

**TEACHER ASSESSMENT TO STUDENTS' ENGLISH POSTER
PRESENTATION AT SMP AL AZHAR
MENGANTI GRESIK**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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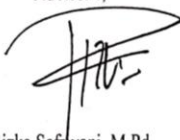
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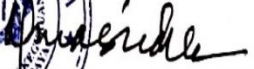
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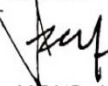
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ABSTRACT

Oktaviana, Nurul Dwi. (2019). *Teacher Assessment to Students' English Poster Presentation at SMP Al Azhar Menganti Gresik*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Rizka Safriyani, M.Pd, and Rakhmawati, M.Pd.

Key Words: *Teacher assessment, poster presentation, students' perception.*

Nowadays, english poster presentation usually used in the English lesson. Teacher can use english poster presentation as a learning media and assignment in the teaching-learning process. Teacher can assess students through english poster presentation. Today in education, assessment is always needed. Assessment is the main thing to know how the students' understand about teacher explanation in teaching-learning process. This study is aimed to know the teacher assessment to students' english poster presentation and the students' perception toward the implementation of english poster presentation as a teacher assessment. This study was taken in SMP Al Azhar Menganti Gresik at 7th grade intensive Ta'limul Qur'an male and intensive Ta'limul Qur'an female class. This study is descriptive qualitative reseach. The data collected through classroom observation, interview, questionnaire and documentation. The researcher used three research instruments, observation checklist, interview guideline and questionnaire. The result of this study shows that english poster presentation can be used by the teacher as a teacher assessment using scoring rubric and related with the classification of assessment such as performance assessment and authentic assessment. The students' perception toward the implementation of english poster presentation are interesting and useful. The students interest because they can be more creative in decorating the poster paper, being more active in the activity, and the the implementation of english poster presentation also useful because they can get more experience in learning English lesson.

ABSTRAK

Oktaviana, Nurul Dwi. (2019). *Teacher Assessment to Students' English Poster Presentation at SMP Al Azhar Menganti Gresik*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Rizka Safriyani, M.Pd, dan Rakhmawati, M.Pd.

Kata Kunci: Penilaian Guru, Presentasi Poster, Persepsi Siswa.

Saat ini, presentasi poster biasanya digunakan dalam pelajaran bahasa inggris. Guru dapat menggunakan presentasi poster sebagai media pembelajaran dan tugas dalam proses belajar-mengajar. Guru dapat menilai siswa melalui presentasi poster. Hari ini dalam dunia pendidikan, penilaian selalu dibutuhkan. Penilaian adalah hal utama untuk mengetahui bagaimana siswa dalam memahami penjelasan guru saat proses belajar-mengajar. Penelitian ini bertujuan untuk mengetahui penilaian guru untuk menilai presentasi poster siswa dan persepsi siswa terhadap pelaksanaan presentasi poster sebagai penilaian guru. Penelitian ini dilaksanakan di SMP Al Azhar Menganti Gresik di kelas 7 intensif Ta'limul Qur'an laki-laki dan kelas 7 intensif Ta'limul Qur'an perempuan. Penelitian ini adalah penelitian deskriptif kualitatif. Data dikumpulkan melalui observasi kelas, wawancara, kuesioner, dan dokumentasi. Peneliti menggunakan tiga jenis instrumen penelitian yaitu, daftar observasi, pedoman wawancara dan kuesioner. Hasil penelitian ini menunjukkan bahwa presentasi poster dapat digunakan oleh guru sebagai penilaian guru menggunakan rubrik penilaian dan terkait dengan klasifikasi penilaian seperti penilaian kinerja dan penilaian otentik. Persepsi siswa terhadap presentasi poster adalah menarik dan bermanfaat. Para siswa tertarik karena mereka dapat lebih kreatif dalam mendekorasi kertas poster, lebih aktif dalam kegiatan, dan presentasi poster juga berguna karena mereka dapat memperoleh lebih banyak pengalaman dalam belajar pelajaran bahasa inggris.

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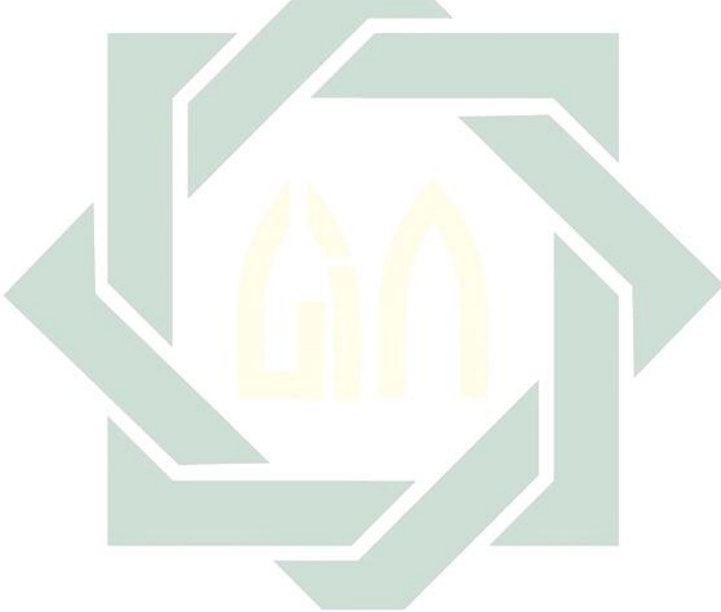
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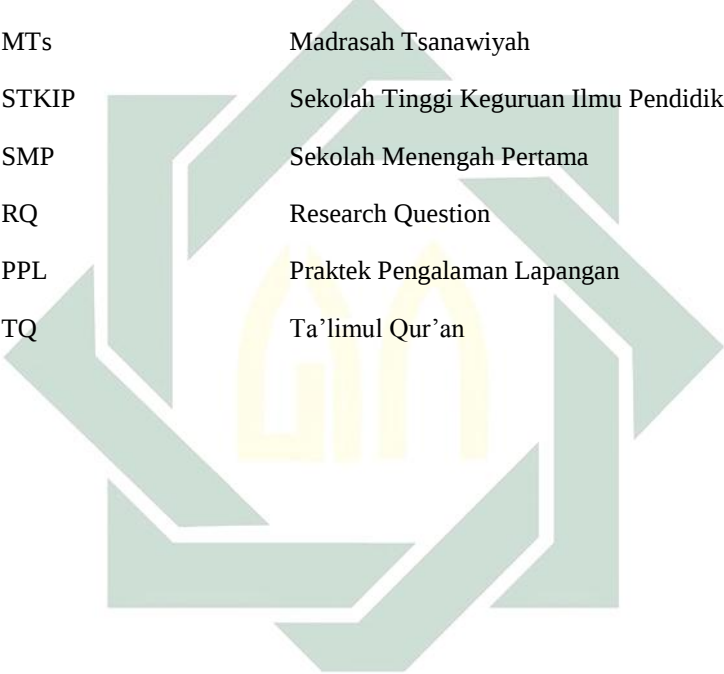
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LIST OF ABBREVIATIONS



ELT	English Language Teaching
EFL	English Foreign Language
MTs	Madrasah Tsanawiyah
STKIP	Sekolah Tinggi Keguruan Ilmu Pendidikan
SMP	Sekolah Menengah Pertama
RQ	Research Question
PPL	Praktek Pengalaman Lapangan
TQ	Ta'limul Qur'an

CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research questions, objective of the study, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of The Study

In education, the teacher usually gives an assessment for the students. Assessment is the main thing to know how the students understand about teacher explanation in the teaching and learning process. Assessment is the first thing for the teacher to consider when they want to classify the student's ability. Beside that assessment needed to determine the suitable method, media, and strategy to make students understand well about teacher explanation. For the example in English lesson teacher should know and found the suitable strategy to make the students more interest and do not feel bored in teaching and learning process. Assessing students is the teacher job to know the students' progress.

Today in education, assessment is always needed. Assessment is a systematic approach to collecting information on students learning or performance, usually based on a various source of evidence.¹ Assessment is a popular method in current educational practice.² An assessment is reliable when there is little difference in learners' scores or in judges' ratings across different chance or different judges.³ Therefore, the teacher should make preparation in conducting effective assessment challenges. Thus, the teacher know how to make a good

¹ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page 237.

² H. Douglas Brown, *Language Assessment: principles and Classroom Practices* (Longman.com, 2004), page 4.

³ David Nunan, *Practical English Language Teaching: First Edition* (Mc Graw Hill, 2003), page 310.

assessment for the students. Posters used as a visual aid to present any specific information in a concise way in an academic environment. The specific poster making activity is in fact, a tool for alternative assessment for the students in the speaking class.⁴ By using visuals through a poster presentation, the pictures, the colors, the wordings, the layout and the art of presenting will give more impact in alerting the students encouragingly.⁵ Yet posters are colorful, attractive learning media that can enhance the learning environment.⁶ Example of portfolio entries includes writing samples, reading logs, drawing, audio/video tapes, and/or teacher and student comments on progress made by the student.

One of the defining features of portfolio assessment is the involvement of students in selecting samples of their own work to show growth or learning over time.⁷ Poster presentation is defined as the good media to teach students English lesson. There are some previous studies that support this research in teacher assessment to students english poster presentation. The first, Siti Rahmah investigated a study entitled “The Effectiveness of Poster Presentation in Teaching Speaking to The Seventh Graders of MTs NW Ketangga in The School Year 2013-2014”. Study Program of English Language Education Department of Language and Art Education STKIP Hamzanwadi Selong 2014. The design used in this study was experimental design. The researcher used pre-experimental research by using one group experiment. In this case, the researcher analyzed before and after giving treatment for the students’ speaking ability by using poster presentation. The second, Fitria Muji Pratawati investigated a study entitled “Using Posters as Media to Teach Speaking to The Eighth

⁴ Samia Zerine and Sunjida Afrin Khan, “Poster – A Visual Stimulus for Active Learning”. GSTF International Journal of Law and Social Sciences (IJLSS).Vol.3 No.1, October 2013, page 129.

⁵ Rozainun Haji Abdul Aziz and Kamaruzaman Jusoff, “Effective Poster Teaching Strategy towards Risk in Studying Fraud”. International Education Studies. Vol.2, No.1 February 2009, page 159.

⁶ Justina O. Osa and Linda R. Musser, “The Role of Posters in Teacher Education Programs”. Education Libraries Volume 27, No. 1 Summer 2004, page 17.

⁷ J. Michael O’Malley, Lorraine Valdez Pierce, Authentic Assessment for English Language Learners : Practical Approaches for Teachers (Longman, 1996) page 5.

Grade Students of SMPN 1 Madiun". The research design of this study is qualitative research. To do the observation, the researcher who became a teacher controlled the class took some actions. The teacher did the steps orderly. The steps were planning, acting and observing, and reflecting.

It is important to know that assessment is the goal to measure the students' competence during the teaching-learning process. Without assessment, the teacher found some difficulties to know how the students' understand well about the material. When the teacher assesses the students, the teacher should be preparing what kind of teaching process used in assessing the students' assessment.

The researcher choose to conduct this research at SMP Al Azhar Menganti Gresik as the object of analysis. The subject is an English teacher of SMP Al Azhar Menganti Gresik who assesses students' english poster presentation. The English teacher of SMP Al Azhar Menganti Gresik is willing in joining this research and the school authority has given the permission for the researcher conduct this study.

To fulfill the learning process perfectly, the students should not only be given the good style of teaching but also the good selective approach. The teacher is successful to guide the classroom when the students get what they need from the learning process. Hence, the researcher decides to carry out a research entitled "Teacher assessment to students' english poster presentation at SMP Al Azhar Menganti Gresik". This study focus on how does the teacher assess students' poster presentation and what are the students' perception toward the implementation of poster presentation as a teacher assessment.

B. Research Questions

According to the background of the research, the problem of the study can be formulated as these following questions:

- a. How does the teacher assess students' poster presentation at SMP Al Azhar Menganti Gresik?
- b. What are the students' perceptions toward the implementation of poster presentation as a teacher assessment at SMP Al Azhar Menganti Gresik?

C. Objectives of The Study

Considering the research questions stated, this study aimed to find the following cases:

- a. To know how does the teacher assess students' english poster presentation at SMP Al Azhar Menganti Gresik.
- b. To know what are the students' perception toward the implementation of english poster presentation as a teacher assessment at SMP Al Azhar Menganti Gresik.

D. Significance of The Study

The result of the study is expected can give contribution for teacher, students, and other researchers:

- a. For teacher

Here is a significant of the study for the teacher, the English teacher assess student's poster presentation because poster is the good media to assess student's skill. This research help English teacher to know the level of students' understanding in teaching learning process using poster presentation as a learning media. Teacher assessment for the students get more information because the teacher knows how far the students in understanding the English lesson.

- b. For students

The study is advantageous for students because students can improve students' creativity to make the poster more colorful, more fun, and more incredible. Using english poster is the good

assessment to help students quickly understand in learning English lesson.

This research makes the students' interested in teaching learning English process, because the teacher uses english poster as a learning media. Besides, the students can make their own english poster in groups that help the students to understand well about the lesson.

c. For other researchers

For other researchers, this study being very useful because the next researcher can be using english poster in developing teaching learning process. Besides that, the next researcher can add more ideas when the next researcher wants to make research about a teacher assessment, about poster presentation and about the students' perception through english poster presentation.

This study expected to enhance students' in their english poster presentation when the teacher assesses the students. So, using english poster can motivate students to be active, know well, more confident and more understanding in their learning process to enhance speaking skill.

E. Scope and Limitation of The Study

1. The scope of the study

This research has two scopes in this study. The first scope is how the teacher assesses students' english poster presentation. The second scope is what are the students' perception toward the implementation of english poster presentation as a teacher assessment. This study was analyzed how does the teacher assess students and what are the students' perception.

2. The limitation of the study

The researcher limits the research only focus on the English teacher at SMP Al Azhar Menganti Gresik to answer the first research question and the students of 7th grade in intensive Ta'limul Qur'an male class and intensive Ta'limul Qur'an female class in academic year 2018/2019 to answer the second research question.

F. Definition of Key Terms

Here are the definitions of the key terms of this study to make the reader easy to understand, the researcher explains and defines some important key terms used, they are:

1. Assessment

Assessment is a systematic approach to collecting information on students learning or performance, usually based on a various source of evidence.⁸ Assessment is a popular and sometimes misunderstood term in current educational practice.⁹ An assessment is reliable when there is little difference in learners' scores or in judges' ratings across different occasions or different judges.¹⁰ In this research, assessment is defined as the final evaluation given by teacher to check students' understanding in the teaching-learning process. Here, in this research assessment can be carried by using poster presentation as the teacher assessment.

2. Poster Presentation

A poster presentation is the example of students' performance assessment in portfolio assessment. Poster used as a visual aid to present any specific information in a concise way in an academic environment. The specific poster making activity is in fact, a tool for alternative assessment for the students in the speaking class.¹¹ By using visuals through a poster presentation, the pictures, the colors, the wordings, the layout and the art of presenting give

⁸ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 237.

⁹ H. Douglas Brown, *Language Assessment : principles and Classroom Practices* (Longman.com, 2004), page 4.

¹⁰ David Nunan, *Practical English Language Teaching : First Edition* (Mc Graw Hill, 2003), page 310.

¹¹ Samia Zerine and Sunjida Afrin Khan, "*Poster – A Visual Stimulus for Active Learning*". GSTF International Journal of Law and Social Sciences (JLLS).Vol.3 No.1, October 2013, page 129.

more impact in alerting the students encouragingly.¹² In this research, poster presentation defined as the selection media that the teacher used to assess the students' poster presentation. Using poster as teacher assessment is the good selective learning media because poster presentation help teacher easier in assessing the students understanding.

3. Rubric Assessment

The genius of rubrics is that they are descriptive and not evaluative. Thus, rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each. Effective rubrics have appropriate criteria and well-written descriptions of performance.¹³ A rubric is whether the rubric is general and could use with a family of similar tasks or is task-specific and only applicable to one assessment.¹⁴ In this research, rubric assessment defined as a measurement to know how the teacher assesses students' poster presentation. Rubric assessment is the main thing in assessing students' poster assessment and students' poster presentation assessment, because without rubric assessment teacher cannot assess students well.

4. Students' Perception

Perception has a big role in determining success or failure in any learning situation.¹⁵ Perception defined as the process where the judgement or beliefs were produced by an individual that influenced the way of what they

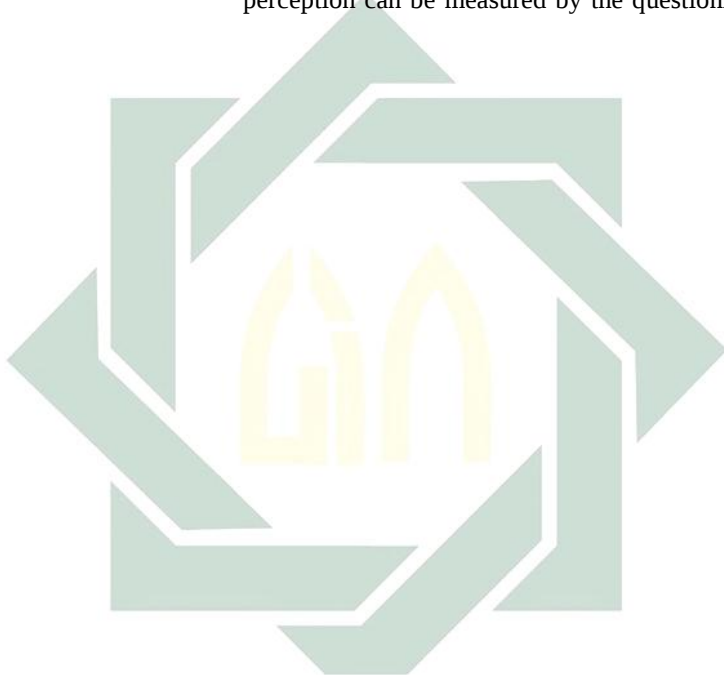
¹² Rozainun Haji Abdul Aziz and Kamaruzaman Jusoff, "*Effective Poster Teaching Strategy towards Risk in Studying Fraud*". International Education Studies. Vol.2, No.1 February 2009, page 159.

¹³ Susan M. Brookhart, How to Create and Use Rubrics : for Formative Assessment and Grading (ASCD, 2013) page 4.

¹⁴ Susan M. Brookhart, How to Create and Use Rubrics : for Formative Assessment and Grading (ASCD, 2013) page 6.

¹⁵ Z.Dörnyei, *Motivational strategies in the language classroom*, New York: Cambridge University Press.

think and feel.¹⁶ In this research, students' perception is defined as how students' responses of what the students reflect in thought based on their experience in understanding about the material through poster presentation that used to assess students' poster presentation. Students' perception can be measured by the questionnaire.



¹⁶Jerry Anak Ahen, *Students' Perception towards English for Self Expression*, (Malaysia: University of Malaysia Sarawak, 2009)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with some main areas: Teachers assessment to students' english poster presentation. Moreover, some previous studies related to this current study also discussed here.

A. Theoretical Framework

1. Assessment

a. Definition of Assessment

There are some definitions stated by the experts of assessment. Assessment is a systematic approach to collecting information on students learning or performance, usually based on a various source of evidence.¹⁷ Assessment is a popular and sometimes misunderstood term in current educational practice.¹⁸ An assessment is reliable when there is little difference in learners' scores or in judges' ratings across different occasions or different judges.¹⁹ Authentic assessment is procedures for evaluating students' achievement or performance using activity that represents classroom goal, curricula, and instruction or real life performance.²⁰ Performance based assessment needs to be approached with caution. Performance based assessment implies productive, observable skills, such as speaking and

¹⁷ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 237.

¹⁸ H. Douglas Brown, *Language Assessment : principles and Classroom Practices* (Longman.com, 2004), page 4.

¹⁹ David Nunan, *Practical English Language Teaching : First Edition* (Mc Graw Hill, 2003), page 310

²⁰ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 237.

writing, of content-valid tasks.²¹ It is tempting for teachers to assume that if a student is doing something, then the process has fulfilled its own goal and the evaluator-needs only to make a mark in the grade book that says, "accomplished" next to a particular competency.

Teacher need to be patient in conducting assessing students' performance assessment. Performance assessment is assessment tasks that require students to construct a response, create a product, or demonstrate an application of knowledge.²² In assessing students' performance assessment teacher would know how far the students understanding one by one.

b. Purpose of Assessment

Alternative assessment consist of any method of finding out what a student know or can do that is intended to show growth and inform instruction, and is an alternative to traditional forms of testing, namely, multiple choises tests.²³ Alternative assessment help teacher and students enggage what the teacher and students selective strategy for English language learners.²⁴ Alternative assessment is by definition criterion referenced and is typically authentic.

²¹ H. Douglas Brown, *Language Assessment : principles and Classroom Practices* (Longman.com, 2004), page 255.

²² J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 239.

²³ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 1.

²⁴ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page3.

Assessment is used for at least six purposes with English Language Learner Students. Screening and identification, screening and identification is used to identify students prerequisite for special language and/or content area support programs. Placement, placement is used to determine the language proficiency and content area competencies of students in order to recommend an appropriate educational program.

Reclassification or exit, reclassification or exit is used to determine if a students has gained the language skills and content area competencies needed to benefit from instruction in grade level classroom. Monitoring student progress, monitoring students progress id used to review students language and content area learning in classrooms.

Program evaluation, program evaluation is used to determine the effects of federal, state, or local instructional programs. Accountability, accountability is used to guarantee that students attain expected educational goals or standards, including testing for high school graduation. It means the teachers should have control over with screening and identification, placement, reclassification or exit, monitoring students progress, program evaluation, accountability, because thats are the purposes of assessment.

c. Classification of Assessment

Performance assessment often requires teacher judgment of students responses. To aid in making the judgments accurate and reliable, a scoring scale referred to as a rubric is used, in which numerical values are associated with performance levels, such as 1 = Basic, 2 = Proficient, and 3 = Advanced. The criteria for each performance level must be precisely

defined in terms of what the student actually does to demonstrate skill or proficiency at that level.²⁵ And to know how far students understanding about the teacher explanation.

We use the term authentic assessment to describe the multiple forms of assessment that reflected student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Examples of authentic assessment include performance assessment, portfolios, and students self-assessment.²⁶ In this study the researcher focusing on performance assessment.

Self-assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning. In becoming self-regulated learners, students make choices, select learning activities, and plan how to use the students time and resources. They have the freedom to choose challenging activities, take risk, advance their own learning, and accomplish desired goals.²⁷ The students can decide how to use the resources in the classroom, because the students have control over their learning.

d. Characters of Assessment

Designing authentic assessment, basically learning does not proceed by the accumulation of a common set basic skills but can follow multiple strategies and pathway.²⁸ Students vary in how they

²⁵ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 5.

²⁶ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 4.

²⁷ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 5.

²⁸ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 10.

learn, among other ways, by establishing different information to use in constructing new knowledge, new experience, new improvement skill and by using different strategies to aid in learning.

Implication for assessment, in this analysis of learning has direct implications for authentic assessment. If students construct information as they learn, and apply the information in classroom settings, assessment should provide the students with opportunities to construct responses and to apply their learning to problems that mirror their classroom activities in authentic ways. If students acquire both knowledge and procedures, they should be called upon to demonstrate familiarity with new knowledge and to exhibit the problem solving and other skills they have acquired. If complex thinking and academic language skills are important components of today's curriculum, assessment should reflect these emphases.²⁹ And if students learn complex procedures most effectively when they have opportunities to apply the skills in meaningful ways, the assessment should be authentic reflections of these kinds of meaningful learning opportunities.

Teachers often observe students' attention to tasks, responses to different types of assignment, or interactions with other students' while working cooperatively towards a goal. Teachers in different schools have levels of awareness and interest in alternative assessments.³⁰ Teachers in different schools have a different target of students' goals in understanding the material.

²⁹ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 10.

³⁰ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 14.

Using assessment tasks that are as authentic as possible in classroom setting is the teacher needed.³¹ Assessment of students' poster presentation should focus on a students' ability to interpret and convey meaning for authentic purposes in interactive contexts. It should include both fluency and accuracy.

Performance assessment for all students has serious consequences that embodies a thinking curriculum and higher standards in education reform.³² Performance assessment measure students by the English teacher, in rating the students assessment teacher need to use a good rubric assessment.

e. Principles of Assessment

Demands for the technical quality of assessments focus on their reliability and validity.³³ Realibility is the consistency of the assessment in producing the same score on different testing occassions or with different raters. The most important types of validity for performance assessment are content validity, or the match between the content of instruction, and consequential validity, or the uses of assessment for instructional planning and improvement.

Assessment conducted by individual teachers to monitor students progress or to plan instruction can be less formal because high stakes are not involved. Such assessment may not have to meet the highest

³¹J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page61.

³²J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page174.

³³J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 9.

standards of inter-rater reliability to be useful and could include observations and anecdotal records.³⁴ There are some ways to make time for assessment. Learning centers, learning center is a niche in the classroom where hands-on materials and object are available for a specific instructional purposes. Small groups, assessment can also be conducted while students work in groups to complete team projects, engage in peer conferencing, do lab work, or engage in other learning activities and help the students' in understanding material.

Tagged cycles, individual students can be assessed in staggered cycles where only two to three students are assessed per class period or day until all students have been assessed by the teacher in the classroom. Selfassessment, when students are taught to reflected on their learning and apply criteria in self-assessment, the teacher can ask them to do this with little guidance. Daily classroom activities, daily classroom activities use teacher observation checklist or rating scales to evaluate student performance while students are actually engaged in learning activities, such as taking part in a role-play, doing a science experiment, or working in groups.³⁵ Daily classroom activities used to measure the students understanding in teaching and learning process.

With an increasing focus on the collaborative classroom, teachers are more often incorporating pair and group activities into their daily lesson plans for the teaching and learning process.³⁶ Many of

³⁴J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page27.

³⁵J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page52.

³⁶ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page57.

these classroom activities have the potential for being used in the assessment.

The activities or tasks should elicit performance that provides a valid picture of your students' abilities and can be scored reliably. This means that you have provided students with opportunities to develop the language and skills needed to perform well on the assessment tasks. You also need to plan for assessment, and this means making time to observe students and document their performance. Finally, with student input, how their performance will be evaluated you need to determine it.

An implication for teaching and assessment includes the need to assess language as a type used in speaking rather than demand an oral representation that resembles formal, written language.³⁷ How classroom activities are organized in a classroom entails interacting with the teacher and peers, depending on speaking skill.

English language learners need to acquire proficiency in an academic language in order to succeed in school. Academic language proficiency then is the ability to make complex meanings explicit in either oral or written modes. Using instructional activities for assessment takes preparation and organization. The key is to include assessment right along with daily and weekly lesson plans in order to document student progress in a systematic manner.³⁸ You can do this by looking for assessment opportunities within actual classroom tasks. It has been our experience that teachers who do not plan for assessment tend to overlook it.

³⁷ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page 59.

³⁸ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page 63.

Then, students should be actively involved in their own assessment, whether in setting criteria, engaging in self-assessment, or evaluating peers. For oral presentations, a checklist or grid is a common means of scoring or evaluation. Holistic scores are tempting to use for their apparent practicality, but they may obscure the variability of performance across several subcategories, especially the two major components of content and delivery. Following is an example of a checklist for a prepared oral presentation at the intermediate or advanced level of English.³⁹ There are types of assessing students English poster presentation such as portfolio, speech, drama, role play and etc. One of the most popular alternatives in assessment, especially within a framework of communicative language teaching, is portfolio development.⁴⁰ Portfolio help students' in collecting students' assessment.

2. Poster Presentation

a. Definition of Poster Presentation

Posters are used as a visual aid to present any specific information in a concise way in an academic environment. The specific poster making activity is in fact, a tool for alternative assessment for the students in the speaking class.⁴¹ By using visuals through a poster presentation, the pictures, the colors, the wordings, the layout and the art of presenting will give more impact in alerting the

³⁹ H. Douglas Brown, *Language Assessment: principles and Classroom Practices* (Longman.com, 2004), page 179.

⁴⁰ H. Douglas Brown, *Language Assessment: principles and Classroom Practices* (Longman.com, 2004), page 256.

⁴¹ Samia Zerine and Sunjida Afrin Khan, "Poster – A Visual Stimulus for Active Learning". *GSTF International Journal of Law and Social Sciences (JLLS)*. Vol.3 No.1, October 2013, page 129.

students encouragingly.⁴² Yet posters are colorful, attractive learning media which can enhance the learning environment.⁴³ Example of portfolio entries includes writing samples, reading logs, drawing, audio or video tapes, and teacher and student comments on progress made by the student. One of the defining features of portfolio assessment is the involvement of students in selecting samples of their own work to show growth or learning over time.⁴⁴ Poster presentation is defined as the good media to teach students English lesson.

b. Purpose of Poster Presentation

Evaluating portfolio contents means planning how you will use portfolio entries for decisions making.⁴⁵ In making decisions about students' performance, you will be thinking about ways to combine the various pieces of information and student work in the portfolio. Portfolio can be particularly useful for students who are not making progress in either language-based or grade-level classroom.

In using portfolios with English language learners, the following key points should be kept in mind.⁴⁶ First, portfolios are student-entered and used to help increase learning rather than to rank or punish students. Second, portfolios can be used to

⁴² Rozainun Haji Abdul Aziz and Kamaruzaman Jusoff, *"Effective Poster Teaching Strategy towards Risk in Studying Fraud"*. International Education Studies. Vol.2, No.1 February 2009, page 159.

⁴³ Justina O. Osa and Linda R. Musser, *"The Role of Posters in Teacher Education Programs"*. Education Libraries Volume 27, No. 1 Summer 2004, page 17.

⁴⁴ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 5.

⁴⁵ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 56

⁴⁶ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners : Practical Approaches for Teachers* (Longman, 1996) page 56.

guide students in taking a more active role in monitoring their own progress. Third, portfolios must be selective in order to be useful for assessment purposes. Fourth, portfolio assessment is collaborative: teachers and students confer on the meaning of students work. Fifth, portfolio entries should come from actual classroom activities. Sixth, assessment portfolios must include three key elements: samples of students work, students self-assessment, and clearly stated criteria. Seventh, portfolio entries must be clearly organized in order to communicate student progress to parents and other teachers. The eighth, portfolios allow for a number of ways to involve parents in monitoring the academic progress of their children. Ninth portfolio assessment requires making time for planning and managing assessment activities by the teacher.

A Portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas.⁴⁷ Portfolios may contain samples of classroom tests, samples of writing, audiotapes, or videotapes of oral performances.⁴⁸ Portfolios include essays, compositions, poetry, book reports, artwork, video or audiotape recordings of a student's oral production, journal, and virtually anything else one wishes to specify.⁴⁹ Examples of portfolio entries include writing samples, reading logs, drawings, audio or videotape, and/or teacher and student comments on progress made by a student.⁵⁰ One of the defining features of portfolio assessment is the involvement

⁴⁷ Kathleen M. Bailey, *Learning About Language Assessment : Dilemmas, Decisions and Directions* (Newbury House Teacher Development, 1998), page 216.

⁴⁸ David Nunan, *Practical English Language Teaching: First Edition* (Mc Graw Hill, 2003), page 318

⁴⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language pedagogy* Second Edition (Longman), page 418.

⁵⁰ J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page 5.

of students in selecting samples of their own work to show growth or learning over time.

In this research the researcher focusing on portfolio presentation especially poster presentation. The example of portfolio assessment tools such as a poster, latter, congratulation card, etc. Posters are used as a visual aid to present any specific information in a concise way in an academic environment. Poster presentation assesses the students' activity in the classroom. The specific poster making activity is in fact, a tool for alternative assessment for the teacher to assess students in the class.

c. Characters of poster

A poster has some characteristic in the performance assessment process.⁵¹ First, poster are an excellent alternative medium for developing communication skills. Second, poster involve students in the assessment process. Third, poster encourage students to investigate a topic thoroughly. Fourth, poster provide opportunities for peer learning. Six, poster promote a positive attitude in students. The last, poster exploring and confronting misconceptions.

d. An aspect of Poster Presentation in ELT

Most posters presentation are attractive but not all are effective teaching tools. A poster that promotes learning have some or all of the following characteristics.⁵² The learning poster presentation motive and inspire students to learn, stimulate

⁵¹ Geraldine O'Neill and David Jennings, *"The Use of Posters for Assessment: A Guide for Staff"*.UCD Teaching And Learning/ Resources. 17th May 2012, page 3.

⁵² Justina O. Osa and Linda R. Musser, *"The Role of Posters in Teacher Education Programs"*.Education Libraries Volume 27, No. 1 Summer 2004, page 17.

interest in the topic, effectively illustrate a concept or skill, give the teacher guidance on how to use the poster, provide reproducible for student use, provide directions for hands-on activities, and provide suggestions for additional instructional activities. Types of learning posters, learning posters can be grouped into four categories. Posters that illustrate a concept or thing have several uses for teaching and learning process in understanding material.⁵³ The kind of learning poster presentation in the classroom are, illustrate a concept or thing, demonstrate a process, differentiate between similar things and capture interest and stimulate emotion.

3. Rubric Assessment

a. Definition of rubric

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.⁵⁴ It should be clear from the definition that rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance for these criteria. The genius of rubrics is that they are descriptive and not evaluative. Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each. Effective rubrics have appropriate criteria and well-written descriptions of performance.

Rubrics are usually categorized by two different aspects of their composition. One is whether the rubric treats the criteria one at a time or together. The other is whether the rubric is general and could be used with a family of similar tasks or specific

⁵³ Justina O. Osa and Linda R. Musser, "The Role of Posters in Teacher Education Programs". Education Libraries Volume 27, No. 1 Summer 2004, page 17.

⁵⁴ Susan M. Brookhart, How to Create and Use Rubrics : for Formative Assessment and Grading (ASCD, 2013) page 4.

task and only applicable to one assessment.⁵⁵ Rubric assessment is a measurement to know how do the teacher assess students' poster presentation in teaching and learning process.

b. Purposes of rubric assessment

Rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success. For this reason, rubrics help teacher teach, the rubrics help coordinate instruction and assessment, and the rubrics help students learn. To write or select rubrics, the teacher need to focus on the learning criteria assessed.

This focus on what the teacher intend students to learn rather than what the teacher intend to teach actually helps improve instruction. Without clarity on outcomes, it's hard to know how much of various aspects of the content to teach. Rubrics help with clarity of both content and outcomes. Really good rubrics help the teachers avoid confusing the task or activity with the learning goal, and therefore confusing completion of the task with learning. Rubrics help keep the teachers focused on criteria, not tasks.⁵⁶ That the reason why the teachers need to used rubrics in assessing the students' ability and knowledge.

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. The main purpose of rubrics is to assess performances. For some performances, the teachers' observe the

⁵⁵Susan M. Brookhart, *How to Create and Use Rubrics : for Formative Assessment and Grading* (ASCD, 2013) page 6.

⁵⁶Susan M. Brookhart, *How to Create and Use Rubrics : for Formative Assessment and Grading* (ASCD, 2013) page 11.

student in the process of doing something, like using an electric drill or discussing an issue. For other performances, the teachers' observe the product that is the result of the student's work, like a finished bookshelf or a written report. It is just meant to help the teachers' think of the types of performances that the teachers' might assess with rubrics.

However, even test items that have degrees of quality of performance, where the teachers' want to observe how appropriately, how completely, or how well a question was answered, can be assessed with rubrics. Rubrics give structure to observations. Matching the teachers' observations of a student's work to the descriptions in the rubric averts the rush to judgment that can occur in classroom evaluation situations. Instead of judging the performance, the rubric describes the performance.

The resulting judgment of quality based on a rubric therefore also contains within it a description of performance that can be used for feedback and teaching. This is different from a judgment of quality from a score or a grade arrived at without a rubric. Judgments without descriptions stop the action in a classroom.⁵⁷ Rubrics being an important thing that the teachers' need and help the teachers' conduct some activity in the classroom.

Rubrics being a teacher need in assessing students performance. Direct, systematic observation and rating of students' performance of an educational objective, often an ongoing observation over a period of time and typically involving the creation of products. The assessment may be a continuing interaction between the teacher and the student and should ideally be part of the learning

⁵⁷Susan M. Brookhart, *How to Create and Use Rubrics : for Formative Assessment and Grading* (ASCD, 2013) page 4.

process. The assessment should be a real-world performance with relevance to the students' community.⁵⁸ Assessment of the Performance is done using a rubric or analytic scoring guide to aid in objectivity. Evaluation of the product of learning experiences can also be used to evaluate the effectiveness of teaching methods.

Defines this Assessment as used of performance criteria to determine the degree to which a student has met an achievement target. Important elements of performance-based assessment include clear goals or performance criteria clearly articulated and communicated to the Learner; the establishment of a sound sampling that clearly envisions the scope of an achievement target and the type of learning that is involved.⁵⁹ Attention to extraneous interference and establishment of a clear purpose for the data collected during the assessment before the assessment is undertaken, keeping in mind the needs of the groups involved.

4. Students Perception

a. Definition of perception

Perception has various definitions based on experts. Perception is another major focus to create an effective communication and relationship between the teacher and the students. Perception considered as a crucial factor in teaching and learning process. According to Dörnyei, perception has a big role in determining success or failure in any learning situation.⁶⁰ Perception is the sensory analysis of incoming streams of stimuli, aimed at learning the underlying physical attributes that

⁵⁸Dr.V.M.Muthukumar (terakhir) et al., "ASSESSMENT FOR LEARNING. page 109".

⁵⁹Dr.V.M.Muthukumar (terakhir) et al., "ASSESSMENT FOR LEARNING. page 110".

⁶⁰Z.Dörnyei, *Motivational strategies in the language classroom*, New York: Cambridge University Press.

characterize the environment in an on-line manner.⁶¹ According to Jalaluddin Rahmat, perception is the experience of objects, events some relations obtained by inferring information and interpret the message.⁶² According to Chairunnisa, perception is the organization or interpretation of the stimulus in the senses so that is meaningful and an integrated response within the individual. It can be stated that perception affects our emotions and behaviors.

Lee added that the teachers do not to ignore students' perception because students may experience to the stagnant situation. If it created a conducive environment to learn, it means that students have the attitudes and perceptions about something on their mind as long as learning process. Thus, it is not easy to define perception. One student may be having different perception with other students based on their view, emotion, or behavior. Due to the reason, to define fixed perception should be considered.⁶³ From some definitions above, it can be concluded that perception can be influenced by a variety of knowledge, experience, desire, behavior, emotion which are relevant to life purpose.

In this research, it focuses on students' perception toward the implementation of english poster presentation as the teacher assessment. It is important to know that the students have various perception or interpretation of information that students expose the students' the feeling or opinion about english poster presentation.

⁶¹ Simon Haykin, *Cognitive Dynamic Systems, Perception-Action Cycle, Radar, and Radio* (New York: Cambridge University Press, 2012), page15.

⁶² Jalaludin Rakhmat, *Psikologi Komunikasi, (Bandung. Remaja Rosdakarya, 2007).*

⁶³I. Lee, Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of second language writing*, 17 (3), (2008), 144-164.

b. Types of perception

There are two types of perception based on Marzano's theory.⁶⁴ The first type of perception is learning climate. It related to the external factor from the learners. The external factor is within the area of quality and quantity of the resource available, the classroom environment, etc. As the result, it reflected on how effective the external factors influence the lesson. The second type of perception is classroom task. It reveals that task can influence students' motivation. Based on the task, they are relevant to their personal goals. Thus, the teacher needs to know what students' goal are, in order to be successful in classroom task.

B. Previous Studies

The first study has done by Siti Rahmah. This research aimed to know "The Effectiveness of Poster Presentation in Teaching Speaking to the Seventh Graders of MTs NW Ketangga in the School Year 2013-2014". The problems formulated in this study were (1) Is poster presentation effective in teaching speaking to the seventh graders of MTs NW Ketangga in the school year 2013-2014 and (2) To what extent is the effectiveness of poster presentation in teaching speaking to the seventh graders of MTs NW Ketangga in the school year 2013-2014. Research methodology that was used are pre-experimental research design and the design one group pretest and posttest design.

The second study has done by Fitria Muji Pratawati. The title of the study is "using posters as media to teach speaking to the eighth-grade students of SMPN 1 Madiun". A year ago, the researcher had an activity in SMPN 1 Madiun called PPL 2. During that activity, the researcher found that the students could not speak naturally and sometimes felt confused when they wanted

⁶⁴ R. J. Marzano, *Positive attitudes and perceptions about learning* (America: ACDC, 1992).

to deliver the speech to their friends. Based on the problem that the researcher found, the researcher decides to use posters as media because based on the statement of Reilly using poster at the beginning of the class will awake the students up and tell them that it is the time to speak. The objectives of this study are to describe the implementation of posters as media in the classroom to teach speaking and the students' responses toward the posters as media to teach speaking. This research uses an action research to solve the problem of this class. The approach used by the researcher is qualitative approach. It has a purpose to describe in detail about the participants.

The third study has done by Rhonda Oliver, Yvonne Haig and Judith Rochecouste. The title of the study is "Tackling talk: teaching and assessing oral language". The purpose of the project was to help teachers recognize and develop the communicative competence of their students, that is, to recognize and develop those skills which enable us to use oral language skill fully to interact in a wide range of situations and with a range of different audiences. The action research involved four stages: a pre-contact stage Cycle 1. Teachers presented their findings and the project team provided professional development to help participants set up the class-based element of the research In Cycle 2. In Cycle 3, the researchers worked again with the teachers, who reported on their students' communicative. In Cycle 4, participants developed classroom interventions to address their students' needs and to assess.

The fourth study has done by özlem öztürk. The title of this research is "using poster presentations to facilitate preservice English foreign language teacher learning". This study aims to explore whether the use of poster presentations facilitates learning when students try to put theoretical knowledge of ELT methodology into practice. The study was conducted with the second-year undergraduate students of English Language Teaching Department in Buca Education Faculty, at Dokuz Eylül

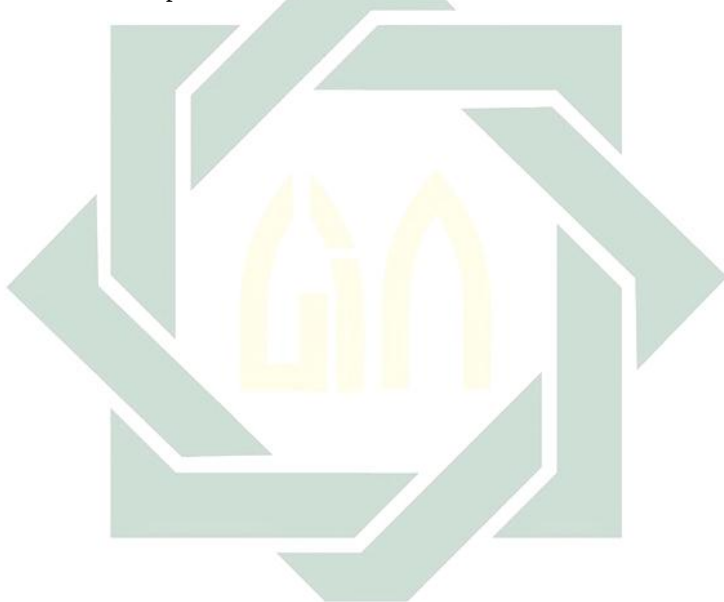
University in 2016-2017 academic years. There are two separate classes and 84 participants in total.

The other study has done by Ileana Oana Macari. The title of the study is “Graduates’ self-assessment of their oral presentations of group projects: An EFL case study in Romania”. This study investigated tourism graduate students’ perceptions of academic achievement as revealed in the end of term self-assessment grids for the course English for tourism. Data has collected from 59 first year Romanian Master of Arts students by examining their personal portfolios after the in-class and follow-up activities. The format of the activity has discussed during the first meeting, when students also learnt their responsibilities. At the end of the semester, each team member has expected to hand in a portfolio containing the presentation and the assessment rubrics I provided. In this activity, self- and peer assessment accounted for 50% of the final grade, and instructor assessment for the other 50%.

The next study has done by Sissel Agasøster. The title of the research is “Assessment of Oral English (A study of Assessment Practice of Oral English at Lower Secondary Schools in Norway)”. The data from the questionnaire is based on the answers from 130 secondary school students from 7 different classes and 5 different schools. The data from the interviews is based on answers from 7 teachers and 21 students from 5 different schools; three students of each teacher.

The last study has done by Stefanie Sinclair. The title of the study is “Assessing oral presentations in open and distance Learning”. The focus of this project was on Part 2 of this assignment, which requires students to digitally record three minutes audio presentation and submit it electronically as an audio file. Students asked to base this presentation around the argument of the essay they wrote in response to. The findings of this project also presented and discussed at the face-to-face tutor briefing after the completion of the first presentation.

Based on previous studies above, we can conclude that teacher assessment to assess students' poster presentation has many advantages. To discuss within this research almost all previous studies it related. The difference is only in problem also the way how to solve the problem. Hence, the researcher assesses students' poster presentation for enhancing students' skills in speaking skills especially in teacher assessment as mentioned in previous studies.



CHAPTER III

RESEARCH METHOD

This chapter discusses the method which is applied in this research. It consists of seven sections in this chapter: research design, research location and subject, data and source of data, research instruments, a data collection technique, data analysis technique, checking validity findings and research stages.

A. Research Design and Approach

This research used descriptive qualitative design to find out the result of the research questions. Creswell stated qualitative design is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.⁶⁵ In this case, this study describes about teacher assessment to students' english poster presentation. The researcher conducted the study to know how does the teacher assess students' english poster presentation and what are the students' perception towards the implementation of english poster presentation as a teacher assessment at SMP Al Azhar Menganti Gresik.

B. Research Location and Subject

The research take place in SMP Al Azhar Menganti Gresik is located at street Raya Menganti Krajan No.474 Gresik. This research involved the English teacher of SMP Al Azhar Menganti Gresik and the students' of 7th grade in intensive Ta'limul Qur'an male class and intensive Ta'limul Qur'an female class in academic year 2018/2019 who become the subject of this research for giving more information in looking for deeper investigation and to answer the researcher research questions about how does teacher assess students' english poster presentation and what are the students' perception towards the implementation of english poster presentation as teacher assessment.

⁶⁵ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*(3rd Edition). Thousand Oaks, CA: Sage, 2007. Page 22.

C. Data and Source Data

The data and sources of data of this research is collected through :

1. Data

The first data of this research was the teacher assessment to students' english poster presentation, the teacher assess how the students make the poster process until the students present the poster. This data was collected from observation, interview and documentation. The second was the students' perception toward the implementation of poster presentation and how the implementation of poster influential students' understanding. It was collected from questionnaire and documentation.

2. Sources of data

The first source of data in this research was the teacher score using the scoring rubric in english poster presentation and english poster presentation assessment when the students delivering the poster in the presentation time. The second source of data was the students' in giving perception toward the implementation of english poster presentation as a teacher assessment.

D. Data Collection Technique

In this study, the data was collected through the observation, questionnaire, interview and documentation as the research question technique to answer. The researcher observed the teaching and learning process using poster presentation to know the teacher assssment in SMP Al Azhar Menganti Gresik. After doing the observation, the researcher distributed the questionnaire to 75 students (36 students of intensive Ta'limul Qur'an male class and 39 students of intensive Ta'limul Qur'an female class) to know the students' perception toward the implementation of poster presetaion. The questionnaire consist of 15 items with two options answer, they are "yes" and "no". The participants filled the questionnaire which

contain several statements. For the next, the researcher doing the interview to the teacher and analyze how does the teacher assess the students' poster presentation. Then to collect the data the last data collection technique was used documentation. The researcher analyzed the teacher scoring rubric assessment in poster assessment and poster presentation assessment to support the data. The study had been conducted in 8 April to 16 April 2019. The data was collected from the researcher instruments during the teaching-learning process. Start from the teacher teach the students until the students finish the english poster assignment.

E. Research Instruments

To draw the results of this research, to get the empirical data and to undertake the findings in this study, the resarcher are obtained the data by using these following instruments:

1. Observation Checklist

The researcher used observation checklist to observe the teacher instruction and strategies in giving an assessment in poster presentation assessment. In observation checklist, there were four points about stages and aspect in giving an assessment related to the poster presentation.

Field note was also needed to help the researcher avoiding the lack of information. The researcher used another checklist that have been made by the researcher to analyze the teacher assessment to assess students poster presentation. The observation checklist for identifying the teacher assessment is design using "Yes" and "No" checklist. To avoiding the lack of information, the researcher also needed to use field note. After the observation finished, the researcher wrote the notes more details to help getting more information. Observation checklist is needed to open the reseacher mind in developing the research. This observation checklist is important because

observation is the based before conducted the reseach. Observation checklist is done to describe and answer the first research question.

2. Interview Guideline

The interview guideline is choosen to be a standard guide to analyze the teacher assessment to assess students poster presentation. In the interview guideline there are 7th questions for the teacher. Every question was asked by the researcher to the teacher in the interview section and answered by the teacher. These are the questions for the teacher that used to answer research question about teacher assesment to students' english poster presentation. First, how do teacher assess students' poster presentation. Second, what are the teacher in assessing poster as a learning media. Third, what the teacher do if the teacher found the difficulties in assessing students' poster presentation. Fourth, how does the teacher provide information about students' progress in students' poster presentation assessment. Fifth, what are the resources that the teacher used in assessing students' poster presentation. Sixth, how can the teacher conduct the assessment of poster presentation in the classroom. Seventh or the last, what kind of assessment which appropriate to be assess students' poster presentation. Summative assessment or formative assessment.

Interview put the researcher in personal contact with the teacher. The researcher was interviewed the English teacher as the object of the research. Interview is done to get an information to answer the first research question about how do the teacher assess students' poster presentation at SMP Al Azhar Menganti Gresik.

3. Questionnaire

To complete the data of students' perception toward the implementation of poster presentation as a teacher assessment, the researcher used

questionnaire that filled by 36 students in intensive Ta'limul Qur'an male class and 39 students in intensive Ta'limul Qur'an female class of 7th grade. The questionnaire has 15 questions and must be filled by "Yes" or "No" answer.

Questionnaire is several written questions which used to gained any informations from respondents to find out something that related to them based on their experience or prior knowledge.⁶⁶ The researcher used questionnaire after used observation and interview. Questionnaire is needed to know what are the students' perception. This instrument is used to answer the second research question about students' perceptions towards the implementation of poster presentation as a teacher assessment at SMP Al Azhar Menganti Gresik.

4. Documentations

In this research, the instrument used to collect any documents from teacher scoring rubric assessment. To help the researcher do the observation, interview and questionare the last instrument that the researcher used is the documentations.

Documentations involved the recorder, taking photographs and videotape recording. The recorder used to keep the interview data orally by the researcher and the tacher. Taking photographs and videotape recording to monitor and to evaluate the actions or the activity during the research. To do the analysis anytime this instrument helped the researcher needed about the implementation of poster presentation. Documentation is used to assess students' when making poster in a group until presenting the poster in front of the class.

⁶⁶ Arikunto Suharsimi, *Metodologi Penelitian*, (Yogyakarta: Bina Aksara, 2006), p. 151

F. Data Analysis Technique

Analyze means cultivating, organizing, solving, and finding the data. In qualitative research, data analysis technique has meaning to organize result of observation and interview than it interpreted into thought, opinion, theory or new ideas.⁶⁷ All the data obtained by the researcher are presented in the form of description. To answer the first research question, the researcher used observation and interview to know how does the teacher assess the students' poster presentation.

To answer the second research question, the researcher used questionnaire and documentation to know what are the students' perception towards the implementation of poster presentation as a teacher assessment. To measure the students' perception, the researcher used this following formula:

$$P = \frac{F}{N} \times 100\%$$

P = The total score

F = The total learned

N = The total of the students

The description have been made by the researcher is based on the data collected with the review of the literature. The researcher used the data analysis technique from Matthew B. Miles and Michael Huberman, they state there are four data analysis activities; data reduction, data display, and conclusion drawing/verification. It is explained more detail below:

1. Data Collection

Data Collection is process to collect data in research location, such as observation, interview, questionnaire and documentation with correct strategy in order to obtain the research data.

⁶⁷J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010),121.

2. Data Reduction

According to Sugiyono, data reduction is a process to sort an important information and data, focus in main information, create theme or design then discard un-needed data.

3. Data Display

Data that has sorted was displayed, display means showing something, which is in the data. Describing and analyzing data have been done in this process. The researcher described and making some analyzes from the observation checklist, interview guidelines, questionnaire and documentation.

4. Conclusion Drawing/Verification

After all of the processes finished, the researcher concluded the data. After all of the data interpreted then the researcher analyzed to obtained a conclusion of the study.

G. Checking Validity and Finding

The researcher conducted the classroom observation in two class on three times to observe the teacher assessment to students' english poster presentation and one time to give the questionnaire to the students' to know the students' perception in the classroom meetings. To check the validity of the data the researcher also used triangulation technique.

According to Denzin cited in Bryman, triangulation refer to an approach that uses multiple observers, theoretical perspectives, sources of data, and methodologies, but the emphasis has tended to be on methods of investigation and source of data.⁶⁸ In this study, triangulation technique used is triangulation techniques using sources.

The researcher compared the data based on the observation, documentation, questionnaire and interview. After getting the data from those four data sources, the researcher related and matched the data to some theory related, to find out the answer of the research questions.

⁶⁸Alan Bryman, *Social Research Methods*, page 392

H. Research Stages

The process of this study was done as these following stages:

1. Take a preliminary research and decide the research design. The researcher formulated the title and the research questions of this research based on the teaching and learning process at SMP Al Azhar Menganti Gresik.
2. Conduct the research

The researcher collected the data by doing observation in the classroom. The process of this study has been done as these following stages:

- a. Collecting data

The data obtained from the English teacher of SMP Al Azhar Menganti Gresik and the students of 7th grade intensive Ta'limul Qur'an male and intensive Ta'limul Qur'an female class. The researcher analyzed the data that have been collected.

- b. Analyzing data

After all of the data have been collected, the researcher be able to analyze data based on the literature review.

- c. Concluding the result of the research

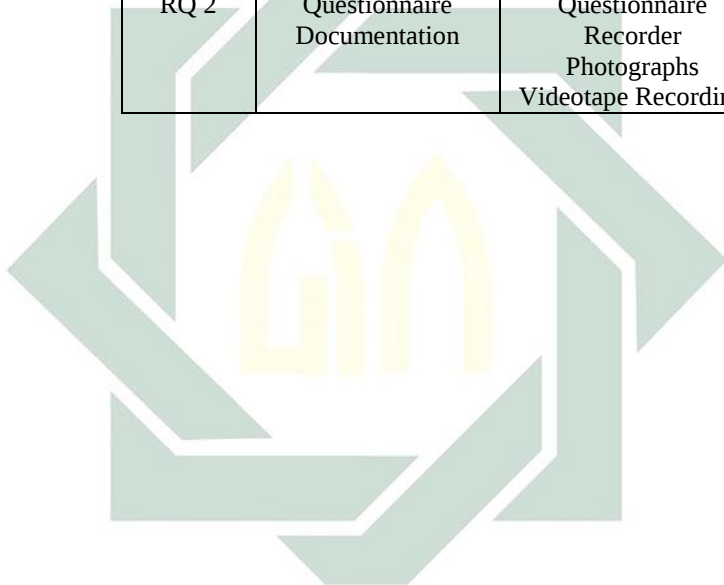
After all of the data collected, the result of the analysis and the theory combined, the researcher makes the conclusion of the research based on the whole sections of this study that have been discussed.

I. Framework of Research

Table 3.1

Summary of framework research

Research Question	Data Collection Technique	Instruments
RQ 1	Observation Interview (Teacher scoring rubric assessment)	Checklist Interview Guideline
RQ 2	Questionnaire Documentation	Questionnaire Recorder Photographs Videotape Recording



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the research findings and discussion. This chapter presents the finding of the interview guidelines, observation checklist, questionnaire and documentation. In this chapter, the researcher also provides the discussion of the finding. These data analyses are presented descriptively about teacher assesses students' english poster presentation and the students' perception.

A. Research Findings

The data of this study are analyzed in order to answer two research questions. The first research question is how the teacher assess students' poster presentation at SMP Al Azhar Menganti Gresik. The second research question is what the students' perception towards the implementation of poster presentation as a teacher assessment are at SMP Al Azhar Menganti Gresik.

This study had been conducted in 8 April to 16 April 2019 with the English teacher of SMP Al Azhar Menganti Gresik and the students' of 7th grade in intensive Ta'limul Qur'an male class and intensive Ta'limul Qur'an female class in academic year 2018/2019 by using four data collection techniques in order to get more complete data.

The data collection techniques are observation, documentation, questionnaire and interview. The researcher conducted the research since the teacher explained about the material, the teacher gave the students assignment to make poster in a group, the students worked in a group to make poster, the students presented the poster in front of the class, the teacher assessed students poster presentation, the teacher gave comments to the students presentation, the teacher gave the students reward because of their good poster presentation and the teacher assessed students' poster portfolio using rubric assessment.

The researcher collected the data by interviewing the English teacher, observing the English lesson activity during the poster making process until students present the poster in front of the class, documenting the teacher assessment in assessing students activity to make and present the poster and questioning the students' perception about the implementation of poster presentation as the teacher assessment.

1. Teacher Assessment to Students' English Poster Presentation

To answer the first research question, the researcher uses the teacher assessment rubric. Assessment rubrics are a tool to assess students' competence which involve criteria of students' achievement level. All the result of classroom observation and document analysis are presented below:

a. First Meeting

The first observation was conducted on Monday, April 8th, 2019 in 2 X 45 minutes. At this meeting, the teacher explained the material before explaining about poster presentation assessment. In the first 45 minutes the teacher explained the material that used in poster presentation assessment. In the second 45 minutes, the teacher began to tell the students about the poster presentation assessment that used by the teacher to assess the students.

The teacher started by telling to the students that after this the teacher asked students to make a poster about the material in a group. After that, the teacher asked students to make a group consist of 4 students until 5 students in one group. Then after making a group the teacher explains about what should students do in a group. The teacher explains that the students' should make a

poster about the material that have been explained by the teacher before. After finish to make a poster the students' should present about the students' poster in front of the class one by one. The students' were free to choose their group member. The teacher said that this poster presentation was to make the students' easier to understand about the material and easy to speak up in front of the class. All the activity above was part of the overview of the evaluation.

Then, the teacher explained about the procedures of the poster presentation assessment. The criteria about the assessment and about the due date to collect the poster assignment. Those activities were also part of the overview of the evaluation. This poster presentation assessment was about the simple present in the female Ta'limul Qur'an class and about degree of comparison in the male Ta'limul Qur'an class. The teacher gave two English lesson meetings to finish the poster assignment. The criteria of the teacher assessment were divided into two categories they were individual assessment in the students' activities in doing a poster assignment in a group with other students' and the group assessment was about the poster portfolio about the material content about the lesson. The teacher confirmed this assignment by saying to the students' in the first meeting:

"I will focus on assessing individual assessment in your activation in doing a poster assignment in a group with the

other and the group assessment was about the poster portfolio about the material content about the lesson, good luck and do your best”.

The teacher also confirmed that one of the main purposes of this poster assignment was to know the teacher assessment to assess students’ poster presentation because based on the teacher experience, the students’ were very creative and imaginative in decorating and drawing that is why the teacher want to assess the students’ poster presentation. Therefore, the teacher wants to focus on the teacher assessment to students’ english poster presentation. As the teacher said:

“In this assessment I want to assess the students’ poster presentation. In the poster presentation I assess how the students’ process to make a poster in group activity until the students’ present the poster in front of the class”.

In the last time, before the teacher close the class the teacher said to the students to bring crayons, pencil colour, ruler, scissors, and another thing. But for the paper the teacher does not ask to the students to bring because the researcher was brought the paper for the students.

“Okay students’, don’t forget to bring crayons, pencil color, ruler, scissor and the other thing that you need to finish the poster. Remember that this poster assignment being your assessment, so doing with your heart then you get the best score. Because in the last time, I have a reward for the best group”.

Based on the first meeting observation, the researcher found that the teacher did not start to assess the students' poster presentation. The teacher only explained the material and poster presentation assessment to the students'. The way of teacher to assess the students can conclude as performance assessment because of teacher observation to students' activities.

a. Second Meeting

The second observation was held on Tuesday, April 9th, 2019. The time is same with the previous observation in 2 X 45 minutes. At this meeting, the teacher started the class with said Salam and asked about the students' condition. Then the students' answer the teacher question about the students' condition. After that, the teacher continues to ask for the students', do the students' ready to make the poster about the material that have been explained by the teacher in the first meeting. The teacher asked for the students about the students' poster group activity. But the students' responds very varied, some of the students' respond that they not bring the crayon, some of the students' respond that the member of grup was absent today, and some of the students not bring pencil colour and some of the students' just silent, not respond to the teacher.

Then the teacher ask to the students' to sit down with the students' group. Start from the first group until the last group. In the group the students' starting to make a poster. The students' start to

open the paper, then the students' try to decorate the paper. The students' start with the different way, there is the students which is start to write the material in the paper then decorate and there is the students' start with decorate first then write about the material.

When the students' make the poster, the teacher assess the students'. The teacher assess about the process when the students' make a poster in a group. Then the teacher faced every group one by one to know the students' difficulties, to consult about the students' problem and the teacher solve how can to finish that problem in poster making process.

While the students' doing the poster making process, the teacher always walking beside the students to see the students' poster assignment progress clearly. The teacher assesses, does all of the students' being active or not, interesting with the poster, have no difficulties or not, the students' writing how is the students' progress.

After that before closing the class, the teacher reminds the students' that next week at 15 April, the students starting to present the students' poster presentation in front of class. The purpose of the teacher assessment and interviewing were the teacher seen the students', activity. The teacher closed the second section then said that the students should prepared for the presentation in the next week.

"Attention please, because time is over so we must finish to doing this poster making process. Remember that

in the next week, all of the group should present the poster in front of the class”.

Based on the second meeting observation, the teacher only sees the students' progress in poster making process. The teacher did not ask the students to present the students' poster presentation but the teacher let the students enjoy the time to finish the poster assignment perfectly. The way of teacher assesses the students' product can be concluded as authentic assessment because of teacher evaluation of poster assignment.

b. Third Meeting

The third meeting was held on Monday, April 15th, 2019. The time is same with the other observation meeting in 2 X 45 minutes. This meeting should be the last meeting, but the fact there are many students' that not finished to doing the poster assignment. For the first when the teacher entered to the class, the teacher asks to the students' do the students' finished the poster assignment but the students' answer not yet finished to make the poster.

“Yes, students' today should be the assessment day for you, but almost of you didn't finish the poster well. Okay I will give you 45 minutes in the first time to finish the poster before present in front of the class. Now sit down with your own group and go fast to finish your poster assignment. Then for the second time in the last 45 minutes, two or three of you should be present the poster in front of the class. Okay now going to your group, group one here,

group two here, group three here until the last group here. You can start to do now, good luck”.

After the students’ sit with the group, the students’ start to continue the poster making process. When the students’ make the poster, the students sometime ask to the researcher how the way to understand about the material that doesn’t understand by the students. The teacher starts to assess students with the teacher-scoring rubric using poster assessment. In the scoring rubric, there are two kinds of assessment, for the first is the poster assessment and the second is the poster presentation assessment. While the students’ make the poster, then the teacher assess the students’ poster making process, and the researcher using the observation checklist to know how the way the teacher assess students’ poster before the teacher assess the students’ poster presentation.

“Your time to doing the poster still 20 minutes more, don’t be panic and do your best. Because all of the group member should present the poster in front of the class, not only one or two persons but all of you will be present. Remember that I have a reward for the best group, and all of the group member will be assessed one by one. It means I have the individual assessment score and the group assessment score”.

The teacher uses the poster assessment-scoring rubric to assess the students’ group one by one. The teacher sees how the way the students’ doing poster. There is the serious group that is

making the poster very hard and decorates the poster colorful. But there is a students' group who focus on the content of the material not only focus to decorate.

“Okay students’ time is up you should present your poster in front of the class. However, the first, I ask one of the group members to come in front of me to put the number of presentations. The presentation not related with your group number but related with what number you get from me”.

After the students' put the number of presentations, the first group that get the first number should prepared for the poster presentation in front of the class. Then all of the group members have made the first group come in front of the class and start to present the poster that. When the students' present the poster in front of the class the teacher give 15 minutes for every group. It means in the last 45 minutes there are three group should be present the poster. In 15 minutes, time of presentation that is include for the students' explaining about the material, the other group students to ask, and the students' group to answer the question. After the students' present the poster, the teacher adds more explaining about what the students' does not understand about the material.

“Now is your time to present the poster presentation. Okay students, the time are yours. So, take the best time for your presentation, don't be nervous just enjoy the presentation then you will get

the best score for the teacher assessment”.

“Assalamu’alaikum, we are from the first presentation group. Okay my friend here we would like to present about our poster.

After presenting the poster related with the material, the students’ group ask to the other group is there any question about the presentation. The other students’ group answer there is no question and all of the presentation is clearly understanding enough.

“Okay because there is no question from the other group, I continue with add more explaining about the material. Give applause for your friends’ presentation and now you can sit again”.

After add more explaining about the material, the teacher calls the next group to present the poster in front of the class. The second group comes in front of the class and starting the poster presentation.

“Assalamu’alaikum, we are from the second presentation group. We would like to present about our poster. Please keep silent and listen about our poster presentation”.

Same with the first group, after presenting the poster related with the material, the students’ group ask to the other group is there any question about the presentation. The other students’ group answer there is a question about the presentation.

“I have a question about your group presentation because when you present I not clearly enough to understand about your presentation”.

After the presentation group answer the question, then the teacher adds more explaining about the material, same with the previous group. After that the teacher call the next group to present the poster in front of the class. The third group or the last group in this meeting come in front of the class and start to present the poster presentation.

"Give applause for your friends' presentation from the second presentation group and now you can go back to your sit". Now the time is for the third presentation group, for the third group time is yours, good luck".

The third presentation group come in front of the class and starting to explained about the material in the poster.

"Assalamu'alaikum my friends, okay we are from the third presentation group. We want to present about our poster that have been we made before. Please just silent and listen about our poster presentation, then you would be understood about the material".

After presenting the poster related with the material, the students' group ask to the other group is there any question about the presentation. The other students' group answer there is a question about the presentation. Because the presentation clearly enough to understand.

"Okay gives applause for your friend's presentation, now you can go back to your sit again. Because there is no question from the other group, I continue with add more explanation".

After add more explanation about the material, the teacher ends the meeting because the time is over. The teacher reminds the students that tomorrow will be the last meeting for the poster presentation assessment

"Yes, students' because the time was over so we should end this meeting and we meet tomorrow in the English lesson to finish the poster presentation assessment. Prepared well for the next presentation group and we finished the poster presentation tomorrow. See you again, have a nice day wassalamu'alaikum".

Based on the observation above, the researcher found in earlier time that the students still finished the poster assignment. After their finishing poster assignment, the teacher asked the students to present their product. The way of teacher assesses the students' product can be concluded as authentic assessment because of teacher evaluation of poster assignment.

c. Fourth Meeting

The fourth or the last meeting was held on Tuesday, April 16th, 2019 in 2 X 45 minutes. In this final meeting, the teacher ask the students' to sit in the students' group. After that, the teacher asks to the students' which group did not finished to deliver and presenting the poster presentation.

"Okay students', now we continue the poster presentation in the last meeting, which group didn't finish presenting the poster. Now the turn of the next group, for the next group please

come forward and please takes your best time. Remember that I give you 15 minutes for every group, include presentation time, asking time and answer time. So, enjoy your presentation, hope you all get the best score”.

“Assalamu’alaikum, we are from the fourth presentation group. Okay my friend here we would like to present about our poster.

After presenting the poster, the students’ group ask to the other group is there any question about the presentation. But the other group said that all of the presentation is clearly understand enough.

“Give applause to your friends’ presentation and now you can back to your sit. Okay because there is no question from the other group, I continue with add more information about how the way to present”.

After add information about how the way to present, the teacher calls the next group. The next group comes in front of the class and starting to present the poster presentation.

“Assalamu’alaikum, we are from the fifth presentation group. We would like to present about our poster. Please keep silent and listen about our poster presentation, thank you”.

After presenting the poster related with the material, the students’ group ask to the other group is there any question about the presentation. The other students’ group answer there is a no question about the presentation.

“Give applause to your friends’ presentation and now you can back to your sit. Okay now continues with to the next group”.

The teacher calls the next group to present the poster in front of the class. The next group comes in front of the class and starting to present the poster presentation.

“Assalamu’alaikum, we are from the sixth presentation group. We would present our poster. Just keep silent, listen and enjoy our poster presentation my friends”.

Then after presenting the poster, there is no question about the presentation. The teacher continues to call the other group to present the poster presentation in front of the class.

“Give applause to your friends’ presentation and now you can back to your sit. Okay now continues with to the next group”.

The teacher calls the next group to present the poster in front of the class. The next group comes in front of the class and starting to present the poster presentation.

“Assalamu’alaikum, we are from the seventh presentation group. We would like to present about our poster. Keep silent and listen about our poster presentation, thanks”.

After presenting the poster related with the material, the students’ group ask to the other group is there any question about the poster presentation. The other students’ group answer there is a question about the presentation.

"I have a question about your group presentation because I see when you present the poster presentation, I found the good thing".

After the presentation group answer the question, then the teacher adds more explaining and more information. Then it is time for the last group to present the poster in front of the class.

"Give applause for your friends presentation from the seventh presentation group and now you can go back to your sit". Now the time is for the last presentation group, for the last group time is yours, good luck".

"Assalamu'alaikum, we are from the last presentation group. Now my friend here we would like to present about our poster.

After presenting the poster, the students' group ask to the other group same with what the previous students' ask. Then the other group said that all of the presentation clearly understood enough.

"Okay students' give applause to your friends' presentation and now you can back to your sit. In addition, give applause for all of you, because you have been finished the poster presentation. Okay because there is no question from the other group, I continue with add more information and giving rewards for the best group".

Based on the observation above, the researcher found the teacher assesses the students result by scoring rubric below. After that, the teacher gives questionnaires to students, which related

to students' perception toward the implementation of poster presentation. Then the teacher gives reward for the students' best product. The way of the teacher did the stages can be concluding as authentic assessment because of teacher encouragement in motivating students.

Based on the first meeting until the last meeting, the researcher found on the first meeting observation, the teacher did not start to assess the students' poster presentation. The way of teacher to assess the students can conclude as performance assessment. In the second meeting observation, the teacher only sees the students' progress in poster making process. The way of teacher assesses the students' product can be concluded as authentic assessment.

In the third meeting observation, the researcher found in earlier time that the students still finished the poster assignment. The way of teacher assesses the students' product can be concluded as authentic assessment. In the last observation, the researcher found the teacher assesses the students result by scoring rubric below. After that, the teacher gives questionnaires to students about the students' perception. The way of the teacher did the stages can be concluding as authentic assessment.

Table 4.1
Teacher Assessment Rubric for Poster Assessment
POSTER ASSESSMENT

STUDENT NAME : **POSTER NUMBER** :

Poster Layout And Content	Mark
Logical structure Layout is logical and it is easy to navigate through the content.	10
Use of suitable fonts and illustrations Headings and subheadings are large / bold. Symbols and captions are used appropriately. Diagrams, tables etc. are used as visual aids and are labelled.	10
Use of grammar, spelling and language Correct grammar, tense and academic language is used to communicate effectively.	10
Effective communivation of research Research objectives, motivations, outcomes and forecasts are clear to the reader and are presented at a standard expected at doctoral level.	20
TOTAL MARK FOR POSTER LAYOUT AND CONTENT	50
FEEDBACK FOR STUDENT	
Poster Layout And Content STUDENT NAME : POSTER NUMBER : Logical structure: Use of suitable fonts and illustrations: Use of grammar, spelling and language: Effective communivation of research: Other comments:	

Adopted from : Brunel Graduate School Researcher Development Programme

Table 4.1 was about the teacher assessment rubric for the poster assessment. The teacher using the table to assess students' poster assessment to know :the logical structure, the use of suitable fonts and illustrations, the use of grammar, spelling and language and the last is effective communication of research. The logical structure in the poster layout include the logical way and it is easy to navigate through the content of the poster before the students' present in front of the class. The use of suitable fonts and illustrations include headings and subheadings are large / bold, symbols and captions are used appropriately and the last is diagrams, tables, and etc, are used as visual aids and are labelled. The use of grammar, spelling and language include correct the grammar, the tenses and academic language is used to communicate effectively.

The effective communication of research include research objectives, motivations, outcomes and forecasts are clear to the reader and are presented at a standard expected at doctoral level. After assessing students poster assessment using the scoring rubric, the teacher count the score of the students' get one by one start from the first group until the last group. In the poster assessment teacher, assess students' using the good scoring rubric not only gives the score with what the teacher wants.

Table 4.2
Teacher Assessment Rubric for Poster Presentation Assessment
POSTER PRESENTATION ASSESSMENT

STUDENT NAME : **POSTER NUMBER** :

Poster Presentation And Verbal Communication	Mark
Presence Student is present next to the poster, gives time for reader to look through and is ready to speak about the poster.	5
Knowledge of work presented Student is clear and informed of the content of the poster. Student show insightful knowledge about the research being presented. Student is able to contextualise the research appropriately.	20
Ability to answer questions and flexibility in presenting Student is willing to answer question to the best of their ability where possible. They are able to explain complex details in simple terms to unfamiliar audience.	20
Overall communication Student succeeded in conveying the message of the poster through effective oral communication skills.	5
TOTAL MARK FOR PRESENTATION AND VERBAL COMMUNIVATION	50
FEEDBACK FOR STUDENT	
Poster Presentation and Verbal Communication STUDENT NAME : POSTER NUMBER : Presence: Knowledge of work presented: Ability to answer questions and flexibility in presenting: Overall communication: Other comments:	

Adopted from : Brunel Graduate School Researcher Development Programme

Table 4.2 described about the teachers assessment rubric for the poster presentation assessment. The teacher using the table to assess students' poster assessment to know: the presence, the knowledge of work presented, the ability to answer question and flexibility in presenting, and the overall communication. The presence when the student is present next to the poster, gives time for reader to look through and is ready to speak about the poster. The knowledge of work presented student is clear and informed of the content of the poster. Student show insightful knowledge about the research being presented. Student is able to contextualise the research appropriately. The ability to answer questions and flexibility in presenting student is willing to answer question to the best of their ability where possible. They are able to explain complex details in simple terms to unfamiliar audience.

The overall communication student succeeded in conveying the message of the poster through effective oral communication skills. After assessing student's poster assessment teacher assess students' poster presentation assessment using the scoring rubric, teacher count students score one by one. In the poster presentation assessment, teacher assesses students' about how the way students' poster presentation group presents the poster to the other group. When the students present the poster, the teacher assess students.

2. Students' Perception Towards the Implementation of Poster Presentation as a Teacher Assessment

The researcher has collected data based on the second research question of the study about students' perception toward the implementation of poster presentation as a teacher assessment. To know the students' perception, the researcher gained the data from giving questionnaire to the students. The questionnaire distributed to 75 students (36 students of intensive Ta'limul Qur'an male class and 39 students of intensive Ta'limul Qur'an female class). The questionnaire consist of 15 items with two options answer, they are "yes" and "no".

Based on explanation above, it explained the general information about students' perception toward the implementation of poster presentation as teacher assessment. Then in here, it discussed the collection of the data. Students reported their perception toward students' positive responses in poster presentation assessment, such as item 1: *"students interesting using poster presentation as a learning media"* 86,7% students or 65 students of 75 total students answer yes. For this reason, using poster as a learning media build students' interest to learn and they enjoyed poster activity. 13.3% students or 10 students of 75 total students answer no. For this reason, sometime students feel bored in using poster.

In the item 2: *"the use of posteras an English learning media was appropriated with the material"* 93.3% students or 70 students of 75 total students answer yes. For this reason, the use of poster is match with the material that teacher teaches to the students. 6.7% or 5 students of 75 total students answer no. For this reason, some students think that poster does not match with the material.

In the item 3: *"the level of students difficulties in understanding the material when the teacher asks students to make a poster"* 60% students or 45 students of 75 total students answer yes. For this

reason, the level of students' difficulties not related with students understanding. 40% students or 30 students of 75 total students answer no. For these reason students has a little problem to understand.

In the item 4: *"the students happiness to be involved in poster making process assessing by the teacher"* 84% or 63 students of 75 total students answer yes. The reason is, students feeling happy that teacher involved them in poster process activity. 16% students or 12 students of 75 total students answer no. The reason is, students fell burden to be involved in poster activity.

In the item 5: *"the students enthusiasm when teacher gave reward to motivate student's comprehension"* 89.3% or 67 students of 75 total students answer yes. The reason is, giving reward in poster activity made students enthusiasm to motivate students' comprehension. 10.7% students or 8 students of 75 total students answer no. The reason is, some students think that without teacher giving reward students still enthusiasm in poster activity.

In the item 6: *"the students being active in using poster as a learning media"* 86.7% students or 65 students of 75 total students answer yes. The reason is when poster used as a learning media; students can improve their creativity, their ability and being active to conduct the activity. 13.3% students or 10 students of 75 total students answer no. The reason is, some students cannot be active because they are not focus on the lesson.

In the item 7: *"the students' enthusiasm to listen other students' poster presentation"* 69.3% students or 52 students of 75 total students answer yes. For the reason student's enthusiasm when other students present because they want to know how the way other students in delivering their poster presentation. 30.7% students or 23 students of 75 total students answer no. For the reason some students did not enthusiasm because they did not focus well.

In the item 8: *“the students feeling bored when poster presentation is used as English learning media”* 22.7% students or 17 students of 75 total students answer yes. For the reason some students feeling bored because they not enjoying assessment process. 77.3% students or 58 students of 75 total students answer no. For the reason much students enjoying the assessment process because they want to learn more the material, know more the poster process, and get more experience in learning English lesson.

In the item 13: *“the students feel enjoy in every poster presentation process”* 77.3% students or 58 students of 75 total students answer yes. For the reason almost students’ interest with the poster assessment process, start from poster making until they should present in front of class. 22.7% students or 17 students of 75 total students answer no. For the reason some students did not feel enjoy because they get a little problem in poster assessment process.

In item 15: *“students’ opinion about the use of poster presentation as an English Learning media is the good and correct choices”* 82.7% students or 62 students of 75 total students answer yes. For the reason almost students agree that the use of poster presentation are the good and correct choices because they think that using learning media is the students need in learning the material. 17.3% students or 13 students of 75 total students answer no. For the reason some students disagree that poster are the good and correct learning media choices.

Based on explanation above, it explained general information about students’ perception toward the implementation of poster presentation as teacher assessment. Then in here, it discussed the collection of the data. Students reported their perception toward students’ negative responses in poster presentation assessment, such as item 9: *“students getting difficulties in the poster making process before presenting in front class”* 52% students or 39 students

of 75 total students answer yes. For the reason the difficulties of students happened because when the teacher explained about the instruction, students did not listen well to teacher explained. 48% students or 36 students of 75 total students answer no. For the reason some students did not getting the difficulties because they listen well to the teacher explanation.

In item 10: *“students confused in presenting the result of poster assignment”* 58.7% students or 44 students of 75 total students, answer yes. The reason is, before students’ present teacher has already done to show how the way students to present but students still getting problem in the presentation time. 41.3% students or 31 students of 75 total students answer no. The reason students did not feel confused because they understand well about teacher explanation before.

In item 11: *“students’ obstacle in presenting the result of poster assignment”* 54.7% students or 41 students of 75 total students answer yes. For the reason, the student’s obstacle come because one students and other students in the one group did not getting the match feeling in doing the poster assignment that is why they get the obstacle in presenting the result. 45.3% students or 34 students of 75 total students answer no. For the reason some students in one group getting the match feeling in finishing the poster assignment.

In item 12: *“Students’ nervous feeling in presenting poster presentation”*: 76% students or 57 students of 75 total students answer yes. The reason is that students seldom practice their ability to speak with other people. 24% students or 18 students of 75 total students answer no. The reason is some students have an ability to speak in front of much people.

In item 14: *“students burdening feeling about poster assignment”* 56% students or 42 students of 75 total students answer yes. For the reason, students burden because almost the member of group confused about how the way to make a good poster. 44%

students or 33 students of 75 total students answer no. The reason is some students understand well about how the way to make a good poster.

According to the result of questionnaire about student's perception toward the implementation of poster presentation as a teacher assessment, the descriptive calculation is:

The alternative answer Yes (F) :787

The alternative answer No (F) :338

Total of the answer (N) : 1.125

The percentage calculation of "Yes" answer:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{787}{1.125} \times 100\%$$

$$P = 69.96\%$$

The percentage calculation of "No" answer:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{338}{1.125} \times 100\%$$

$$P = 30.04\%$$

Based on the calculation we can see that "Yes" answers more dominant than "No" answers. According to the result we can conclude that the students perception toward the implementation of poster presentation as a teacher assessment is generally positive, because the result of yes answer is 69.96% and the result of no answer is 30.04%. It means the implementation of poster presentation as a teacher assessment getting the students positive perception. The negative students' perception come from the student's difficulties, student's confusion, student's obstacle, students feeling nervous and students

burdening feeling. That is the reason why using learning media is the important thing to make students' not feel bored in teaching-learning process.

B. Research Discussion

The researcher presents those findings by reflecting on some theories related to each problem that are the teacher assessment and the students' perception. In this section, for the first the researcher discusses the teacher assessment to assess students' poster presentation. The next, the researcher discusses students' perception toward the implementation of poster presentation as a teacher assessment. Then the discussion classified based on the research questions as follow:

1. Teacher Assessment to Students' English Poster Presentation

Teacher assesses students' english poster presentation conduct to know the students' ability in making some English learning media. Teacher assesses and giving score to measure students' understanding about English lesson. Assessment based on J. Michael O'Malley and Lorraine Valdez Pierce is a systematic approach to collecting information on students learning or performance, usually based on a various source of evidence.⁶⁹ Given the students' role in assessment, what then is the teacher role, the teacher role in authentic assessment of students if multifaceted. The teacher models approach to learning and assessment, facilitates students' self-assessment, and manages the evidence of learning.⁷⁰ The teacher provides guidance and support to students as they generate and apply evaluation criteria, reflect on the students learning, set goals and organize sample of the

⁶⁹J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page 237.

⁷⁰J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page 42.

students work in the students' portfolios. To help the students focus on goals, the teacher comments should be brief and address specific work samples. Comments should include both strengths and weakness in the students' work.

Teacher assessment can also take anecdotal records, checklist of students' performance, rating scales, and conferences.⁷¹ As stated in the background of the study, assessment is the main thing to know how the students understand about teacher explanation in the teaching and learning process. Assessment is the first thing for the teachers to consider when the teacher want to classify the students' ability. Furthermore, in the Language Research Bulletin, 23, ICU, Tokyo stated that decision to have learners design and give oral presentations was strongly influenced by considerations of authenticity and backwash.⁷² The decision to have students present using posters was based on two main factors. Firstly, having a visual aid provided support for both the speakers and listeners during the activity, thus reducing stress. In addition, the process of designing and creating a poster gave a collaborative focus to the task, facilitating a group dynamic while also catering for different learning styles. Assessment took place in collaboration with the learners themselves, through an element of peer evaluation, and the posters were evaluated in this way.⁷³ From the observation result, the finding showed that the teacher assessment to assess students' poster presentation could discussed in the two categories. The first is the instruction of the teacher assessment to assess students' poster presentation and the second is the

⁷¹J. Michael O'Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (Longman, 1996) page 43.

⁷² Language Research Bulletin, 23, ICU, Tokyo, page 2.

⁷³ Language Research Bulletin, 23, ICU, Tokyo, page 3.

teacher assessment-scoring rubric used to assess students' poster presentation.

- a. Instruction of the teacher assessment to student's english poster presentation
 1. Using poster as a student's learning media in the teaching and learning process

In the result of the fourth meeting times observation, when the teacher asks to the students to make a poster assignment the students very enthusiasm because the teacher know that the students like to decorate in drawing something. When the students make a poster in a group the students talk each other what want the students do for the students' poster assignment. Based on the journal with the title the role of posters in teacher education programs by justina o. osa and linda r. musser in Pennsylvania State University.⁷⁴ Most posters are attractive but not all are effective teaching tools. A poster that promotes learning have some or all of the following characteristics. The learning poster will motive and inspire students to learn, stimulate interest in the topic ffectively illustrate a concept or skill, give the teacher guidance on how to use the poster, provide reproducible for students use, provide directions for hands-on activities, provide suggestions for additional

⁷⁴Justina O. Osa and Linda R. Musser, "The Role of Posters in Teacher Education Programs". Education Libraries Volume 27, No. 1 Summer 2004, page 17.

instructional activities.

In addition to these criteria, the poster itself should be well designed, well organized, legible, and attractive. The best learning posters present concepts succinctly, grabbing and retaining students' attention and interest.

2. Poster presentation being a student's interesting

In the finding, the researcher found that poster presentation being a student's interesting because using poster media can be adds more knowledge for the students. According to Siti Rahma in the thesis with the title the effectiveness of poster presentation in teaching speaking to the seventh graders of MTs NW Ketangga in the school year 2013-2014.⁷⁵ The poster presentation is a dynamic communication tool evolving over the past four decades, as a means to accommodate the increasing number of researchers, especially graduate students, seeking a means for scholarly presentations of their research (Fred Stoss; University at Buffalo Libraries). Poster presentation is a simple media in which it is easy to be used, understood, and comprehended. Poster presentation is an interesting media in teaching speaking. Poster

⁷⁵ Siti Rahma, "the effectiveness of poster presentation in teaching speaking to the seventh graders of MTs nw ketangga in the school year 2013-2014", STKIP HAMZANWADI SELONG, 2014, page 15.

presentation in this research is a poster with interesting color and pictures.

- b. Teacher assessment scoring rubric used to student's english poster presentation

The teacher using two scoring rubric, the first is the poster assessment scoring rubric and the second is the poster presentation assessment rubric. Teacher assess students' poster assessment to know the logical structure, the use of suitable fonts and illustrations, the use of grammar, spelling and language and the last is effective communication of research. In the poster assessment teacher assess students' using the good scoring rubric not only give the score with what the teacher want. The teacher using the poster presentation assessment scoring rubric to know : the presence, the knowledge of work presented, the ability to answer question and flexibility in presenting, and the overall communication. Rubrics being a teachers' need in assessing students performance.⁷⁶ Direct, systematic observation and rating of students' performance of an educational objective, often an ongoing observation over a period of time and typically involving the creation of products. The assessment may be a continuing interaction between the teacher and the student and should ideally be part of the learning process. The assessment should be a real-world performance with relevance to the

⁷⁶ Dr. V.M. Muthukumar (terakhir) et al., "ASSESSMENT FOR LEARNING. page 109".

students' community. In the students group the teacher not only assess student's assessment group but also students individual.

2. Students' Perception Toward the Implementation of Poster Presentation as a Teacher Assessment

Students' perception toward the implementation of poster presentation as a teacher assessment are a good way. It means the students accepted the way teacher implement the poster presentation as a teacher assessment in the classroom very well. In a small group, students can have more opportunities to involve themselves in face-to face interaction, share group responsibilities, and enhance their co-operative relationships.⁷⁷ The implementation of poster can be making a lot of perception by the students. There are the students who very enjoy the process of poster assessment start from making poster process until presenting the poster but there are students who does not enjoy with this poster implementation. Perception based on Simon Haykin is the sensory analysis of incoming streams of stimuli, aimed at learning the underlying physical attributes that characterize the environment in an on-line manner. So, knowing the students' perception toward the implementation of poster presentation is has benefit for both the teacher and the students. After the data displayed, the result of the data need to analyzed to know the intensity and quality the overall of students' perception. As the first step, the data from the item 1 until item 15 summarized in the one conclusion. Here the result of the recapitulation, based on the data that are display

⁷⁷ Huang and Hu, "Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes", p. 87.

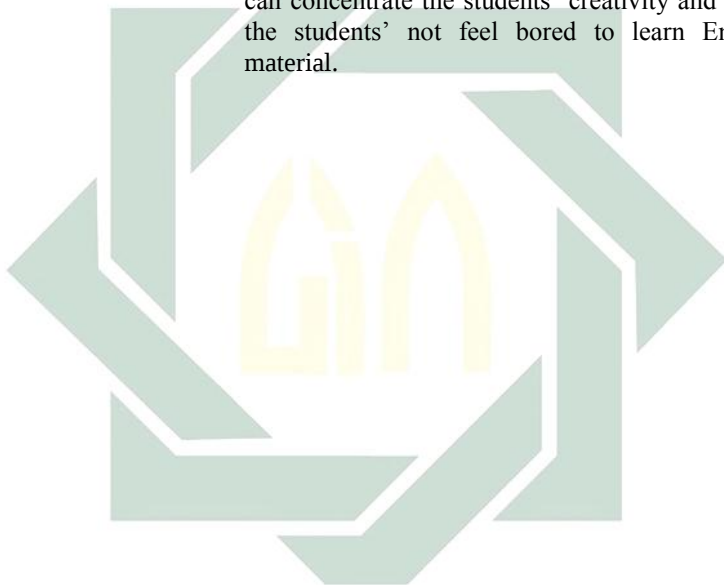
from the item 1 until item 15, it describes the result of questionnaire about students' perception toward the implementation of poster presentation as a teacher assessment. The calculation we can see that the "Yes" answer is more dominant than the "No" answer. According to the result we can conclude that the students perception toward the implementation of poster presentation as a teacher assessment is generally *good*, because the result of the yes answer is 69.96% and it include in 61%-80% range.

Nahum stated generally good perception means, that the students accept the way the teacher implements the poster presentation as the teacher assessment very well. Learner perception for activities in classroom has been associated with motivational factors, which influence learners' choices, engagement in action, effort, and persistence.⁷⁸ In line with Maria, positive perceptions toward teaching activities bring positive behavior and attitude to have a high motivation in learning.⁷⁹ Moreover, the students' perception can be measure of how well the implementation poster as a learning media, that is make the result of the students perception is generally good because the implementation of the poster presentation conduct very well. When the teacher asks about the students' perception, the students' get more chance to express the students want.

⁷⁸ Nahum, "Discovering Students' Preference for Classroom Activity", page. 52.

⁷⁹ Silvestra Maria Indrat Yessy Adipranata, "Students' Perception on The Use of Role Play Technique in Speaking Class in The English Education Study Program of Sanata Dharma University" (Yogyakarta: Sanata Dharma University, 2009), page 3.

Based on the discussion above, the researcher can conclude that the teacher assessment to assess student's poster presentation in SMP Al Azhar menganti Gresik is very well to conduct and it is reflected by the students' perception toward the implementation of poster presentation as a teacher assessment. Selecting poster as a learning media adds more students' enthusiasm in learning English lesson. Because using poster the students can concentrate the students' creativity and make the students' not feel bored to learn English material.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this study related to the analysis of teachers assessment to students poster presentation and students' perception about the implementation of poster presentation. This chapter also contains of the suggestions related of this study for the English teachers, the students' and the next researchers.

A. Conclusion

The result of the research is the teacher assessment to assess students' poster presentation and the students' perception towards the implementation of poster presentation at SMP Al Azhar Menganti Gresik. The conclusion of the research could explain as follow:

1. Teacher Assessment to Students' English Poster Presentation

Based on the classroom observation and document analysis results, the teacher used english poster presentation for being the teacher assessment to get the students' score using scoring rubric. The scoring rubric that the teacher used is the poster assessment and poster presentation assessment.

In the observation, the researcher found on the first meeting, teacher did not start to assess students. The way of teacher to assess students can conclude as performance assessment. On the second meeting, teacher only sees students' progress in poster making process. The way of the teacher assesses students' product can be concluded as authentic assessment. On the third meeting, the researcher found in earlier time that students still finished the poster assignment. The way of the teacher assesses students can be concluded as authentic assessment. On the fourth meeting, the researcher found the teacher assesses the students result by scoring rubric. After that, the teacher gives questionnaires to the students. The way of teacher did the stages can be concluding as authentic assessment.

2. Students' Perception Toward the Implementation of Poster Presentation as a Teacher Assessment

The students' perception toward the implementation of poster presentation as a teacher assessment are a good way. It means the students accepted the way teacher implement the poster presentation as a teacher assessment in the classroom very well, because using poster students can be more creative in decorating the poster paper, when the students using poster as a learning media the students' being more active, and the students also can get more experience in learning English material. Then the students' not feeling bored when the students learn about English lesson.

B. Suggestion

After conducting this study related to the teacher assessment to assess students' poster presentation, the researcher gives the significant suggestions that stated as follow:

1. For the Teacher

Based on the result of this study, it is known that the students are interested with the poster presentation assessment because the students' making the students' own poster by the students' self in a group. The suggestion for the, the teacher can be adding more directions to make poster presentation more fun.

The teacher using poster as a teacher assessment is the good way, because there is an assessment scoring rubric to assess how the students understanding about the English lesson. The assessment scoring rubric not only can use in the poster assessment but also can be used in the poster presentation assessment.

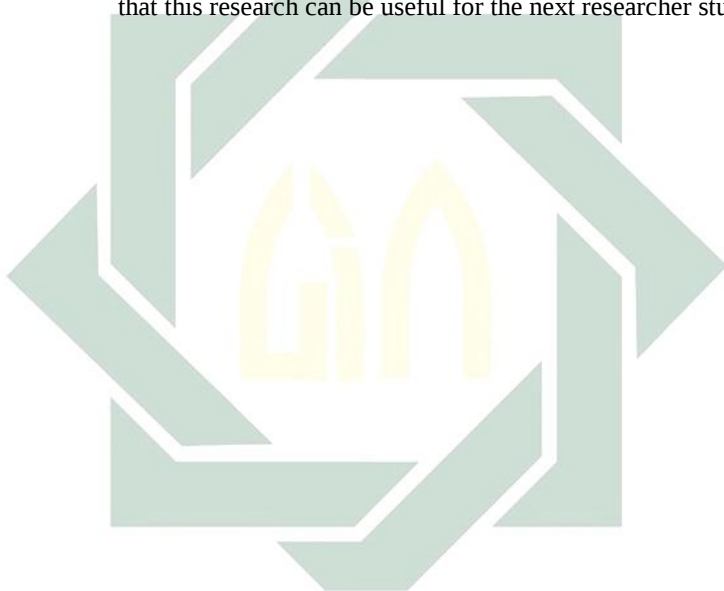
2. For the Students

Based on the result of this study, the students' can be more active, more creative and can understand well about the material using poster as an English learning media. Using poster, the students be more attractive because the students' make the poster by their self, it means the

students be more understanding well about the material content.

3. For the Next Researcher

The next researcher can develop this study then can be used as a consideration for the next researcher who wants to conduct the research about the teacher assessment to assess students' poster presentation. The next researcher can investigate the difficulty or challenge when the students' using poster presentation as an English learning media. I hope that this research can be useful for the next researcher study.



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