O	NAMA SISWA	ASPEK YANG DINILAI					J M L	K E T
		SEMANGAT	JUJUR	DISIPLIN	PERCAYA DIRI	TANGGUNG JAWAB		

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4 \text{ —————}$$

**THE EXPLANATION:**

4: the student always do the action that is observed

3: the student often do the action that is observed

2: the student sometimes do the action that is observed

1: the student never do the action that is observed

In the table of 4.2 and 4.3 the researcher concluded that the assessment of attitude shown from the honest, discipline, responsible, care, tolerance, team work, well behaved and self-confidence. Usually the effective teacher assesses the assessment.



## b. Assessment of skill

### 1) Teacher A

The assessment form of skill above was made by the teacher to assess skill assessment in English Lesson. There were some assessment aspects in skill assessment, such as test, project, and portfolio.

In skill assessment, the teacher gave some paper to show students' capabilities in speaking, reading, writing and listening. Furthermore the teacher gave some homework. The students' make them with their creation. After that, the teacher assessed the project assessment based on their correct written and creation. The last assessment is portfolio. In this case, the teacher also gave a test paragraph that was arranged to the correct paragraph.

Table below was the assessment form of skill that was made by the English teacher.

**Table 4.4. The Rubric of assessment in writing skill**

ASPEK	KETERANGAN	SKOR
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat	1

	parah sehingga tidak biasa di pahami	
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

## 2) Teacher G

The assessment form of skill above was making by the teacher to assess skill assessment in English Lesson. There were some assessment aspects in the skill of assessment, such as observation, self-assessment, project and jurnal. The detailed data shown in the table 4.5.

**Table 4.5. The Assessment foam of Skill**

No	Indicator	Butir Instrumen
1.	Siswa menyusun kata penghubung yang tepat untuk membuat kalimat yang menyatakan dan menanyakan tentang hbngan sebab akibat dan hbngan kebalikan	Task 5
2.	Siswa menuliskan kalimat yang menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan .	Task 6
3.	Siswa membuat teks pendek sederhana yang mengandung kalimat yang menyatakan hubungan sebab akibat.	Task 7

In skill assessment the teacher give a puzzle to know a students capabilities in listening, reading and speaking. Furthermore, the teacher give homework to make an example of Cause and effect using conjunction such as; but, so, because, because of and although. After that the teacher assessed the project assessment based on their correct written and creation. The table below as the criteria that was used as the standard to assess the student's achievement of skill.

**Table 4.6. The Rubric of assessment in writing skill**

ASPEK	KETERANGAN	SKOR
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak biasa di pahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

The table below as the criteria that was used as the standard to assess the student's achievement of skill.

**Table 4.7. Scoor of Assessment**

Predikat	NILAI KOMPETENSI		
	Pengetahun	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C	2.33	2.33	C
C	2	2	
C	1.66	1.66	
D	1.33	1.33	K
D	1	1	

The Explanation:

SB: very good                      B: good

C: Fair                                      K: Less

### c. Assessment of Knowledge

#### 1) Teacher A

Knowlade of assessment is the criteria of authentic assessment. Knowledge assessment consisted of several basic competences, they are written test, oral test, and assignment. The teacher usually gave the test in form of multiple choice, and essays. In giving assignment, the teacher gave homework.

The teacher assessed student's achievement from the written test in daily test. The categories of the daily test consisted of grammar, vocabulary, reading and writing. In the midterm, the teacher assessed the students' knowledge from the written test. In final test, the teacher used it from MTs N Mlinjon Klaten. It was used to know the students' achievement in knowledge assessment.

The table below was the criteria that was used as the standard to assess the students' achievement of knowledge.

**Table 4.8 Assessment Form of Knowledge**

No	Indicator	Nomor butir Instrumen
1.	Siswa mengidentifikasi fungsi social, unsur kebahasaan, struktur teks dari teks yang mengandung kalimat hubungan sebab akibat dan hubungan kebalikan.	Task 1-3
2.	Siswa mengklasifikasikan kalimat yang menyatakan sebab ke dalam bagan yang di sediakan.	Task 4
3.	Siswa mengklasifikasikan kalimat yang menyatakan akibat ke dalam bagan yang disediakan.	Task 4

- a. Instrument :
- b. Form of assessment : The assessment focuss on the anser of question, it is must clierly in the answering of the question. The true answer ill scored 4.

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

The teacher assessed students' achievement from the

## 2) Teacher G

Knowledge assessment consisted of several basic componences; they are oral test, written test and assignment. The test given to know how far the students understanding about the material. The teacher ask to the students to identify the social fungtion of the Cause and Effect text. Minewhile, in oral test the teacher usually conversation text. Besides that the teacher assessed their prenounciation, intonation and fluency. The detailed data of assessment of knowledge can be shown in the table 4.9.

**Table 4.9 Assessment Form of Knowladge**

No	Indicator	Nomor butir Instrumen
1.	Siswa mengidentifikasi fungsi social, unsur kebahasaan, struktur teks dari teks yang mengandung kalimat hubungan sebab akibat dan hubungan kebalikan.	Task 1-3
2.	Siswa mengklasifikasikan kalimat yang menyatakan sebab ke dalam bagan yang di sediakan.	Task 4
3.	Siswa mengklasifikasikan kalimat yang menyatakan akibat ke dalam bagan yang disediakan.	Task 4

c. Instrument :

d. Form of assessment : The assessment focuss on the anser of question, it is must clierly in the answering of the question. The true answer ill scored 4.

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

The teacher assessed students' achievement from the written test. The categories of daily test consist of grammar, vocabulary, reading and writing. In midterm, the teacher assessed students' knowledge from the written test. The written test takes by three chapters in English book. In final test, the teacher used it from Klaten Region. It was use to knowthe student's achievement in knowledge assessment. The assessment form of knowladge can be shown in table 4.9. The researcher concludes that the assessment form of knowledge, there are first, second and third basic competences that will be scored. In the assessment

## **B. Discussion**

Based on the research findings, the researcher discusses the finding of research. In this section, the researcher tries to discuss the research findings with others relevant references. In order to justify the research findings, the researcher tries to discuss them with reference to theories related with the answer of the problem statements. The explanation would be presented below.

## **1. The Implementation of Teaching Learning Process of English Lesson**

### **a. The Implementation of Teacher VIII A in Learning Process**

The researcher analyzed the implementation of teaching learning process of teacher VIII A. According to Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn and also setting the conditions for learning. In short, teaching is an activity of helping, guiding and showing the learners in learning to get knowledge of subject or skill that they want. The activity of teaching learning process in English Lesson was began by opening, main activities and closing. In the opening, the teacher greets the students, and the students answered the greeting. Then, the teacher asked the students to pray together. After that, the teacher checked the students' attendance.

In the main activity, the teacher gave motivation and always give some suggestion was related with the material. The teacher always asked the students to practice in front of class about the material that was given in every meeting. Before the students practiced in front of class, the teacher explained the material and gave the example to practice.

In the teaching activity the teacher implementing the learning process is good and related to the syllabus and lesson plan. In the first meeting the students A still confused but the second and third meeting



they can enjoyed and understood about the materials that given by the teacher. It can be concluded that students' A enjoyed lerning process in English lesson.

**b. The Implementation of Teacher VIII G in Learning Process**

The researcher analyzed the implementation of teaching learning process of English Lesson in developing students' speaking skill inMTsN Mlinjon Klaten 2016/2017 academic year from Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn and also setting the conditions for learning. In short, teaching is an activity of helping, guiding and showing the learners in learning to get knowledge of subject or skill that they want. The activity of teaching learning process in English Lesson was began by opening, main activities and closing. In the opening, the teacher greets the students, and the students answered the greeting. Then, the teacher asked the students to pray together. After that, the teacher checked the students' attendance.

In the main activity, the teacher gave motivation was related with the material. The teacher always asked the students to practice in front of class about the material that was given in every meeting. Before the students practiced in front of class, the teacher explained the material and gave the example to practice. For example, in the first observation, the teacher practiced cause of the weather. The teacher

gave the material based on handbook and sometimes she takes the material from syllabus. Then, the teacher developed the material with her own way based on speaking skill in English Lesson. The goal of this program was to make the students could speak up fluently and smoothly in front of class. (Brown 2000: 16) Material has important role in teaching learning process, to make teaching learning process more successful, the material must be selected appropriately. There are some advantages of setting up a material (Richards, 2001: 261).

## **2. Types of Assessment used by the Teacher**

### **a. Type of Assessment Used by the Teacher of VIII A Class**

In this case the researcher analyzed the type of assessment that used by the VIII A English teacher of MTs N Mlinjon Klaten. According to the researcher observation the school used assessment based on 2013 curriculum it is included attitude assessment, knowledge assessment, and affective assessment. From the findings the researcher concluded that the students of VIII A active in learning process. From the attitude assessment the students are respectful of the teacher and they speak up to the teacher clearly. They always guard with their friends to study hard. From the knowledge assessment the students are cleverer. And from the skill they are excellent. It can be concluded that the teacher exactly implementing the type of assessment is good.

### **b. Type of Assessment Used by the Teacher VIII A**

The researcher analyzed the type of assessment that used by the VIII G English teacher in MTs N Mlinjon Klaten. Although this school used 2013 curriculum but they do not focused on one technique of assessment. According to the researcher observation the school used assessment based on curriculum 2013. It includes attitude assessment, knowledge assessment, and affective assessment. From the finding the researcher conclude that the English teachers in mts n mlinjon used the 3 type of assessment on assess the students.

Based on the permendikbud no 104 th 2013, attitude assessment is “The assessment form of skill was making by the teacher to assess skill assessment in English Lesson. There were some assessment aspects in the skill of assessment, such as observation, self-assessment, project and jurnal”.

There are some choices used in assessment of skill. Such as peer assessment, observation self assessment and a jurnal assessment. The instrument used check or scale of assessment (*rating - 13 - scale*) use a rubric and the last counting use a (modus).

Based on the research, the English teachers in mts n mlinjon using the atitde assessment to assess the stdent. But it is not affectively.

The assessment just find on lesson plans. But on the practice, the teachers not effective on doing the attitude assessment.

For the knowledge assessment, based on the permendikbd no 104 th 2013, knowledge assessment is “Knowledge assessment consisted of several basic componences; they are oral test, written test and assignment. The test given to know how far the students understanding about the material. The standarard assessment of knowledge devided into A is good B is good, C is less and D is felt”.

From the research, the researcher find that the English teacher in MTs N Mlinjon using the knowledge assessment to assess the stdent. It shold be include the 3 type of assessment, project, portfolio and also performance. But from the observation and interview the teachers just using the task to assess the knowledge of the students.

For the affective assessment, the researcher also using the permendikbud for the theory. According to permendikbd no 104 th 2013 , affective assessment is” Assessment form of attitude is devided into two types. They are spiritual and social assessment form. The assessment form of attitude based on the teacher’ handbook of 2013 Curriculum. The form of attitude assessment such as 4: the student always do the action that is observed, 3: the student often do the action that is observed, 2: the student sometimes do the action that is observed and 1: the student never do the action that is observed”.

From the research, the researcher found that the teacher sing affective assessment. It is proof on lesson plans. So, it is concluded that the English teacher in MTs N Mlinjon using the 2013 Curriculum of the assessment material, it is to assess the student knowlade, skill and attitude.

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### A. CONCLUSION

After describing and analyzing the data, the researcher draws the conclusions based on the observation activity of teaching learning process in English Lesson in MTsN Mlinjon Klaten.

##### 1. The Implementing of teacher's Teaching English.

The steps activities of teaching learning process in teaching English were opening class, giving materials, consulting, evaluating and closing. In the first and second meeting the teacher gave material about Cause and Effect, the third meeting she gave the students about conjunction of Cause and Effect. The implementation of authentic assessment is performance-based that requires students to exhibit the extant of their learning. Students and the teacher construct the papper that help students to understand the criteria and to meet expectations. This important point is that the students clearly understand the target and criteria before they do the assessment task.

Related to the implementation of authentic assessment, it should be enhance though various types of authentic assessment and should be matched with the leraning materials, because from the implementation of authentic assessment, the data wich are used as the base to assess students'

achievement are gotten from project work or report, the result from daily test, final test, and all the result of students' performance from various types of assessment, such as standardized-test, teacher test, individual test, group test learning discussion, interview, teacher's observation note and questionnaire.

From the statement above it can be concluded that the teacher implement the assessment of teaching English is good based on the syllabus and the lesson plan. The teacher also made comfortable in the learning process and also it makes students enjoying in the class during the lesson.

The steps activities of teaching learning process in teaching English were opening class, giving materials, consulting, evaluating and closing. In the first and second meeting the teacher gave material about Cause and Effect, the third meeting she gave the students about conjunction of Cause and Effect. In the teaching learning process in English Lesson, there are some classroom activities to practice the material. There are role play, discussion and conversation. The teacher ask to write the example of cause and effect of using conjunction such as; but, so, because and although. This to practice the written activities of being good writing. By using these classroom activities, it could give students opportunity to speak up in front of class and trained their confidence. They also can be more active in teaching learning process.

## 2. The Type of Assessment Forms Based on 2013 Curriculum

In this conclusion of the type of assessment, based on the teacher assessment of teacher A. First is the implementation of the teacher assessment, the teacher assessing by using assessment of knowledge, attitude and skill. In the self assessment students would get score 4 if students' always do the action, score 3 if students often do the action, 2 if the students sometimes do the action, and 1 if students never do the action.

From the findings the researcher concluded that the students of VIII A activated in learning process. From the attitude assessment the students are respectful of the teacher and they speak up to the teacher clearly. They always guard with their friends to study hard. From the knowledge assessment the students are cleverer. And from the skill they are excellent. It can be concluded that the teacher exactly implementing the type of assessment is good.

There are some assessment forms based on the analysis of teacher's assessment in teaching English at the second grade of MTs N Mlinkon Klaten. First is the implementation of the teacher assessment, the teacher assessing by using assessment of knowledge, attitude and skill. The assessment of skill it is divided into two. They are self assessment and peer assessment. Second is knowledge of assessment and third is the skill of assessment. In the self assessment students would get score 4 if students



always do the action, score 3 if students often do the action, 2 if the students sometimes do the action, and 1 if students never do the action.

The problems faced by the teacher are time management to English teachers might be a problem since the curriculum content standard allocates 2 periods only in a week. Then the problem was eliminated by the school policy by adding two more periods for each classroom. So the students have 4 periods in a week to learn English but the English teachers have key role in the success of assessment implementation; firstly, how the teachers implement assessment is greatly influenced by their background knowledge. Secondly, the teachers' understanding on communicative Language Teaching as current trend in English teaching also encourages them to implement of assessment in the classrooms. Thirdly, teachers creatively support much on preparing meaningful task so that the learning is fun and challenging.

In this case teaching experience is not the main factor in success of the implementation of assessment. The teachers who have less teaching experience in teaching junior high school show their capabilities in designing and assessing task by using assessment better than teacher who have experiences in teaching. Curriculum content standard allocates 2 periods only in a week students low-self-confidence. It could be solved by increasing self-confidence by having English speaking practice more, forcing them to being confidence, enjoying in speaking English and preparing their mental,

took a deep breath before speak in front of class and had to smile when came forward.

Based on the results of the research, it could be concluded that the researcher found the implementation and the type of assessing the English language of teacher VIII A and VIII G are same in the lesson plan, but the implementing of the assessment little bit other in the delivering materials.

## **B. IMPLICATION**

In this section the researcher want the teacher can assess their assessment in the Curriculum 2013. The first teacher of VIII A and VIII G class has implemented their assessment like in the curriculum 2013, when the teacher teach the materials they use a scientific approach of 5M such as: Observing, questioning, experimenting, associating and communicating. So it can be guidelines when they teach in the class.

## **C. SUGGESTION**

After concluding the data based on the research finding, the researcher would like to propose some suggestions for students and for institute. The researcher hoped, at least, it could become an input to improve students' speaking skill and developed English Lesson in the school.

1. For students

- a. Students should increase their participation in implementation English Lesson in MTs N Mlinjon Klaten.
- b. Students should read English text more to enrich vocabulary.
- c. Students should learn to pronounce when they open the dictionary.
- d. Students should throw away being afraid to make mistake to speak English, because you are practicing and still learning so that it is common to make mistake.
- e. Students should impress that English learning is for skill and not only knowledge so that they need much practice to improve it.

2. For the teacher

- a. The teacher should remember the students to use English during the teaching learning process in the classroom
- b. The teacher should use some properties to make the student interested to the lesson in teaching learning process.
- c. The teacher should have good communication with the student during the teaching learning process

3. For the school

- a. The school should give the facilities that are need in teaching learning process
- b. The school should provide the collection of English book in the library.

4. For the readers

The researcher hopes that the reader can criticize this research because the researcher realizes that this research is still far from being perfect.

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Name	: Alifia Chusnul Isrofan
No	: 1
Score	: 100

Arrange the following question, be a good answer! Using  
conjunction: (So, But, Although, Because and Because of).

1. John took a bath early in the morning ..... he had to go to doctor.

- a. So  
b. Although  
c. But  
 Because

2. Sinta studied hard ..... she to be a winner

- a. But  
b.  So  
c. Although  
d. Because of

3. I will buy this book ..... The price is very expensive

- a.  So  
b.  Although  
c. But  
d. Because of

4. Donny's bag was broken ..... he still use it

- a. So  
b. Although  
c.  But  
d. Because of

5. Richard didn't go to work ..... He had the flu

- a. So  
b. Although  
c. But  
d.  Because of



## PANGGILH BUDI S.

1) John took a bath early in the morning  
Because he had to go to doctor.

2) Sinta studied hard. <sup>Because</sup> <sub>(so)</sub> she to be a winner

3) I will buy this book. <sup>But</sup> <sub>(Although)</sub> the price is very expensive.

4) Doni's bag was broken. <sup>But</sup> he still use it

5) Richard didn't go to work. <sup>Because</sup> he had the flu

60