

## **Chapter Four**

### **Finding and Discussion**

This chapter provides two major sections of the research, which are the presentation of the research finding and discussion. The findings and discussion answer the two research questions and achieve the purposes of this research to find out lecturers' strategies and problems in assessing students' soft skills at the EED of UMY.

#### **Lecturers' strategies in assessing students' soft skills at EED of UMY**

Based on the interviews, the researcher obtained some information from the participants related to the research questions. The researcher found some strategies which the lecturers of the EED of UMY used in assessing students' soft skills in terms of communication skill, critical thinking skill, creativity skill, teamwork skill, and responsibility skill. She found out that there were three strategies used by the lecturers in assessing students' soft skills. The first strategy was direct methods including using rubric. The second strategy was combination of direct and indirect methods using activities such as presentation, group discussion, classroom discussion, critical thinking projects, consultation, making a textbook, creating a simple dictionary, group projects, group work, teamwork outcomes, self-discipline, and assignments. The last strategy was indirect methods including using observation such as individual observation, direct class observation, and observation during presentation).

**Direct method used by lecturers in assessing students' soft skills.** The lecturers at the EED of UMY used rubrics as a strategy to assess students' soft skills.

***Finding 1: Using rubric as strategy to assess students' soft skills.*** The data showed that using rubric was the strategy to assess communication skill. Participant two and four explained that assessing students' communication skill could use rubrics. Participant two stated, "To assess communication skill in the classroom, we had a rubric to assess it. For example, to assess interpersonal skill, we assess how students could communicate, be empathetic, and do teamwork" (P2.1). Besides, participant four said that rubric could be a strategy to assess soft skills, especially communication skill. Participant four said, "At the EED, soft skills are assessed 20 percent. The soft skills are divided into four soft skills that one of them is communication skill assessed using a rubric" (P4.1).

Based on the statements of two participants, rubrics can be used as a strategy to assess students' communication skill, especially communication skill. It is in line with a project of LEARN SLO assessment handbook (2006) explaining that direct method assessment includes a scoring rubric.

**Combination direct and indirect method used by the lecturers in assessing students' soft skills.**

***Finding 2: Using activities as strategy to assess students' soft skills.*** There were some activities organized by the lecturers to assess five soft skills,

namely communication skill, critical thinking, creativity, teamwork, and responsibility. The activities used to assess those soft skills were presentation, critical thinking project, making a textbook, creating a simple dictionary, group project group work, teamwork outcome, assignments, group discussion, classroom discussion, consultation, and self-discipline, and presence list.

*Presentation activity as the strategy to assess communication skill and critical thinking skill.* Three participants revealed that presentation is an activity to assess students' communication skill. They were participant two, three and four. Participant two stated that "for assessing students' communication skill, I assessed them through presentation. For example, students are required to explain appropriate ideas" (P2.2). Through presentation, the students would explain some materials or their ideas so that students' capability in speaking can be assessed.

Moreover, participant three and four also stated that presentation one of the activities to assess students' communication skill. Participant three claimed that communication could be assessed through presentation. "I used presentation to assess communication skill because, when students explained their ideas, I could examine students' ability in speaking by explaining their idea (P3.2). Based on the statement above, it can be concluded that lecturers assess communication skill by presentation. It can be used to measure some aspects such as communication skill or speaking skill. Furthermore, participant four stated, "I think presentation also can be used to assess communication skill because the students' ability in speaking can be noticed" (P4.3). Based on opinion of

participant four, it showed that the lecturer employed presentation to assess communication skill, because during presentation students would improve their capability in speaking.

Another soft skill that can be assessed through presentation is critical thinking skill. Based on the data of interviews, some lecturers used presentation to assess communication skill and critical thinking. Participant two said:

The media for assessing critical thinking is presentation which consists of an asking and answering question session. Thus, we know students' capability deeper when they ask and answer questions, particularly when the students give or respond to the questions. That the students sometimes need to explain the questions in details also shows their critical thinking.  
(P2.5)

The statement of indicated that critical thinking skill could be assessed through an asking and answer session which is in presentation activity.

Based on the statement above, it can be concluded that presentation can be used to assess soft skills such as communication skill and critical thinking skill. It was supported by Dorowuju, et al. (2014) who explained that a strategy to assess soft skills can be used a direct method which includes oral questions. It was also in line with the learning project of SLO assessment handbook (2006) that a direct method of assessment is presentation.

*Group discussion as the strategy to assess communication skill and critical thinking skill.* Three participants revealed that presentation is an activity to assess students' communication skill. They were participant two, three and four. Participant two stated that "for assessing students' communication skill, I assessed them through presentation. For example, students are required to explain appropriate ideas" (P2.2). Through presentation, the students would explain some materials or their ideas so that students' capability in speaking can be assessed.

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*Group discussion as the strategy to assess communication skill and critical thinking skill.* The researcher found another activity to assess communication skill which was group discussion. One of the four lecturers stated that discussion can also be used to assess communication skill of the students.

Participant two stated, “then group discussion was also used to assess communication skill” ( P2.3). Based on the statement, participant two used group discussion to assess communication skill because, in the group discussion, students work and discuss materials in a group. Therefore, the lecturer knew when the students communicate in a group. It means that the lecturer could assess communication skill through group discussion. Another soft skill that can be assessed through group discussion was critical thinking skill. Three participants used group discussion to assess critical thinking. They were participant one, two, and four. Participant one stated, “to assess critical thinking in my course, I used some aspects such as student center learning and group discussion” (P1.2). Group discussion was the activity used by the participant one to assess critical thinking because in group discussion students were active to give the questions or the answers. Participant two also believed that group discussion was the activity that can be used to assess critical thinking. Participant two explained:

“the medium for assessing critical thinking was group discussion which consist of asking and answer question. Thus, we know students’ capability deeper when they ask and answer questions, particularly when the students give or respond to the questions. The students sometime need to explain also the questions in details, that is when we comprehend their critical thinking”( P2.6).

Another participant who agreed that group discussion was the activity to assess critical thinking was participant three. He stated that critical thinking can be assess through group discussion “group discussion also used to assess critical thinking which students would be given a problem then discuss it with other

friends”(p3.10). Next is participant four. Participant four said that “group discussion can be used to assess critical thinking. For example, I give questions, afterwards student answer by critical answer, it is also considered as critical thinking” (P4.6). Based on above statement three participants agreed that group discussion as the activity to assess students’ critical thinking.

Above statement from all participants explained that group discussion as the activity that help the lecturers in assessing students’ critical thinking but the other soft skills also can be assess through group discussion. It was communication skill It similar with Dorowuju et al. (2014) explained that strategy in assessing soft skills can be done through combination direct and indirect method included oral quizzes.

*Classroom discussion as the strategy to assess critical thinking skill.*

Participant two believed that there were many methods to assess critical thinking. One of the methods was classroom discussion. The researcher found that classroom discussion was also used by the lecturer to assess critical thinking.. Participant one said, “There was an activity like classroom discussion questions that students were active in the classroom by giving questions. When the students did it, I observed their critical thinking” (P1.3). Participant two also told that classroom discussion was another activity to make students active, and the lecturer could grasp the students who have critical thinking through given questions.



*Critical thinking project as the strategy to assess critical thinking skill.*

There was another strategy was used by the lecturer to assess critical thinking, namely a critical thinking project. Participant one said that “Usually in my course, I assess students’ critical thinking through a critical thinking project such as an essay project” (P1.4).

Based on the statement of participant one, critical thinking project helped the lecturer to assess students’ critical thinking. It was explained by Dorowuju, et al. (2014) that direct methods as the strategy to assess soft skill including designing a project for students.

*Consultation as the strategy to assess critical thinking skill.* Based on the data that the researcher obtained, participant one had another activity to assess students’ critical thinking, namely a consultation. Participant one said, “Sometimes I assess students’ critical thinking during a consultation session of their project” (P1.5). During the consultation, the students explained their ideas so that the lecturer could assess student’s critical thinking.

*Making a textbook as the strategy to assess creativity skill.* Creativity is one of soft skills that assessed by the lecturers at EED of UMY. Therefore, the lecturers need strategy to asses it. One of the strategies used by the lecturers was activity that help students can develop their creativity; asking students to make a textbook. This activity would help the lecturers to assess students’ creativity, explained in the following statement. Participant one said that “I asked students to make a textbook, which from that I knew what students’ create. Because in

making a textbook students should gather some picture, lay out and another”(P1.7). Based on above statement, the lecturers assess creativity through the textbook that student create, because in making a textbook, students need to explore their creativity and idea by using gathering some pictures and lay out to make a textbook.

*Creating simple dictionary as the strategy to assess creativity skill.*

Creativity is one of the soft skills that assessed by the lecturers at the EED of UMY. One of the strategies to assess students' creativity used by the lecturers was asking students to make a textbook that they were required to be creative..

Participant one said, “I asked students to make a textbook. I could know how creative they are, because in making a textbook students should gather some pictures, lay out, and do other things” (P1.7). Based on the statement, the lecturer assessed students' creativity through the textbook that they created because, in making a textbook, students needed to explore their creativity and ideas.

*Group project as the strategy to assess communication skill.* Lecturers at the EED of UMY used a group project to assess students' teamwork skill.

Participant one said that “I could assess students' teamwork through group project. If the project is good, it can be considered that their teamwork is quite good” (P1.11). From that statement, the participant assessed teamwork based on the result of project team because it was believed that the result could be used to measure students' teamwork.

*Group work as the strategy to assess teamwork skill.* . Most of the lecturers also used group work to assess students' teamwork. In this discussion, the researcher found a strategy used by participants to assess teamwork. There are two participants, participant two and participant three, who said that group work is the activity is usually used by the lecturers to assess students' teamwork skill. Participant two said, "Teamwork skill can be seen when the students work in groups. For instance, I saw how much contribution they give to their team" (P2.12).

Besides, participant three said, "To assess teamwork, I gave students group work so that I could see their teamwork and how the they give contribution to their group"( P3.20). Based on the statement of participant two and participant three, group work was one of the activities used by the lecturers to measure students' teamwork skill.

*Teamwork outcome as the strategy to assess teamwork skill.* Lecturers also noticed students' teamwork outcomes to assess students' teamwork skill. In addition, there was an activity as teamwork reflection that students are required to assess their team members. The activity could help lecturers to monitor group members and know the process of the group work. Participant four said, "For teamwork, I usually give students suggestions or feedback. However, the result of the students' task will be assessed by themselves" ( P4.10.).

*Self-discipline as the strategy to assess responsibility skill.* The activity that could be employed to assess students' responsibility is self-discipline as said

by participant one, participant two, and participant four. Participant one said, “Students’ discipline could be used to assess their responsibility” (P1.15). Based on the result of the interview with participant one, presence list could measure responsibility of students. Besides, participant two said that “.....discipline, when the students have good responsibility, never skip classes, and submit the assignments well and punctually” (P2.17). The other participant who said that self-discipline could be used to assess responsibility of students was participant four. Participant four said, “I also used self-discipline to assess responsibility skill” (P4.19). Based on the interview, participant four said that students’ responsibility can be noticed when they never skip classes.

*Submitting the task in punctually as the strategy to assess responsibility skill.* The researcher found that submitting tasks punctually could be used by the lecturers to assess students’ responsibility. Three participants, namely participant one, three, and four said that students’ punctuality in submitting tasks could be used to assess students’ responsibility. Participant one said that “I assessed students’ responsibility based on how they submitted the task punctually” (P1.13). Besides, participant three said, “Students who finished the task well were considered that they have good responsibility” (P3.26). Participant four also said, “For assessing responsibility of students, I noticed who did the tasks or assignments well” (P4.17). Based on statements, submitting the tasks well and punctually could be used to assess responsibility of students which is included in document.

Based on the statement above, the participants in assessing students' responsibility its based on assignment. It was similar with project learn SLO assessment handbook (2006) explained that direct method assessment embedded questions on assignment.

### **Indirect method used by the lecturers in assessing students' soft skills**

*Finding 3: Doing Observation.* Another strategy to assess students' communication skill can be done through observation. In this research, the observation includes direct class observation and individual observation.

*Class observation as the activity to assess communication skill.* The next activity used by the lecturers to assess communication skill is direct class observation. Participant three stated, "Communication skills can be assessed with direct observation in the class such as in a question and answer session" (P3.1). The statement of participant three showed that during direct class observation lecturers could know the students who are active so that they could assess students' communication skill.

The statement is supported by Dorowuju, et al. (2014) that a strategy to assess soft skills was an indirect method such as classroom observation.

*Individual observation as the activity to assess communication skill.* The researcher found individual observation as an activity that can be used by the lecturers to assess communication skill. Participant three, said "Communication skill can be assessed through individual observation that every individual delivers their ideas" (P3.3).

The researcher found another strategy used by lecturers to assess students' creativity. It was observation during presentation. The lecturers believed that one strategy was not sufficient to assess soft skills which have many categories so that different strategies were necessary. Moreover, every lecturer had different strategies to assess students' creativity. The researcher found different strategies to assess students' creativity that one of the strategies was doing observation during presentation activity. Participant three, said "I usually assess students' creativity through observation during presentation" (P3.18). During presentation, teachers could assess students' creativity by seeing how the students explained the materials, and whether or not the explanation was understandable by audiences. For example, when explaining tenses, students used various appropriate media such as using flashcard to explain the subjects, verbs and others. The method would help the audience to understand easily.

The data showed that lecturers used the same activity to assess different skills. It was supported by Dorowuju, et al. (2014) that in assessing soft skills there was a direct strategy that can be used to assess soft skills such students' project.

To summarize, every lecturer at the EED of UMY had strategies to assess students' soft skills. Every strategy that lecturers used was the method to measure skills that students have. Four participants had different strategies in assessing students' soft skills. In addition, the researcher obtained data that the lecturers

used the same strategies to assess two soft skills, namely communication skill and teamwork skill.

The research examined not only strategies used by the lecturers of the EED of UMY to assess students' soft skills but also problems faced by the lecturers in assessing students' soft skills. The researcher interviews the participants regarding problems that they faced when assessing soft skills in terms of communication skill, critical thinking skill, creativity skill, teamwork skill, and responsibility skill.

**Problems in assessing students' soft skills.** The data showed some problems faced by the lecturers in assessing soft skills were dealing with the great number of students at the EED of UMY to assess, passive students, determining students' creativity, determining students' creation, and scoring individual contribution in group work. The explanation below discussed every problem faced by the lecturers to assess communication skill, critical thinking skill, creativity skill, teamwork skill, and responsibility skill.

***Finding 1: Too many students at the EED of UMY to assess.*** One of the important aspects in assessing soft skills is that lecturers are able to remember their students' name because it will ease the lecturers to notice each skill of students. However, some of the lecturers got a difficulty in remembering students' name due to the great number of students. There was a participant who said that in remembering students name is sometimes a problem in assessing soft skills such as communication skill. Participant two said, "The first problem in assessing

communication skill was that there were too many students in a class so that it was difficult to remember their name” (P2.4). Another participant also said that having the great number of students sometimes became a problem when assessing critical thinking as participant one stated, “There were many problems in assessing students’ critical thinking. One of them was that I got a little difficulty in remembering students’ name. For example, when the students gave a good question, I could not remember their name. It became my problem” (P1.6).

Based on the statements, the great number of students became a problem by the lecturers in assessing communication skill and critical thinking skill.

***Finding 2: Inactive students.*** The researcher found another problem faced by the lecturers in assessing critical thinking and teamwork skill which was inactive students. There were two participants who said that inactive students became a problem in assessing critical thinking skill while there was one participant stating that passive students could be a problem in assessing. Participant two said, “It was not difficult to assess critical thinking of active students, but it was quite difficult to assess critical thinking of passive students” (P2.8). Participant four also said, “The problem was that students did not think critically and they seemed lazy during discussion” (P4.7). Besides, participant two mentioned passive students became a problem in assessing teamwork skill. Participant two said, “When I assessed the same project, I wondered whether or not I should give passive students the same score as active students” (P2.15). Participant two got a difficulty in assessing teamwork skill passive students



because the result of team project was good. Finally, the lecturers give good score although some of them were passive students.

Based the aforementioned statements, the problem faced by the lecturers in assessing critical thinking skill and teamwork skill could come from passive students.

***Finding 3: Assessing students' creativity.*** In assessing students' creativity, determining standards of students' creativity became a problem. Participant one said, "Making standards of students' creativity sometimes was confusing" (P1.8).

The statement showed that the lecturer sometimes got confused to determine and assess students' creativity. Therefore, the assessment became confusing because there was not any standard in assessing creativity.

***Finding 4: Determining students' original work or authenticity.*** Another problem faced by the lecturer was assessing students' creativity. Participant two thought that assessing students' creativity also became a problem because the creation might copy from others. Participant two said, "The problem was to determine the originality of students' work. If their work was original, students would get good score for their creativity skill" ( P2.11).

Every participant has different problem in assessing students' creativity but it could be overcome. To conclude, there were two problems in assessing

students' creativity, namely determining standards of students' creativity and noticing originality of students' work.

***Finding 5: Processing before finishing the task.*** In this research, the researcher gained information of a problem faced by the lecturers in assessing teamwork skill and responsibility. The problem was noticing process of accomplishing tasks to assess students' teamwork skill and responsibility skills. Participant one said that the process of finishing the task was important to be known by the lecturer. Participant one stated, "The challenge of assessing students' teamwork was noticing students' process of finishing the project. I just knew the result of teamwork from students' power point, for example." (P1.12). It showed that process of doing the assignments was important to support the result. Besides, participant one said, "I did not know students' process of finishing the project, whereas I want to measure their responsibility of students and the originality of the task" (P1.16). It could be seen that process of doing the task can be used to measure the responsibility of students.

***Finding 6: The challenge of scoring individual contribution.*** Every lecturer had different problems in assessing students' responsibility skill. Based on the result of the interviews, the researcher found that, when lecturers used a number in giving score, they obtained more problems. Participant four said, "Maybe the problem in assessing students' skills is subjectivity. Indeed, when I assessed students, the rubric used a number and sometimes it became confusing." (P4.20). The statement showed that using number in giving score made the

lecturer confused because it looked subjective. Thus, giving students score with a number was not easy for the lecturer. Participants four also got some difficulties in assessing students' responsibility skill. The lecturer gave some tasks, but the lecturer did not know students' process of finishing the assignments. In fact, students sometimes asked their friend to finish the task.

To sum up, when lecturers assess students' soft skills, they had strategies. Meanwhile, they, but not all of them, also had problems in assessing soft skills. Based on the data that the researcher collected, there were two participants, participant three and four, who did not get any problems in assessing some soft skills.