Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings based on the data analysis, followed by a discussion of the findings. There were three major findings reported based on data gathered the interview session. In the first part, the researcher reported the students’ perception about the kinds of formative assessment. In the second part, the researcher reported the students’ perception about the benefit of formative assessment. In the third part, the researcher reported the students’ perception about the weaknesses of formative assessment. This chapter reports the finding first, then followed by the discussion and theories, strengthened quotes of the participant.

Kinds of formative assessment

Students’ of English Language Education Department of a private university in Yogyakarta felt that formative assessment has an important role in expanding their knowledge. This part of the research discusses the kinds of formative assessment as the findings of this research. There are six points regarding the kinds of formative assessment mentioned by the participants.

**Essay.** From the interview result, all participants (P1, P2, P3, P4) answered that essay is one of the kinds of formative assessment. Salkind (2005) stated that in the essay activity, students are expected to write a coherent and informative response to a question with unlimited answers, responses and access to high-level thinking, such as arguing between certain ideas.
The first participant’s statement can be seen below: “Reading activity for example, it’s like make essay the students have to read the book that given by the lecturer then the next meeting students have to answer the questions that given by the lecturer based on the text that students’ read, the name of activity is close-book journal.” (P1.3).

Similarly, the second participant also stated that essay is one of the kinds of formative assessment. As stated by participant two, “For the task of writing we should make an essay.” (P2.3). In line with first and second participant, participant three also stated that essay is one of the kinds of formative assessment. He stated, “The activity that I remember is close-book journal.” (P3.3).

Then, the last participant also mentioned the same point about how an essay is one of the kinds of formative assessment. He said, “I remember about essay.” (P4.8).

From those statements, we can conclude that essay is one of the types of formative assessment that is often carried out in their activity in the learning classroom, used by the lecturers to assess the students. One activity mentioned by all the participants is the closed book journal. They explained that closed book journal is an activity that include reading and writing skills. In this activity, the students are required to read books or novels given by lecturer, then for next week the lecturer give questions for the students based on the book that they read. Thus, closed book journals can be categorized as essay which is of the kinds of formative assessment.

**Role-play.** Based on the interview result, two participants (P2 and P4) mentioned role-play as one of the kinds of formative assessment. This point is explained by Amri (as cited in Ningsih, 2014), who stated that the role play method
is learning through the development of imagination and appreciation of students with students playing a character. This method develops appreciation, responsibility, and skill in using the material learned. Here the second participant said, “we have to make a role-play.” (P2.4). Then the participant four also said, “then role-play, we play like a drama.” (P4.6).

In this point, was found that two participants mention the role-play as one the kinds of formative assessment. They have the same explanation about that. They explain that role-play is one of the speaking skill activities that is used by some of the lecturers. It means that role-play was used in the speaking class. The students make a role-play in a group, they play a character and set the situation with their group in front of the class.

**Vocabulary quiz.** From the interview, this study how vocabulary dictation is used as one of the kinds of formative assessment, as mentioned by one of participant (P3). The third participant stated, “then, there is a vocabulary quiz.” (P3.4).

According to Ivica (2009), one of the assessments that is often used is the daily quiz, a type of quiz that uses multiple choice answers. There are other types of quizzes that used to assess the students. The type that mention by participant three is about vocabulary quiz. Only one participant (P3) mentioned vocabulary quiz as a kind of formative assessment. The third participant explains that vocabulary quiz is an activity that includes writing skill. The students are required to write the vocabularies mentioned by the lecturer then the lecturer scores them by the number of words with the right spelling written by the students. Participant 3 mentioned that vocabulary quiz
is a formative assessment, because this activity is conducted during the ongoing learning activity once a week in every meeting of the writing class.

**Group discussion.** Based on the interview results, there are two participants (P3 and P4) that have the same answer regarding group discussion as a kind of formative assessment. Group discussion is also mentioned by Black and William (1998), they mention that discussion allows students to improve their insight and depth of understanding and discard misinformation, to expand and explain on the background knowledge they have.

The third participant stated, “there is one of the activity is focus group discussion.” (P3.5). Participant four also stated, “I did group discussion.” (P4.3).

Group discussion is often used by lecturers to assess the students. In a group discussion activity as mentioned by participant four (P4.3) the students are divided into groups usually consist of 3 or 4 students. Then, the students have to work as a group to solve the problem based on the topic that given by the lecturer. In addition, the participants mention group discussion because this activity is conducted during the learning process of the course.

**Oral presentation.** Oral presentation is one of the kinds of formative assessment mentioned by one of participants, namely participant four (P4). This point is related to study by Arahon(2011), which shows that presentation can build confidence, and it is a skill that most people will need in the world of work. The participant stated, “for speaking, I did the presentation.” (P4.5).

According to participant four (P4.5) oral presentation is one of the kinds of formative assessment for speaking skill. Oral presentation is conducted in the
speaking class. In the oral presentation the students need to explain the lesson that they have learned by speaking in front of the class room. They have to make the audience understand what they are explaining. If the audience understands, it means that the presentation was a success. In addition, oral presentation is usually done in groups or individually, depends on the lecturers’ requirement.

**Debate.** From the interview result, this study obtained a point about debate. Debate is one of the kinds of formative assessment mentioned by the participant four (P4). The last participant said, “for speaking maybe debate.” (P4.7).

Fidler (2011) stated that a debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on an issue. According to participant four (P4.7) debate is included as a formative assessment for the speaking activity. Students work this activity in pairs or in groups. Then, each group present their argument until the issue is solved. Then, the lecturer will see the students used critical thinking and scored higher.

Overall, there were six points found in this study. Based on the interview result, the four participants (P1, P2, P3, and P4) mentioned different kinds of formative assessment. The participants as students of a private university in Yogyakarta perceive the kinds of formative assessment often used by the lecturers to assess the students during learning process in the classroom. In addition, they perceive that the kinds of formative assessment conducted are based on the skills assessment such as reading, writing, and speaking. Then, after the formative assessment, the lecturers provide feedback to the students.
Benefits of formative assessment

This part of the research discusses the benefits of formative assessment. There were five points found about the benefits of formative assessment based on the perception of the students of a private university in Yogyakarta. They are mentioned and explained below.

To inform about students’ weaknesses. From the interview result, it was found that the benefit of formative assessment is to inform the students about their weaknesses. There are the explanations about that point from the two participants. The first participant stated, “for the next there is no mistake anymore.” (P1.4) Similar with the first participant, the third participant also has the same explanation. He said, “we know our mistake.” (P3.12)

According to Hattie (2008), one thing that has the important role of the assessment is feedback, as it has the most powerful influences on achievement. Participants one and three (P1.4 & P3.12) explained the benefit of formative assessment is to inform students’ weaknesses because there is feedback from the lecturer. Furthermore, they stated when doing the formative assessment, the lecturer provides feedback for students, so the students know about their mistake. Giving the feedback from the lecturer it encourages communication between students and lecturer. The communication is about the feedback from the lecturer to the student in the learning process.

To improve students’ knowledge. In this study the researcher learned that formative assessment is used to improve students’ knowledge from all the participants (P1, P2, P3, and P4). According to Djaali (2008) formative assessment is basically a test which aims to get feedback for quality improvement efforts learning in the context
of the classroom. Based on the interview results, every participant mentioned this point and they each had an explanation. Participant one said, “for the next there is no mistake anymore.” (P1.5). Participant two said, “the lesson is not easy to forget.” (P2.10). Participant three said, “maybe this is more understanding.” (P3.11). The last participant said, “to increases the knowledge.” (P4.9).

To improve students’ knowledge can become a benefit of formative assessment. The reason is because there are same perceptions from the different participants obtained from the data interview. They explain that for the formative assessment activity, the lecturer give feedback to the students, so that the students know what their mistakes and they can improve their learning. It can be concluded that formative assessment can improve the students’ knowledge because there is feedback.

*To enrich the vocabularies.* From the interview result, participant two (P2.7) mentioned that formative assessment can enrich vocabularies. There is only one participant who mention about this benefit. The second participant said, “because we often to read, we can deepen our vocabularies.” (P2.7)

The interview between the second participant and the researcher discusses the benefits of formative assessment. The participant’s answer mentioned the use of formative assessment to enrich the vocabularies. Participant two also explained that based on his experience, there are often reading activities in a formative assessment. This means that in the learning process he would often read books or novels that were given by the lecturer. Therefore, he can enrich his vocabularies from the book that he read. Furthermore, his vocabulary increases because it must be read as a form of preparation for formative assessment.
**To improve speaking skill.** Based on the interview results, the second participant (P2.8) mentioned improving skill as a benefit of formative assessment. He stated, “we can improve our speaking skill.” (P2.8). Participant two explained that besides improving his reading ability, he can also improve his speaking ability. The reason is because he often reads the books or novels that were given by the lecturer, so when he speaks up the words will be pronounced well. According to participant two (P2.8), there are many kinds of speaking skill activities such as presentation and role-play for formative assessment. Students have to practice speaking, because it can improve their speaking ability.

**To motivate the students to learn.** The last finding obtained from the interview result says that formative assessment has the benefit of motivating the students to learn. There are two participants that mentioned it (P3 and P4). The participant three stated, “the other benefit is we can be discipline means to motivate learning.” (P3.9). Then participant four said, “there is a little bit motivation to learn.” (P4.10).

According to Lai (2011) they feel that formative assessment is important in terms of their self-image, and they do learning activities for the sole joy or personal enjoyment of learning. Based on the explanation of participant three and four (P3.9 & P4.10), they are motivated to learn by doing formative assessment. In summary, the students are motivated to learn because they enjoy the assessment. The reason is because the students will prepare themselves for formative assessment.

There were five points found in this study. Based on the interview results, four participants (P1, P2, P3, and P4) mentioned about the benefits of formative assessment.
The participants as the students of a private university in Yogyakarta have the perceptions that formative assessment has the benefits that can improve their knowledge. They perceive that with the presence of formative assessment the lecturer can give feedback, so they improve their knowledge. It can be concluded that formative assessment can improve their skills such as reading, writing and speaking.

**Negative impacts of formative assessment**

The last findings for this research are about the negative impacts of formative assessment. From the interview result, this research obtained four points about formative assessment mentioned by the participants. They are stated and explain below.

*Time consuming.* From the data interview results, one of the weaknesses of formative assessment is that it is time consuming. According to Reddy (2011), formative assessment is considered a time-consuming process if they are conducted monthly, weekly or on a daily basis. The participant two (P2.10) is one of the participants that mentioned how formative assessments are time consuming. In his statement, he said, “this needs a lot of time.” (P2.10).

The participant explains that formative assessment takes a lot of time. Formative assessment can be conducted in a learning process once every week or every meeting of the course. Besides, the students still have the other assessment on the course. It means that the students will need a lot of time to prepare for the formative assessment.

In line with first and second participant, participant three also stated that time is one of the weaknesses of formative assessment. He stated, “besides, I feel tired.” (P4.14). Ediyanto (2016) suggests that formative assessment can be a tiring process and is not suggested to be implemented at all time. According to participant four
formative assessment is time consuming, because he should do other activities for another assessments. If he should learn every day sometimes he feels unfocused in his learning.

**Boredom.** Participant four (P4.12) stated boredom as one of the weaknesses of formative assessment. Based on the interview result, the last participant said that he is usually bored with formative assessment. He stated, “the first thing is I am bored.” (P4.12).

From the statement above, the participant explains that he is bored because formative assessments are conducted continuously and repeatedly. For example, reading assessment is monotonous because it needs to be repeated to understand the meaning of the book that they have read.

**Pressure.** Based on the interview result, pressure is one of the weaknesses of formative assessment. The participant four (P4.13), mention about pressured. Here, he stated “sometimes I feel pressured.” (P4.13). Based on his explanation, he said that formative assessment makes him feel pressured. The reason is because he should still read the book even if he does not understand about the meaning of the book. It makes him feels under pressure sometimes.

There were four points that found in this study. Based on the interview result four participants (P1, P2, P3, and P4) mentioned the weaknesses of formative assessment. The participants as students of a private university in Yogyakarta perceive some weaknesses of formative assessment. They explain that formative assessment makes them feel bored, because of formative assessment used too often in the classroom every meeting of the course.
It can be concluded that the weaknesses of formative assessment happened because of the frequency of formative assessment that occurs in the class room.