ASSESSMENT STRATEGIES FOR GRADE IV STUDENTS OF SDN 01 BRUJUL JATEN KARANGANYAR

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

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MOTTO

I’ve failed over & over & over again in my life & that is why I succeed.

–Michael Jordan–

Never give up! Failure and rejection are only the first step to succeeding.

–Jim Valvano–

Do what you love, love what you do and life will love you.

–Anita Oktifiyani–

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DEDICATION

I dedicate this final project report especially for:
My great parents, Bapak and Ibuk
My lovely sisters, NiaAmarthani
My best friends, kakAni and kakPuput
PREFACE

First of all, I would like to thank Allah SWT for the blessing. I also would like to thank everyone who gave me support and guidance, so that I can finish to write this final project report, entitled “Assessment Strategies for Grade IV Students of SDN 01 BrujulJatenKaranganyar”.

The final project was arranged based on the job training in SDN 01 Brujul, Jaten, Karanganyar. In this final project, I explain the assessment strategies that cover listening, speaking, reading, and writing skills.

I realize that this final project is far from being perfect. Therefore, I welcome any criticisms, comments, and suggestions for the betterment of this final project.

Finally, I hope that this final project can give some information about assessment strategies.

Anita Oktifiyani

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Alhamdulillah sirbil’alamin. All praise for Allah SWT the Almighty.

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9. My lovely father, Sarbini, for his support, love, and pray.
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11. My little sister, Nia Amarthani for the support.

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12. My best friend, Ani (Kak An), Puput (Kak pup), Anisa (mbogdhe), Dewi (Simbog), Nindy (Nindud), Oka, Dian, Dina (Dindut) for being my great friend. Their support and love make my life brighter. I will always remember our craziest memories.

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Finally, I want to express my gratitude to all of the people who helped me during my study in English Diploma Program.

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Anita Oktifiyani
ABSTRACT

ANITA OKTIFIYANI. 2012. Assessment Strategies for Grade IV Students of SDN 01 Brujul Jaten Karanganyar. English Diploma Program, Faculty of Letters and Fine Arts. Sebelas Maret University.

This final project is written based on my job training as an English teacher in SDN 01 Brujul Jaten, Karanganyar, from January 7th to March 3rd, 2012. The objective of this report is to describe the assessment strategies for grade IV students that cover listening, speaking, reading, and writing skills.

The subject of this final project was the grade IV students. They were chosen because regarding to the ages, grade IV students have recognized the usefulness of learning English. I divided the discussion into four stages that were building knowledge of the field, modeling, joint construction of the text, and independent construction of the text.

In building knowledge of the field (BKOF), I introduced new material by asking some questions in Indonesian and giving some vocabularies about “family”.

In modeling, I conducted oral assessment that covered listening and speaking skill. In conducting listening assessment, I chose “total physical response tasks” as my strategy to assess listening skill. “Total physical response tasks” is action tasks that involve students in physical responses to a command. Student’s understanding can be clearly seen from their actions. In conducting speaking assessment, I chose “oral interview” as my strategy to assess students orally. “Oral interview” requires a list of questions. The questions should be based on student’s level. Student’s understanding could be seen from their answer.

In joint construction of the text, I conducted reading assessment. I chose “read and do tasks requiring written answer” to assess student’s ability in reading. This activity requires a text that has length six to ten sentences. Students were asked to read the text and to respond the questions in written form. The number of questions of young learner is four to five.

I conducted writing assessment in independent construction of the text. In this stage, I chose “writing in response to picture” to evaluate student’s ability in writing. This task requires a picture. Students were asked to write short paragraph with at least 50 words based on the picture.

To improve student’s understanding in mastering material, it is suggested that English teacher should choose appropriate assessment with student’s level. Besides, English teacher should conduct assessment that covers listening, speaking, reading, and writing skills.

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CHAPTER I

INTRODUCTION

A. Background

This report discusses the assessment strategies that cover listening, speaking, reading, and writing skills. According to Bachman and Palmer (1996), an assessment is an activity that involves individuals in using language for achieving a particular goal or objective in a particular situation. The assessment must be closely associated with, or situated in specific situations, goal-oriented, and involve the active participation of language users.

The reason of choosing assessment as the topic of this final project report is mostly based on my experience when I was doing my job training in SDN O1 BRUJUL. The assessments that were given by the English teacher did not cover all skills. Most of the assessments cover writing and reading skills only.

The second reason is about the organization of the assessments that mostly taken from student’s handbook (LKS) “Gilang”. In the handbook, there were many errors such as misspelling, some questions that did not have answers, and some grammatical errors.

This report discusses the assessment strategies that cover listening, speaking, reading, and writing skills. The following chapter will discuss the literatures relevant to the assessment strategies. Then, the next chapter will present the discussion based on my experience during the job training that was assessment strategies that cover listening, speaking, reading, and writing skills.
The last chapter will present some conclusions and suggestions about the assessment strategies. This report is mostly based on my experience when I did my job training in SDN 01 Brujul, Jaten, Karanganyar.

**B. Objective**

The objective of this final project is:

1. To describe the assessment strategies for grade IV students that cover listening, speaking, reading, and writing skills.

**C. Benefits**

This final project report will give some advantages and be useful for:

1. **English Teachers**
   
   This report can be used as a guideline about assessment strategies that are appropriate with the topic and cover four skills: listening, speaking, reading, and writing. This report also can be beneficial for English teacher that needs assessment instruments to improve student’s skill in studying English.

2. **English Teacher Candidate**

   This report can be useful for English teacher candidate who needs specific information about assessment strategies. It is because this report will discuss the assessment strategies that cover four skills that are listening, speaking, reading, and writing.
CHAPTER II
LITERATURE REVIEW

This chapter discusses the literatures about assessment strategies. This literature consists of five main topics. They are the definitions of assessment, assessment to young learner, types of assessment, the technical quality of assessment, and principles of assessment strategies.

A. Definitions of Assessment

Assessment is concerned with ‘what student does’ (Brindley 1989:3, in Brindley, 1995). Assessment also involves information of learner’s knowledge, understanding, abilities, attitudes (Rowntree 1977/4, in Brindley, 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), an assessment is an activity that involves individuals in using language in order to gain a particular goal and in a specific situation. The assessment must be combined with the situations, objectives, and involves the active participation of language users. It means that assessment is an activity that involves active participation of language users in order to achieve specific goal.

O’Malley and Pierce (1996) define an assessment to describe an activity that involves student’s achievement, motivation, and attitude in learning target.
language. It means that assessment is an activity that reflects student’s interest, attitude, and ability in learning foreign language. The student’s interest, motivation, and attitude can be seen from the result of assessment. If the result is good, it means that the student has high interest, motivation and attitude in learning foreign language.

According to Loannou and Pavlov (2003), assessment is an activity to gather information about student’s knowledge, ability, understanding, attitude, and motivation. It means that assessment is an activity to review student’s ability, attitude, and motivation in mastering the material.

In short, it can be concluded that assessment is an activity to measure student’s achievement by evaluating student’s performance, attitude, ability and interest in learning.

B. Assessment to Young Learner

According to Suyanto (2007:14), young learners mean elementary school students who learn English as local contents subject in their school. It means that young learners are children with 6-12 years old. Regarding to the ages, children are still too young to recognize the usefulness of learning foreign language (Loannou and Pavlov 2003).

Since teaching sets up the practice of language learning, it provides many opportunities for students to practice their new language. These opportunities will support the teacher to do the assessment during the teaching learning process. As Brown (2004) states, students have to feel free in using their new language and in
the same time, the teacher can make their own perspective about their student’s performance during teaching learning process. It means that the process of assessment can be conducted at the same with the teaching learning process.

Moreover, Cameron (2001) states that there are five principles for conducting the assessments of children’s foreign language learning. First, assessment should be seen from a learning-centered perspective. A Vygotskian perspective on learning emphasis that learning occurs in social contexts and through interaction with helpful from teacher or other students. As Vygotsky in Cameron (2001) states, the teacher could not get a true assessment of a child’s ability without any helps. In this case, teacher acts as assessor. Teacher will assess the student’s performance. The teacher role is showing the mistakes made by the students and giving help the student to see what has gone wrong. From the teacher’s explanation, students can review their mistakes and put the right answer.

Next, assessment should support learning and teaching. It means that assessment should contribute to the learning process, for both an individual child and for the class. It is because the process and the result of assessment can motivate the students in learning. Besides, the result of assessment can be used for teacher to plan more effective lessons and to inform the improvement of students. The result of assessment gives information for teacher to plan activity that appropriate with student’s ability.

Third, assessment is more than testing. It means that assessment is not only about to test the children how much they have learnt, but also to support
other aspects. The aspects include student’s motivation or interest and attitude in learning English.

Then, assessment should be congruent with learning. It means that assessment should be truly based on children’s learning experience. On the other word, the assessment activities should be based on what students have been taught and should be familiar to children experience. In short, the assessment should be based on student’s level or grade.

Last, children and parents should understand the assessment issues. Teacher can not do the assessment without any helps from the students and their parents. In this case, teacher has responsibility to inform parents about the assessment and the purpose of the assessment. Teacher also give explanation what parents can do to help their children. For example, parents can give motivation to their children to learn and buy some books relating to the materials. In short, it can be concluded that parents have important role in assessment. The role of parents is motivating students to learn and help their children to find resources relating to the material.

C. Types of Assessment

According to O’Malley and Pierce (1996), types of assessment include performance assessment, portfolios, and student self-assessment.

1. Performance assessment

Performance or authentic assessment is an activity to check student’s ability orally or in writing (Freur and Fulton 1993; Herman, Aschbacher, and
Winters 1992, in O’Malley and Pierce, 1996). It means that performance assessment assesses student’s performance in classroom when the teacher asks students to speak or to write. In performance assessment, teacher needs to make an accurate judgment of student’s response (O’Malley and Pierce, 1996). In this case, teacher has to make a rubric in numerical values. The numerical values are associated with student’s performance. For example 1=basic, 2=proficient, 3=advance. It means that the score must be objective and there must be an agreement among teacher, administrator, and parents about the value.

2. Portfolios assessment

Portfolio assessment is an analysis of student’s best work or best efforts, student-selected samples of work to know the progress of the students (Valencia 1991, in O’Malley and Pierce, 1996). The sample can consist of writing samples, audio or videotapes. It means that portfolio can be used to assess student’s written and oral work. The characteristic of portfolio is the student’s involvement in selecting samples of their own work to show growth.

In portfolio, students and teacher can compile the collections together from work completed in the classroom. They can discuss together about the student’s interests and progress, then they develop new activities for the child to focus on. (http://teacher.scholastic.com/profesional/assessment/perfassess.htm).

In short, portfolios are the compilation of student’s best work that is reviewed to know the students improvement. The compilation can be written and video form. Written form covers reading, writing, and listening activities. Video form can be used to record student’s oral performance. In this case, teacher and
students can work together to discuss the sample of activities that will be reviewed and their result.

3. Student self-assessment

Student self-assessment is a part of assessment that carried out by students and involved students in discovering what they know, what they feel and what they can do (Holec 1985, Dickinson 1987, in Brindley, 1995). It means that students are as learner-centered in teaching learning activities. They have to work hard to find some resources by themselves in order to gain specific goal. According to O’Malley and Pierce (1996), in becoming self-regulated learners, students have to select the activities, and plan how to use their time and resources. It means that students have control over their learning, they can decide the activities and resources freely.

A self-regulated learner must cooperate with other students in exchanging ideas when needed (O’Malley and Pierce 1996). It means that students who learn by themselves sometimes need assistance or a peer to share ideas when they find some difficulties.

From the both statements, it can be concluded that in student’s self-assessment, students have to evaluate their own performance. If the students find problems, they can ask freely to their friends.

D. Technical Quality of Assessment

There are two technical qualities of an assessment. They are reliability and validity (O’Malley and Pierce 1996).
1. Reliability

Reliability means the stability or consistency of the assessment score. In authentic assessment, teacher has to produce subjective score that mostly based on student’s performance. Without reliability, teacher may give students the impression of ‘rating hard’ while others are ‘rating easy’. To avoid inconsistently in rating students, teacher should make a score that is based on actual student’s performance (O’Malley and Pierce 1996). A high reliability assessment should produce same results by the same students in different occasions or have consistent score with different assessor. It means that high reliability assessment should have consistent score even in different occasion and different assessor.

Reliability of student self-assessment is relating to student’s ability in evaluating their own performance. O’Malley and Pierce (1996) states that teacher needs to give examples of good work and explains the criteria that will be assessed. These examples let students to see what good work looks like and develop a clear idea of how their work will be evaluated.

2. Validity

A valid assessment should be based on what students have taught (Cameron, 2001). To make a high validity assessment, teacher has to make sure what exactly the skill that will be assessed (Cameron, 2001). In performance assessment, for example, in assessing written skill, it is not valid if the teacher only gives a mark for spelling and neatness. Teacher should also assess the organization, and structure or grammar. In oral assessment, it is not valid if the only gives a mark for student’s response. Teacher should also assess the way
students in pronouncing the word. The other element in assessing oral skill is grammar.

Besides, a high validity assessment should be beneficial in teaching learning process (Cameron, 2001). The benefit for student is that the assessment can motivate them in learning. The assessment should also be beneficial for teacher to plan activities that appropriate with student’s ability.

Validity of student’s self-assessment is relating to the student’s ability in reviewing their own performance. To make good validity of student’s self-assessment, teacher should show an example of an assessment that has high validity (O’Malley and Pierce, 1996). From the example, students will have an idea to evaluate their own performance.

E. Principles of Assessment Strategies

There are some principles strategies in conducting performance assessments that cover listening, speaking, reading, and writing skills:

1. Assessing Listening Skills

According to Read (2000), in Mckay (2006) young learners can be asked to respond in their first language if a response in the target language would interfere with their ability to show their understanding. It means that in assessing listening to young learners, teacher needs bilingual aides to check student’s response for understanding.

There are some ideas for assessing listening comprehension to young learners suggested by Brewster (1984) and Ur (1994), in Mckay (2006):
a. Listen and do tasks requiring action responses

In this task, students will demonstrate their understanding using non-verbal response. Teacher can assess student’s understanding by evaluating student’s respond with action. There are some strategies in conducting “Listen and do tasks requiring action responses”:

1. Teacher needs to make some command relating to the material that will be given. For example: point your nose, move your arm, etc.
2. Teacher should make sure that the command is valid. It means that the command should be based on student’s learning experience and should be familiar with students.
3. Student’s understanding can be clearly seen in their actions. If students can do the command rightly, it means that they have understood what teacher asked.

b. Action tasks

Action tasks are excellent ways to assess listening comprehension to young learners. There are some strategies in conducting “action tasks”:

1. Teacher needs to prepare some instructions relating to the material. For example: teacher asks students to draw something or to build something with building blocks.
2. Teacher needs to move around to check individual student’s work in order to avoid plagiarism of students that might be copying each others.

b. Total physical response tasks (TPR tasks)

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TPR tasks are action tasks that involve students in physical responses to request or command. The request can be simple or complex depending on what is to be assessed. There are some strategies in conducting “TPR tasks”:

1. Teacher needs to prepare some commands for students to do something in the class or outside the class. It is an example of command suggested by Mckay (2006), “Mimi, go and see Mrs. Johnes in the front office and give this note to her”.

2. Teacher also can use TPR tasks suggested by Philips (1993), in Mckay (2006). The tasks can be seen in the table below:

<table>
<thead>
<tr>
<th>Class</th>
<th>Classroom command</th>
<th>Body</th>
<th>Verbs in general (mime)</th>
<th>Prepositions</th>
<th>Abilities</th>
<th>Physical descriptions</th>
<th>Comparatives</th>
<th>Likes and dislikes</th>
<th>General knowledge (These can reflect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPR tasks</td>
<td>Stand up</td>
<td>Touch your partner's back</td>
<td>Eat an orange</td>
<td>Put your pencil on the floor</td>
<td>If you can swim, clap your hand once</td>
<td>Holds hand with someone with curly hair</td>
<td>If Y is taller than Z, Put up your left hand</td>
<td>If you like banana, pretend you are eating one</td>
<td>If ice made from water, nod your head</td>
</tr>
<tr>
<td></td>
<td>Sit down</td>
<td>Hold up seven fingers</td>
<td>Go to canteen and buy some chewing gum</td>
<td>Put your book under the chair</td>
<td>If you can play the recorder, stand up</td>
<td>Touch someone who is wearing red jacket</td>
<td>If my chair is bigger than yours, clap your hands twice</td>
<td>If you don’t like eggs, draw a face</td>
<td>If a spider has eight legs, clap eight times</td>
</tr>
<tr>
<td></td>
<td>Give X a pencil, please</td>
<td>Etc</td>
<td>Etc</td>
<td>Etc</td>
<td>Etc</td>
<td>Etc</td>
<td>Etc</td>
<td>Etc</td>
<td>Etc</td>
</tr>
</tbody>
</table>
d. Listen and do tasks requiring language responses

In Listen and do tasks requiring language responses, writing skill will be required. There are some strategies to assess student’s ability in listening using Listen and do tasks requiring language responses:

1. True false tasks
   In this task, students can be asked to respond physically, for example by raising a different-colored piece of paper for true or false. For more formal assessment, students can be asked to circle ‘true’ or ‘false’ on the answer sheet.

2. Aural cloze
   In this task, students are asked to listen to the text and write in the missing word. Teachers need to be careful to balance the number of gaps with the time available for filling in the gap.

3. Noting specific information
   In this task, students are asked to listen for specific information and note the answer. The questions can be multiple choice forms.

4. Grids and charts
   Grids and charts are usually in table form that much be filled by the students. The missing grids are based on information that is stated in the text. This is an example of grids table:
Characteristic | Alice | John | Boy
---|---|---|---
Boy or girl | | | Boy
Age | | | 
Appearance | | | 

5. Matching tasks

In this task, students listen to a description of picture and they point to the picture or circle the picture.

6. Spot the mistake

Students listen to a familiar story but there are some errors in the story. Students need to find the mistakes and explain it.

e. Listening tasks requiring longer responses

In this task, students are asking to paraphrase or summarize what they hear, to fill in gaps in a conversation, or to answer comprehension questions based on spoken text. There are some strategies in conducting “Listening tasks requiring longer responses”:

1. Teacher should prepare a text. The length of the text is six to ten sentences (O’Malley and Pierce, 1996).

2. Teacher reads the text carefully and asks students to paraphrase or summarize what they hear, to fill in gaps in a conversation, or to answer comprehension questions.

2. Assessing Speaking skills

According to Mckay (2006), there are some strategies to assess student’s ability in speaking:
a. Story telling

In this task, students should tell a story based on the picture given by teacher. There are some strategies in conducting “story telling”:

1. Teacher should prepare four pictures that have sequence event of a familiar story.
2. Teacher asks student to tell the story based on the picture orderly.
3. Teacher assesses student’s ability in telling the story. The elements that will be assessed consist of a number of elements such as pronunciation, intonation, and turn-taking (Loannou and Pavlov, 2003).

b. Picture talks

In this case, students can be asked to describe a picture. They can be given one or two minutes to look at the picture before they describe it. The picture should be based on the material.

c. Oral interview

There are some strategies in conducting “oral interview”:

1. Oral interview can be conducted with individuals or pairs at all level language ability and require no preparation for students. It means that oral interview can be used to assess students individually or in pairs.
2. Teacher should prepare a list of guiding questions or tasks. These questions should be appropriate with language ability and developmental levels of students. Prepared question will limit the possibility of one student dominating the conversation and the other will speak very little.
These are some sample interview questions for beginners: *Can you tell me about your family?*

3. Teacher should check all student’s performance using similar questions.

3. **Assessing Reading Skills**

In assessing reading skill, there must be a motivation on the part of students to read (Selly, 1999, in Mckay, 2006). The interest level of the text will influence student’s motivation. A good reading text should be selected with knowledge of student’s characteristics: age, language ability, reading ability level.

There are some strategies to assess student’s ability in reading suggested by Mckay (2006):

a. **Read and do tasks requiring written answer**

   In this task, there are some strategies in conducting “Read and do tasks requiring written answer”:

   1. Teacher needs to prepare a text that has length six to ten sentences (O’Malley and Pierce, 1996). The vocabulary that is used in the text should be based on student’s knowledge.

   2. Students can be asked to read the text and respond the questions in written. The number of questions of young learner level is four to five questions (Yat, 2001, in Mckay, 2006).

   3. Teacher assesses student’s work by checking student’s answer.
b. Reading and answering true false questions

In true false items, students have 50% chance of getting the right answer (Mckay, 2006). There are some strategies in conducting “reading and answering true false question”:

1. Teacher asks students to read a story or a text that is matched with the topic.
2. Teacher asks students to state “T” if the statement is true and state “F” if the statement is false.
3. Teacher evaluates student’s work

4. Assessing writing skills

Writing is a complex activity requiring children to think about a number of factors such as, the formation of letters or characters, vocabulary, grammar, layout, and organization (Mckay, 2006). It is not valid if the assessment task only requires neat writing and perfect spelling. There are some strategies to assess young learner’s ability in writing suggested by Mckay, 2006:

a. Writing in speech bubbles

Early writers might be asked to fill in a speech bubbles in a cartoon picture. This task can be supported by oral language and can reflect mini dialogues or role play. There are some strategies in conducting “writing in speech bubbles”:

1. Teacher needs to prepare a situation.
2. Teacher provides cartoon bubbles and asks students to make a short dialogue based on the situation given.
3. Teacher assesses student’s work. Teacher assesses some elements that include the formation of letter, vocabulary, grammar, and organization structure.

b. Writing in response to a picture.

There are some strategies in conducting “writing in response to a picture”:

1. Teacher needs to prepare a pictures, such as familiar scenes that relating to the topic.
2. Teacher provides some helping words inside a box.
3. Students are asked to write a story based on the picture using the helping words. The story that must be written by students is at least 50 words.
CHAPTER III
DISCUSSION

In this chapter, the discussion is based on the activities done during job training. This chapter is divided into three main topics. They are school description, job training activities, and discussion based on my job training.

A. The Description of SDN 01 Brujul

1. SDN 01 Brujul

SDN 01 Brujul is one of state elementary schools in Jaten Sub district. The school is located in Brujul, Jaten Sub district, Karanganyar Regency. Its location is in south of Brujul Village and besides of Brujul field. The school was built in 1956. Even though the school was old, the school building has totally been renovated. The building is strong. The school is clean and comfortable for learning process.

This elementary school building has six classrooms, a teacher room, a headmaster room, an administration room, library, garage, warehouse, mosque, and medical unit. The school building is nice and clean.
This is the map of SDN 01 Brujul:

NOTE:

1. A : Sixth Grade Class
2. B : Fifth Grade Class
3. C : Fourth Grade Class
4. D : Third Grade Class
5. E : Second Grade Class
6. F : First Grade Class
7. G : Warehouse
8. H : Teacher’s Room
9. I : Headmaster’s Room
10. J : Mosque
11. K : Library
12. L : Garage
13. M : Field
14. N : School Yard
15. O : Medical unit
2. Vision and Missions of SDN 01 Brujul

SDN 01 Brujul has vision and missions:

Vision

To become a school with excellent achievements and good manners.

Missions

1. To apply knowledge effectively to optimize student’s potential.
2. To create conducive school’s atmosphere.
3. To increase competitive culture for students to increase achievement.
4. To increase and develop student’s skill in sport, art and culture.

3. The organization Structure of SDN 01 Brujul
The organization structure of SDN 01 Brujul consists of school committee, a headmistress, six class teachers, an administration staff, an English teacher, a religion teacher, a sport teacher, an information technology teacher, a librarian, and a janitor.

The school is headed by a headmistress who is supported by school committee. The headmistress has responsibility to control and handle teacher’s work and everything related to the school. In doing her work, she is helped by an administration staff.

The school committee is a mediator and a connector between school and parents. The school committee will cooperate with headmistress to make decisions related to school problem.

To handle each grade, there are six class teachers. Class teachers are responsible for their class. Class teachers have responsibility to monitor every development of their student’s achievement and ability. Class teachers do not teach all of subjects. There are teachers who teach a particular subject, such as English teacher, religion teacher, sport teacher and information technology teacher. All of teacher have to be responsible their work to the headmistress.

There is also a librarian who is responsible for library. She has to be responsible her work to the headmistress. Her job is helping students to find reference materials or books. Besides, she also checks books in and out of the library.
The last personnel in the organization structure are janitor. The janitor’s job is to look after the cleaning and maintenance of school building. He must be responsible his work to the headmistress.

4. Extracurricular Activity

1. Scout

Scout activity is an activity for grade III until grade VI held once a week on Friday at 14:30 to 16:00.

2. Islamic Religion

The activities of Islamic religion are praying dhuhur and then followed by reading Al-qur’an together. The participants in these activities are Moslem students from grade III until grade VI. Praying dhuhur and reading Al-qur’an are held fourth a week that are on Monday for grade III, Tuesday for grade IV, Wednesday for grade V, and Thursday for grade VI. These activities will be started at 12:15 and will be finished at 12:30.

B. Job Training Activities

1. Class Observation

My job training at SDN 01 Brujul was started from January 7th to March 3rd, 2012 or it took about ten weeks. Class observation was done to observe the way teacher taught and student’s condition. I did class observation for two weeks or two meetings started from January 7th to January 14th, 2012.

The reason I chose grade IV students as my focus in my observation was regarding to the ages, grade IV students have recognized the usefulness of
learning English. In doing class observation, I came to the class with the English teacher. When the teacher was teaching, I observed the way she taught the students. I also observed student’s condition. Here, I took some notes.

The school started at 7:00 in the morning and finished at 12:30 in the afternoon. The English’s schedule of grade IV was on Saturday from 7:00 to 8:10 or it took about 70 minutes. As the first lesson, not all students had good mood for study. Some of them were not motivated to study because they did not understand the previous material. It can be seen that most of students had not done their homework.

The first reason some students had not understood the previous material was relating to the assessment. During my observation, the English teacher did not give any assessment during teaching learning process. The English teacher only explained the material along the teaching learning process. Therefore, she didn’t know whether the students had understood or not.

The next reason was about the task. The task in that handbook (LKS “GILANG”) had many errors such as misspelling, some questions that did not have answers, and some grammatical errors.

Last, the English teacher focused only on reading and writing skills. As a result, many students mastered the material in writing but not in speaking.
C. Discussion

In this part, I will discuss the assessment strategies that cover listening, speaking, reading, and writing skills. The discussion is based on my experience during my job training. I focused to choose authentic assessment to assess student’s performance. The topic of my discussion is “family”. I divide my discussion into four stages:

1. Building Knowledge of the Field (BKOF)

In building knowledge of the field, I introduced new material by asking some questions about “family” in Indonesian and giving some vocabularies relating to “family”. These were my strategies in introducing new material:

a. I prepared some questions to warm students up in facing new material. the questions were: “Siapa yang bisa menyebutkan anggota keluarga inti?”, “Siapa yang punya kakek?”, “Siapa yang punya saudara laki-laki?”.

b. I prepared some questions that needed English answer. The questions were: “Siapa tahu bahasa Inggrisnya ayah?”, “Siapa tahu bahasa Inggrisnya Ibu?”, “Siapa tahu bahasa Inggrisnya Paman?”.

c. I wrote some vocabularies about “family” in the whiteboard and I gave example how to pronounce each word correctly. The vocabularies were shown in table below:

<table>
<thead>
<tr>
<th>Term</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand father</td>
<td>Kakek</td>
</tr>
<tr>
<td>Grand mother</td>
<td>Nenek</td>
</tr>
<tr>
<td>Grand parent</td>
<td>Kakek nenek</td>
</tr>
<tr>
<td>Parent</td>
<td>Orang tua</td>
</tr>
<tr>
<td>Relationship</td>
<td>Indonesian</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Father</td>
<td>Ayah</td>
</tr>
<tr>
<td>Mother</td>
<td>Ibu</td>
</tr>
<tr>
<td>Daughter</td>
<td>Anak perempuan</td>
</tr>
<tr>
<td>Son</td>
<td>Anak laki-laki</td>
</tr>
<tr>
<td>Children</td>
<td>Anak-anak</td>
</tr>
<tr>
<td>Brother</td>
<td>Saudara laki-laki</td>
</tr>
<tr>
<td>Sister</td>
<td>Saudara perempuan</td>
</tr>
<tr>
<td>Uncle</td>
<td>Paman</td>
</tr>
<tr>
<td>Aunt</td>
<td>Bibi</td>
</tr>
<tr>
<td>Niece</td>
<td>Keponakan perempuan</td>
</tr>
<tr>
<td>Nephew</td>
<td>Keponakan laki-laki</td>
</tr>
<tr>
<td>Cousin</td>
<td>Saudara sepupu</td>
</tr>
<tr>
<td>Husband</td>
<td>Suami</td>
</tr>
<tr>
<td>Wife</td>
<td>Istri</td>
</tr>
<tr>
<td>Sister in law</td>
<td>Ipar perempuan</td>
</tr>
<tr>
<td>Brother in law</td>
<td>Ipar laki-laki</td>
</tr>
<tr>
<td>Son in law</td>
<td>Menantu laki-laki</td>
</tr>
<tr>
<td>Daughter in law</td>
<td>Menantu perempuan</td>
</tr>
<tr>
<td>Grand daughter</td>
<td>Cucu perempuan</td>
</tr>
<tr>
<td>Grand son</td>
<td>Cucu laki-laki</td>
</tr>
<tr>
<td>Father in law</td>
<td>Ayah mertua</td>
</tr>
<tr>
<td>Mother in law</td>
<td>Ibu mertua</td>
</tr>
</tbody>
</table>
2. Modeling

In modeling stages, I conducted oral assessment that covered listening and speaking skill. In assessing listening skill, I chose “total physical response tasks”. I gave some command and students would respond my command with physical actions. These were my strategies in conducting “total physical response tasks”:

a. I prepared some command relating to “family”. I choose “general knowledge” suggested by Philips (1993), in Mckay (2006). These were my command: “If father means ayah, clap your hands”, “If mother means nenek, move your arms”, “If grandfather means paman, nod your head”, “If son means anak laki-laki, clap your hands”, “If uncle means bibi, touch your nose”.

b. To make a valid command, I made sure that the vocabulary was familiar with student’s learning experience.

c. Student’s understanding can be clearly seen in their actions. If students could do the command rightly, it meant that they had understood what teacher asked.

In conducting speaking assessment, I choose “oral interview” to evaluate student’s ability in responding my questions. I asked some questions relating to the material. These were my strategies in conducting “oral interview”:

a. I prepared a list of questions relating to the material. To make valid questions, I made sure that the question is truly based on the material. For example: “Mention your family member!”, “What is your sister’s name?”, “who is your mother’s sister?”, “Who is your uncle’s children?”, “How many sisters do you have?”. 

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b. I asked student’s response individually. I pointed them randomly, so every student would pay attention with my questions.

c. I assessed the way students answer my questions. Student’s understanding could be clearly seen from their answer. If they can answer my questions correctly, it meant that they had understood.

3. Joint Construction of the Text

I conducted reading assessment in joint construction stages. I chose “read and do tasks requiring written answer” to assess student’s ability in reading. In this case, I assessed students individually. These were my strategies in conducting “read and do tasks requiring written answer”:

a. I prepared a text about family. The length of the text was ten sentences. This was the text entitled “Rina’s family”.

Rina’s Family

Hello, I am Rina. I have happy family. I have father and mother. My father is Mr. Joko. My mother is Ms. Susi. I have a sister and a brother. They are in junior high school. I also have an uncle named Mr. Rudi. He has a wife named Ms. Rara. They have two children named Kiki and Fafa.

b. I asked the students to read the text and then answer the questions. The number of questions was five. The questions were in essay forms. These were my questions:

1. What is Rina’s parent’s name?

2. Does Rina have two sisters and a brother?

3. Who is Ms. Rara?
4. How many children does Mr. Rudi have? Who are they?

5. Kiki and Fafa is Rina’s ……………

c. I assessed student’s work by checking student’s answer. Each question has two points. The student’s level understanding could be seen from the result. If most of students could answer three answer rightly or more, it meant that they had understood the material.

4. Independent Construction of the Text

I conducted writing assessment in independent construction stages. I chose “writing in response to picture” to evaluate student’s ability in writing. In this stage, I asked students to write a text about “Karno’s Family” based on family diagram that I have prepared. These were my strategies in conducting “writing in response to picture”:

a. I prepared a family diagram of Karno’s Family:

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Mr. Karno          Ms. Siti
     /            /                
Cika   Eko        Fitri   Farel  Hasan
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b. I asked students to make a text that consists of at least 50 words.

c. I provided eight helping words inside a box. These were the helping words: father, mother, sister, brother, son, daughter, husband, and wife.

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d. I assessed some elements that include the formation of letter and grammar. A good writing assessment required true formation of letter and lack of grammatical errors. Besides, family relation must be based on the diagram.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

In this chapter, I will present some conclusions and suggestions about assessment strategies that cover listening, speaking, reading, and writing skills.

A. Conclusions

After having discussion in the previous chapter, there are some conclusions about assessment strategies that cover listening, speaking, reading, and writing skills. Assessments were conducted in modeling, joint construction, and independent of the text. The conclusions are:

1. Building knowledge of the field

   In BKOF stages, I introduced new material by asking some questions in Indonesian and giving some vocabularies about “family”.

2. Modeling

   In modeling, I conducted oral assessment that covered listening and speaking skill. In conducting listening assessment, I chose “Total physical response tasks”. I prepared some command relating to the material. Student’s understanding could be clearly seen from their action.

   In conducting speaking assessment, I chose “oral interview”. In this case, I assessed the way students answer my questions. If they can answer my questions correctly, I meant that they had understood.
3. Assessment strategies for reading skill

Reading assessment was conducted in joint construction stages. In this stage, I assessed students individually by preparing a text and I chose “read and do tasks requiring written answer”. I reviewed student’s work by using point. If most of students got at least six points, I concluded that they had mastered the material. In conducting “read and do tasks requiring written answer”, I prepared a text with length six to ten sentences. Besides, I prepared some questions, at least four questions to answer.

4. Assessment strategies for writing skill

Writing assessment was conducted in independent construction stages. In this stage, I chose “writing in response to picture” to assess student’s understanding in writing. In conducting “writing in response to picture”, I prepared a picture relating to the material. A good writing assessment required true formation of letter and lack of grammatical errors.

B. Suggestions

Based on the conclusion, I want to present some suggestions to English teachers and English teacher candidate:

1. English Teachers

English teacher should choose appropriate assessment strategies to assess student’s understanding in mastering material. Besides, English teacher should conduct assessment not only in the end of teaching learning process but also during teaching learning process in order to improve student’s ability. The
assessment that will be given should cover listening, speaking, reading, and writing skills.

2. English Teacher Candidate

I suggest English teacher candidate to learn more about assessment strategies. Besides, English teacher candidate should choose appropriate activities for the students. The assessment should be based on student’s learning experience or grade.