THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES BY THE SEVENTH GRADE STUDENTS OF SMP N 2 BONJOL PASAMAN AT THE ACADEMIC YEAR 2017/2018

A THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1)

Degree on English Education Department



By:

GUSTIA EGA PUTRI
NIM: 2313.083

ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
BUKITTINGGI
1438 H / 2017 M

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By:

GUSTIA EGA PUTRI
NIM: 2313.083

Major Advisor

Hayati Syafri, S.S., M.Pd
NIP. 197815022009012004

Co Advisor

Merry Prima Dewi, M.Pd
NIP. 198403152015032003

ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
BUKITTINGGI
1438 H / 2017 M

PERSETUJUAN PEMBIMBING

Skripsi dengan judul **"The Implementation of Ongoing Assessment Activities at Seventh Grade Students of SMPN 2 Bonjol Pasaman"** yang di susun oleh **Gustia Ega Putri, NIM: 2313.083** telah di periksa dan disetujui untuk di Munaqasyahkan.

Demikianlah persetujuan ini di berikan untuk dapat dipergunakan seperlunya.

Bukittinggi, Agustus 2017

Pembimbing 1	Pembimbing 2
Hayati Syafri, S.S., M.Pd	**Merry Prima Dewi, M.Pd**
NIP. 197815022009012 004	**NIP. 19840315 2015032003**

PENGESAHAN TIM PENGUJI

Skripsi yang berjudul **"The Implementation of Ongoing Assessment Activities by the Seventh Grade Students of SMP N 2 Bonjol Pasaman at the Academic Year 2017/2018"**, **Yang disusun oleh GUSTIA EGA PUTRI, Nim. 2313.083**, telah diuji dalam sidang munaqasah Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, hari Kamis, 24 Agustus 2017 dan dinyatakan telah dapat diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Program Strata Satu (S-1) pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Jurusan Pendidikan Bahasa Inggris.

Bukittinggi, 24 Agustus 2017

Tim Penguji

Ketua

Dr. Mehsanp Melani, S.S.,M.Pd
NIP. 19810131200312200[illegible]

Sekretaris

Kori Lilie Muslim,M. Hum

Anggota

Dr. Melyanp Melani, S.S.,M.Pd
NIP. 19810131200312200[illegible]

Syahrul, M.Pd
NIP. 197003252003121008

Hayati Syafri, S.S., M.Pd
NIP. 197815022009012004

Merry Prima Dewi, M.Pd
NIP. 198403152015032003

Mengetahui
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Bukittinggi

Dr.H. Yunu Burhanuddin, Lc., M.Ag
NIP. 197305102000121002

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama/NIM	:Gustia Ega Putri / 2313.083
Tempat/Tanggal Lahir	:Koto Kaciak / 11 Agustus 1995
Fakultas/Jurusan	:Tarbiyah / Pendidikan Bahasa Inggris
Judul Skripsi	:The Implementation of Ongoing Assessment Activities by Seventh Grade Students of SMP N Bonjol Pasaman at Academic Year 2017/2018

Menyatakan dengan sesungguhnya bahwa karya ilmiah (Skripsi) dengan judul di atas adalah benar asli karya penulis. Apabila dikemudian hari terbukti bahwa skripsi ini bukan karya sendiri, maka penulis bersedia diproses sesuai hukum yang berlaku dan gelar keserjanaan penulis dicopot sampai batas waktu yang ditentukan.

Demikianlah surat pernyataan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Bukittinggi, Agustus 2017

Saya yang menyatakan,



Gustia Ega Putri

NIM. 2313.083

DEDICATION

MY LITTLE GIFT

First, I would like to say thank you to Allah SWT who gives everything in my life. My life has been blessed as life goes on.

A little gift special for

My lovely family

My family is everything for me without my family I am nothing,, because they always beside me in all condition. Special thanks for my parents, they are the greatest parents in the world, they always work hard all day all night,, without think about their condition.. thank you my parents you always you always think about my future. I pray to Allah, Allah can always give you healthiness and happiness.. I love you so much my parents..

For My lovely brother and my grandmother thank you for your love and affection and to give warmth and comfort when returning home. And thank you for all the love and prayers you have given.

My lovely best friends

Alhamdullillah friends ,, we can graduation together .. without feeling a lot of time we have passed both love and sorrow ,, Sasmi is a friend from junior high school until now even one Boarding house from beginning to end, Septi is a friend from early semester to now and Insha Allah forever, Lidia is a classmate during the lecture and a

boarding too, Alhamdulillah friend finally we can wear the TOGA together, united in the Hall together and God willing this friendship will keep awake forever. Likewise with yeyen is a classmate during the bench of lectures, the spirit for yeyen hopefully soon follow us.

Thanks to his 4 years PBI C 13, have given comfort and happiness during the process of lecturing, thanks to be the most beautiful list in my life, because from here I learned that friends are everywhere, without ever looking at the language and the origin of its territory.
To the KKN friends group 74, (Iyat, mei, ami, ici, lita, bg ade, and reski) thank you for one month, because it has given many inspiration and experience during being in the middle of society.
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Always happy, positive thingking, work hard, responsibility and be the lovely person to all people later ..
All of you the best teacher for me
Thanks you.. EGA...

ABSTRAK

Gustia Ega Putri. 2313.083. Implementasi Aktifitas Penilaian Berkelanjutan di Kelas VII SMP N 2 Bonjol. Skripsi. Institut Agama Islam Negeri Bukittinggi. 2017

Penelitian ini dilakukan berdasarkan beberapa permasalahan yang ditemukan pada siswa kelas VII SMP N 2 Bonjol dalam mengikuti aktifitas pembelajaran dan penilaian di dalam kelas. Guru telah menerapkan aktifitas penilaian berkelanjutan dalam memberikan penilaian kepada siswa. Tetapi di dalam kelas para siswa masih tidak efektif dalam mengikuti pembelajaram bahkan saat di lakukan penilaian. Kemudian guru dalam mengajar dan menilai masih berindikasi bahwa dia masih belum mengaplikasikan semua aktifitas penilaiain berkelanjutan. Selanjutnya, tujuan dari penelitian ini untuk mengidentifikasi penggunaan aktifitas penilaian berkelanjutan di Kelas VII SMP N 2 Bonjol

Penelitian ini adalah penelitin deskriptif kualitatif. Informan penelitian ini adalah guru yang mengajar di kelas VII 1 dan VII 2 dan beberapa siswa yang dipilih dengan menggunakan teknik snowball sampling. Data dianalisis dengan menggunakan metode analisa Miles and Huberman yang di kemukakan oleh Sugiyono

Berdasarkan data yang di peroleh peneliti di lapangan dapat disimpulkan bahwa guru telah mengaplikasikan aktifitas penilaian berkelanjutan didalam kelas tetapi dia belum mengaplikasikan semua aktifitas dalam penilaian berkelanjutan. Pertama, pertanyaan dan respon siswa. Ini terdapat lima aktifitas dan guru hanya mengabaikan satu aktifitas yaitu dia tidak memantau keadaan siswa satu persatu, dan tidak semua aktifitas siswa dinilai. Kedua, fortofolio. Ada empat aktifitas dalam tahapan ini tapi guru mengabaikan dua aktifitas yaitu guru tidak meminta siswa untuk mengerjakan latihan di kertas selembar. Ketiga, kelompok diskusi, ada lima aktifitas dan guru telah mengaplikasikan semuanya. Keempat, ujian mingguan, ada dua aktifitas dan keduanya telah diaplikasikan oleh guru yaitu pemberian kuis setiap minggu dan pelaksaan ulangan harian. Dan tearakhir realita kelas, guru telah memahmi keadaan masing-masing siswa tetapi dia tidak memberikan tugas-tugas yang banyak kepada siswa sesuai tuntutan kurikulum.

Kata kunci: Penilaian Berkelanjutan, Siswa SMP Kelas VII

ABSTRACT

Gustia Ega Putri, 2313.083, The Implementation of Ongoing Assessment Activities at Seventh Grade Students of SMPN 2 Bonjol, A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2017.

This research was conducted based on the problems which were found by seventh grade students of SMPN 2 Bonjol in the class. The teacher had used ongoing assessment activities in the class. But, in the class, some of students still had problem when the teacher assess them. Then the teacher indicate that she had not yet applied all of ongoing assessment activities in seventh grade class. Furthermore, the purpose of this research was to identify the implementation of ongoing assessment activities at seventh grade students of SMPN 2 Bonjol.

This research was descriptive qualitative research. The informants of this research were the teacher who taught in class VII 1 and VII 2 and some of students from the seventh grade in class VII 1 and VII 2 that were chosen by using snowball sampling. The data were collected through observation and interview. The data were analyzed by using Flow Model Miles and Huberman by Sugiyono.

The finding of the research, it can be concluded that the teacher had implemented ongoing assessment activities in seventh grade class but she did not apply yet all of ongoing assessment activities for seventh grade students. First, questions and students feedback. It consists of five activities and the teacher just ignored one activity that is she did not assess all students' activity in the classroom. Second, portfolio. There are four activities but the teacher did three activities. The teacher ignored ask students to made task in sheet of paper. Third, group discussion. There are five activities and the teacher applied all of activities in this stages. Fourth, weekly test. There are two activities and the teacher had applied all of activities in this stages. The last classroom realities. The condition of students who do not allow to do so many tasks, while they are first-rate students who have just entered high school. In the 2013 curriculum the demands assigned to students are included many categories.

Key words: Ongoing Assessment, Seventh Grade Students

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Alhamdulillahirabbil' alamin, in the name of Allah, the most gracious and the most merciful, who always gives his blessing in completing this thesis under the title "The Implementation of Ongoing Assessment Activities at Seventh Grade Students of SMP N 2 Bonjol". *Shalawat and Salam* to most honorable prophet Muhammad SAW, messengers, and his followers who has opened our mind to study until now.

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Hopefully, Allah SWT always blesses the people who have helped the researcher whether they are mentioned obove or not and all their sacrified become their merciful deeds to help them gain success in their future life. Hence, the suggestion, valuable crities, and the meaningful advices from the reader are highty appreciated to make this thesis become more meaningful.

Bukittinggi,August 2017

The Researcher,

Gustia Ega Putri

NIM. 2313.083

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CHAPTER I



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CHAPTER I

INTRODUCTION

A. Background of the problem

In teaching learning process, giving assessment is a duty of a teacher. Assessment is one of crucial things in teaching learning program. According to Brown, "Assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that encompasses a much wider domain. It is designed to determine or to evaluate students' ability".[1] Hence, teachers should continually assess direct time during the learning process in the classroom. When assessing the students, teacher sometime assess the score inaccurately, like; smart students get lower score because she or he has a bad attitude, when teachers ask questions to the students, sometimes students can answer directly, but there are some students can not answer at all, so it can influence students' itself. Therefore, if the teacher want to be clear in assessing students, they need ongoing assessment technique.

Ongoing assessment is an interactive technique used for assessing students, because this technique emphasizes on interactive activity involving the use of knowledge that can help both teacher and students develop ongoing assessment when learning process in class. Ongoing

[1] Brown, H.D, *Language Assessment: Principles and Classroom Practices*, (San Francisco, California: Longman, 2003), p.4

assessment technique is a term that signals that assessment should be diverse and happening all the time, through their own development and everyday experiences with literacy and learning but also through instruction, students change and learn all of the time.[2] Teacher need to continually update their knowledge about what students are experiencing in and out of school, what students know and can do, and how teachers can create context for students to become more literate and learn.

In assessing the student, teachers sometimes can not do it perfectly because when in the learning process of students often cause problems. Several factors by the students will greatly affect the learning process: Students the wrong understanding of the study will lead to a wrong attitude in doing the learning, some students weak or lack of motivation to learn will weaken the learning activities.

Nowadays, by using on going assessment technique, the students have many opportunities to improve their knowledge, attitude and learning styles during the learning process in the class that was assessed by the teacher. The students can be active in learning English, express their ability, and to be wake up in learning process. Ongoing assessment for the teacher to continually assess the efficiacy of various instructional approaches and materials, and its impact upon the learners.[3] Ongoing assessment for students was display a certain amount of exicetement and

[2] Conley, Teaching Today Learners, (Content Area Literary.7722.Ch 06) p. 159

[3] Robert Croker.1999. Fundamental of ongoing assessment. (p.10-16) PDF: http: // www.jalt.org/test/PDF/Croker 1. Pdf

even pleasure at the prospect of being able to show off what they have learn.

Based on the researcher's preliminary research, the technique that was used by the teacher for assessing students was ongoing assessment. The researcher did interview with the teacher and some seventh grade students of SMP N 2 Bonjol.The researcher asked about the assessment used by the teacher in finding students' achievement.

The researcher found that the teacher do not really understand the condition of students, because English is the first foreign language they had just learned. Teachers have not applied the assessment process well. In giving a test, sometimes the teacher adopted the text from book and made the questions of the test by herself. In assessing students' ability in four skills of English, she gave integrative test. Then, the teacher observed students in ongoing process and every meeting in order to know students improvement.

Some students felt that they are differentiated in the assessment undertaken by the teacher, because the students are smart they often get good grades, and for students who are less diligent or unfavorable attitudes they often receive negative assessments from the teachers. Although the teacher has applied ongoing assessment technique to assess students, some students are still less active and have less spirit during the lesson. Moreover, students fill that some of the task they have to do by the teacher

make them depressed and forced, because for those seventh grade students, English is the first foreign language they had just learned.

By studying in ths case, the researcher is interested in wtiting a proposal entitled "**The Implementation of Ongoing Assessment activities at Seventh Grade Students of SMP N 2 Bonjol Pasaman in Academic Year 2016/2017"**

B. Problem and Focus of the Research

As mentioned in background of the problem, although the teacher applied ongoing assessment technique, some students still less active in the learning process. So, some problem can be identified, as follows:

1. The teacher did not assess all students' activities in the classroom
2. English is the first foreign language that the students had learned
3. The teacher have not applied the assessment process well in the classroom.
4. Some students feel that they are somewhat differentiated in the assessment undertaken by the teacher.
5. some students are still less active and have less spirit during the lesson.

Based on the identification above, this research is focused on analyzing the implementation of ongoing assessment activities at seventh grade tudents of SMP N 2 Bonjol Pasaman.

C. Research Question

Based on the background of the problem above and and focus of the research above, the researcher wants to analyze the implementation of ongoing assessment activities at seventh grade class students of SMP N 2 Bonjol Pasaman. The problem of the research can be stated as follow: "How does the teacher apply ongoing assessment technique to assess students when the learning process occur?"

D. Purpose of the Study

The purpose of the research in line with formulation of the problem above, the purposes of this research is to know how to the teachers implement of ongoing assessment activities in English class at seventh grade of SMP N 2 Bonjol Pasaman.

E. Significance of the Study

The result of the research hopefully could give meaningful contribution to:

1. The students

   The researcher hope that the students have a great value, in accordance with their capabilities and skills during the learning process and assessment processes takes place.

2. The teachers

   In this research, the researcher hopes that the research result will give benefit for the teachers in assessing and learning process in order to improve their quality in teaching English.

3. The readers

   By doing the research, the researches hopes that the readers will undersatand about assessing by using ongoing assessment technique. Besides, the result of this research will be one of the references to improve the techniques or assessing young learners class.

4. For institution

   This research can be used as reference for the next researcher.

F. Defenition of key Terms

To avoid misunderstanding and misconception among the reader, the researcher will explain the key terms as the follows:

1. Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions.
2. Assessment is a process that encompasses a much wider domain. Whenever a student responds to a question, or tries out a new word, the teacher subconsciously makes an assessment of the student's performance.
3. Ongoing assessment activities is a term that signals that assessment should be diverse and happening all the time. Through their own

development and everyday experiences with literacy and learning but also through instruction, students change and learn all of the time.

CHAPTER II



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Assessment

a. Definition of Assessment

Assessment is a popular and sometimes misunderstood term in current educational practice.[4] on the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or Structure, the teacher subconsciously makes an assessment of the student's performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher, and possibly other students.

According to Permendikbud No. 66 Tahun 2013, Standard assessment, that assessment is the process to collect or process the information to measuring the result of the study from the students.[5] In addition, Griffin and Nix states that assessment is a statement based on the evidence to explain the characteristic about someone or something.[6]

[4] Brown, H.D, *Language Assessment: Principles and Classroom Practices,* (San Francisco, California: Longman, 2003), p.4

[5] Lampiran Permendikbud no 66 tahun 2013, Standar Penelitian Pendidikan

[6] Wasri Febrianti, *Assessment Conducted by English Teacher in Implementing 2013 Curriculum,* (Thesis: STAIN Batusangkar, 2015), p. 12

Based on the explanation above, assessment is the process to collect, analysis, and know about the result of the students based on continues, and assessment is the final results of an activity or the result something in middle test that has been done by students in one basic competence. A good teacher never ceases to assess students, whether those assessments are incidental or intend.

b. The purposes of Assessment

According to Sally in "Wasri's Thesis" the purposes of the assessment is to give reward to the students about their result of the study in their learning activity.[7] Then the purposes of assessment as follows:

1. To give information about the students' progress about personal in the result of the purposes of the study consist of the learning activity that have done.
2. To give information that have benefit for guide to continue the learning activity, it is good for the students personal or the all students.
3. To give information that have benefit for teacher and students to know the students' ability, difficulty, easy, to do the remedial activity and more know about the material.
4. To give motivation for the students about the way of study with give those about the progress is more know about the material.

[7] Wasri Febrianti, Assessment Conducted by English Teacher....., p.12

5. To give guidence to choose the school or ability that consists with their skill, and their want.

Based on the purpose above, it can be summarized that the purpose of assessment are to give information, motivation, and guidance of the teacher about the students' ability and progress in the teaching process.

c. Assessment for Students

According NCCA (National Council for Curriculum and Assessment), the term 'assessment' derives from the Latin word 'assidire'. In many respect that simple phrase told a lot about the essence of assessment in the context of the primay school classroom.[8] Its tone is non threating and affirming, and it suggests a partnership based on mutual trust and undestanding, it reminds that there should be a positive rather than a negative association between assessment and the process of teaching and learning in schools.

Assessment differs from evaluation. According to Brindley in Nunan, assessment refers to colecting information and making judgements on learner's knowledge, whereas evaluation is use when collecting and interpreting information for making decisions

[8] NCCA, National Council for Curriculum and Assessment, *Childrenn's Early Learning and Development*, (2004), p. 23

about the effectivenes of an education program.[9] Cameroon also states that there are three keys concept in assessment. They are evaluation, assessment, and testing. Evaluations refers to a boarder notion then assessment, and refers to a process of systematically collecting information in order to make a judgement.[10] While assessment is concerned with pupil's learning or perfomance and thus provides one type of information that might be use is evaluation. And testing is particular form of assessment, which is concerned with measuring learning through performance.

NCCA also states that assessment invilve much more than testing. In the boardest sense assessment is concerned with children's progress and achievement.[11] More especially, classroom assessment may be defined as the process of gathering, recording, interpreting, using and communicating information about a child's progress and achievement during the development of knowledge, cocepts, skills, and attitudes.

Based on some theories above, it can be concluded that assessment is an integral part of instruction and learning. When assessment is located in the primary classroom, the assessment defined as process of collecting information in order to make

[9] David Nunan, *Teaching English to Young Learners*, (Anaheim: Anaheim University Press, 2004), p. 23

[10] Lynne, Cameroon, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 1996), p. 222

[11] NCCA, National Council for Curriculum and Assessment, *Childrenn's Early Learning and Development*, (2004), p. 23

judgement about a child's progress and achievement during the development of knowledge, cocepts, skills, and attitudes.

d. Principles of Assessment for Learning English

Assessment for learning must be underpinned by the utmost confidence that every student can improve.[12] Assessment for learning should enable reciprocal learning where teachers and students share and value each other's sense-making processes.

1. Learning to learn

Good assessment should focus less on "do they have the right or wrong answer?" and more on making students' thinking visible to both teacher and student. It should help develop understanding of the strategies and patterns students have constructed in order to make sense of the world.

The assessment for learning process can unlock the approaches used by students and help them to become more aware of not only what they are learning, but how they are learning it. This empowers students to take control of their own learning, by developing their skills of self-regulation.

[12] Principles of assessment for learning _ Underlying principles of assessment for learning _ Assessment in the classroom, © Crown copyright.

2. Building students' assessment capability

When students actively participate in assessing their learning by interpreting their performance, they are better placed to recognise important moments of personal learning. This helps them to identify their own strengths and needs, and discover how to make 'Where to next?' decisions.

Students should be educated in ways that build their assessment capabilities, so they can take increasing control of their own learning and, through this process, become more effective and independent learners.[13]

3. Engagement and motivation

One of the most important purposes of assessment for learning is the role it plays in student motivation. Knowledge and understanding of what is to be achieved is not enough. Students must want to make the effort and be willing to keep on engaging, even when they find the learning difficult.

Developing students' assessment capabilities engages and motivates them, and helps them to become more independent learners. Assessment that encourages learning promotes motivation by emphasising progress and achievement rather than failure.

[13] Principles of assessment for learning _ Underlying.....© Crown copyright.

4. Content knowledge

Knowledge of both curriculum and pedagogical content is essential for effective assessment for learning. Teachers require deep knowledge of the content to be taught and how students learn it. This means having a clear understanding of the concepts, a sense of the likely understandings and misunderstandings students will bring to the classroom and how to best facilitate new learning.

To provide effective learning opportunities, teachers need to understand the curriculum, its goals, and how students can progress towards them. Assessment for learning is dependent on knowledgeable teachers who can interpret their observations and act on those interpretations to enhance learning.

5. Planning and communication

Assessment for learning should be built into teachers' planning as a part of everyday classroom practice. Learning goals, teaching strategies and assessment criteria should be carefully matched. Students should know in advance what they will learn, as well as how and why they are to be assessed.[14]

Teachers' programme planning should be flexible so that they can make changes in response to new information, opportunities or insights. Their planning needs to include

[14] Principles of assessment for learning _ Underlying.....© Crown copyright.

strategies to check students understand the goals they are pursuing and the criteria that will be applied in assessing their work.

6. Cumulative measurement of progress

Assessment should be valid, fair and suited to the purpose. It should measure progress, not just achievement. Any assessment can only provide a snapshot of achievement on a particular day. Performance will vary from day to day depending on:

a) The nature of the assessment task
b) The conditions in which the assessment is undertaken
c) The purpose of the assessment
d) The student's preparation
e) The student's engagement and motivation.

To make a valid and fair measure of progress over time, teachers need to analyse information from a range of sources. It's important that teachers gather information both formally and informally, using a range of approaches to add to or modify their picture of each student's learning over time.

7. Support for teaching and learning goals

Teachers need to know how a given assessment should enhance learning, and how to check if it has. Assessment should emphasise quality student-teacher learning interactions and be fit for purpose.

Assessment for learning supports teaching and learning goals in three key ways:[15]

a) Identifying the learning need

b) Feedback

c) Next teaching and learning steps

In addition Assessment Reform Group conclude that there are some big principles of assessment for learning as follows:[16] The provision of effective feedback to students, the active involvement of students in their own learning, adjusting teaching to take account of the results of assessment, recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are critical influences on learning, the need for students to be able to assess themselves and understand how to improve.

[15] Principles of assessment for learning _ Underlying principles ..... © Crown copyright.

[16] Assessment for Learning- Wikipedia. Htm, The UK Assessment Reform Group (1999), modified on 9 January 2017, at 02:56

2. The Nature of Ongoing Assessment

a. Defenition of Ongoing Assessment

Ongoing assessment is a term that signals that assessment should be diverse and happening all the time. Through their own development and everyday experiences with literacy and learning but also through instruction, students change and learn all of the time.[17] In addition, ongoing assessment is the process of gathering information in the context of everyday class activities to obtain a representative picture of children's abilities and progress.[18] Ongoing assessment itself is defined as a tool for making reflection towards teaching learning process in seeking the efficacy of an instructional approach and seeing its impact to the students, showing enquiry about learners themselves or diagnosing learners' problems.[19]

Formative or ongoing assessment is carried out on a continual or periodic basis throughout the semester. Its essential goals are broader than summative assessment, much more than the administrative task of determining grades. It has strong

[17] Conley, *Teaching Today Learners*, (Content Area Literary.7722.Ch 06) P. 159

[18] Diane, Trister Dodge, Cs, *Beyond Outcomes: How Ongoing Assessent Support Children's Learning and Leaks to meaningful curriculum*, (Spotlight on Young Children and Assessment, 2004), p.9

[19] Amy, kustina, *Implementing Ongoing Assessment in an EYL Class. (*Jakarta*:* Journal of English and Education, 2014), p. 1-8

pedagogical goals also diagnosing learner problems, assessing the efficacy of instruction, and to understand the learner herself.[20]

It means that ongoing assessment technique an assessment should be carried out continuously teacher to the students during the learning process. Formative assessment is also labelled ongoing assessment as it is continually taking place within the classroom. ongoing assessment is also concerned about the process of learning. In this way, teachers can identify how students acquired the language proficiency suggested by their test performance. The assessment aims to make students more motivated to learn English.

b. Key Features of Ongoing Assessment

According to Blythe, there are two principle components of the ongoing assessment process: establishing criteria and providing feedback.[21]

Criteria for each performance of understanding need to be:

1. Clear

   Articulated explicitly at the beginning of each performance of understanding though they may well evolve over the course of

[20] Robert, Croker, *Fundamental of Ongoing assessment,* (Shiken: JALT Testing & evaluation, 1999), p.10

[21] Tina, Blythe and association, *The Teaching for Understanding Guide*, (San Fransisco: Josey-Bass,1998), p.1-2

the performance, especially if it is new to the teacher as well as the students.

2. Relevant

   Closely related to the understanding goals for the unit.

3. Public

   Everyone in the classroom knows and understands them.

Tina also states that Feedback needs to several points as follows:[22]

1. Occur frequently, from the beginning of the unit to its conclusion,in conjunction with performances of
2. Understanding, some occasions for feedback may be formal and planned (such as those related to presentations); some may be more casual and informal (such as responding to a student's comment in a class discussion).
3. Provide students with information not only about how well they have carried out performances but also how they might improve them.
4. Inform your planning of subsequent classes and activities.
5. Come from a variety of perspectives:from students' reflection on their own work,from classmates reflecting on one another's work,and from the teacher.

[22] Tina, Blythe and association, *The Teaching for Understanding*.....p.1-2

Thus, the teachers are in demand should be able to understand the principles of assessment before assessing the students, assessment of teachers to students according to their abilities, because the more professional a teacher it will be increasingly intertwined a harmonious learning process between teachers and learners.

c. Principles of Ongoing Assessment

There are five sets of principles of Ongoing Assessment its purpose, its form, nature of data collection, degree of formality, and multi-dimensionality,[23] there are:

The first principle is learner oriented ongoing assessment seeks to better understand the learners in the classrooms what motivates them, their learning style preferences, and the learner strategies that they employ. It can also facilitate increasing student knowledge and understanding of their own learning motivation, style preferences, and strategies, so the main audience is both the teacher and the learners.

The second principle is the form of ongoing assessment. A useful distinction can be made between response based ongoing assessment and observation based ongoing assessment. In response based ongoing assessment, the learners are assessed based upon

[23] Robert, *Croker, Fundamental of Ongoing assessment*, (Shiken: JALT Testing & evaluation, 1999), p.12

responses that they make to certain questions or activities, set either by the teacher or by the learners in collaboration with the teacher. The learners are aware that they are being assessed, within a given framework and within a given time period.

The third principle relates to the form of data collection ongoing assessment encompasses both qualitative and quantitative data collection. Quantitative data collection is data that can be easily counted correct responses on a test, number of words spoken per minute, average length of phrase, length of pauses. Qualitative data is less easily quantified, but often more insightful student description of learning strategies, student recollection or teacher observation of student reaction to different teaching strategies.[24]

The fourth principle is the formality of data collection ongoing assessment includes both formal and informal data collection. Formal ongoing assessment includes short class tests, reports and homework, assignments, and portfolios. Informal ongoing assessment includes classroom observations, reflective journals, and questionnaires.

The last principles is ongoing assessment can be multidimensional it often relies upon more than one form of data collection. Ongoing formal paper tests may be augmented by

[24] Brady, Laurie, *Curriculum Construction*, (Australia: Pearson Pretice Hall, 2007), p. 222-223

portfolios, conferences, self and peer assessment, and classroom observations. Ongoing assessment may be multi leveled, multi dimensional, and longitudinal. This increases triangulation, which increases the reliability and validity of ongoing assessment.[25]

From the overall principles of the above, it can be concluded that the principles of ongoing assessment that teachers try to better understand the learners and establish a good relationship between teachers and students and the principle of cooperation with each other. Also, the assessment will be undertaken to students must be on the data that is valid and in accordance with the students need. Assessment is not only in the form of formal but informal also, so that students are not overburdened.

d. Purpose of Ongoing Assessment

Four purposes of assessment that are exclusively classroom based exclusively classroom based. They comprise setting expectations for students; making a diagnosis of learning problems; monitoring learning by focusing on achieved outcomes; and assigning grades,[26] there are:

[25] Robert, Croker, *Fundamental of Ongoing assessment*, (Shiken: JALT Testing & evaluation, 1999), p.12

[26] Brady, Laurie, *Curriculum Construction*, (Australia: Pearson Pretice Hall, 2007), p. 221

There are three purposes of ongoing assessment to focus upon learning and teaching outcomes, learning and teaching processes, and the learners themselves.[27]

1. The focus of assessment oriented ongoing assessment is learning outcomes and teaching outcomes; that is, what the students have learnt, and what the students are having difficulty with. It is used to identify learner successes and problems, on the one hand as a basis for determining grades, and on the other to determine instructional priorities. This is the most commonly associated basic purpose of ongoing assessment. The main audience for assessment oriented ongoing assessment is both the teacher and the learners.
2. The focus of instruction oriented ongoing assessment is the learning process and teaching process. It seeks to answer questions such as how effective instruction is, learner reaction to different teaching strategies, and learner preferences for different classroom activities.
3. The purpose of this kind of ongoing assessment is to inform instructional decisions, to facilitate more effective instruction.

[27] Robert, *Croker, Fundamental of* p.12

Most teachers are constantly doing this, consciously or subconsciously to varying degrees, and informally.[28]

The point is that ongoing assessment represents a way to make this process more systematic and purposeful. Techniques include group discussions, feedback forms and questionnaires, and learner journals.

e. Activities Used in Ongoing Assessment

According to Susan Carbery activities used as ongoing assessment technique has attempted to include assessment items that many teachers may normally incorporate in their classess,[29] there are:

1. Questions & Student Feedback

   Questions, and student feedback forms are similar in purpose, form, and nature. Their main use is to obtain information about the teaching and learning processes. This information includes students' goals and expectations; their feelings and attitudes about themselves and their peers; their experiences and the learning process.

[28] Robert, *Croker, Fundamental of Ongoing assessment*, (Shiken: JALT Testing & evaluation, 1999), p.12

[29] Susan, Carbery, *Practicalities of Ongoing Assessment*, (Tokyo: Obirin University, 1999), p.10-16

As these activities usually take the form of a response based activity, teachers can control the kind of response they elicit by being systematic in the choise of questions.

There are five activities in this activity. Here are some information about questions & students feedback:[30]

a. Students' goal to learn English

In this activity, the teacher held question and answer with the students, all the students' work answers submitted by the teacher, students are expected to answer. The main point asked by the teacher is what is the purpose of students in learning English, the assessment stage in this activity is the teacher assess the fluency of students.

b. Students' expectation in English

Teacher expectations in this activity is the realization of cooperation between teachers and students, students judged in terms of understanding the language and understanding of material presented by the teacher.

c. Flashback the previous lesson

To remember past lessons, the teacher runs this activity in the classroom, the assessment procedure in this activity is before going into the teacher's lesson telling a

[30] Susan, Carbery, *Practicalities of Ongoing Assessment*, (Tokyo: Obirin University, 1999), p.10-16

story first and then the contents of the story are related and related to the new material to be taught.

d. Explain materials

The teacher explains the lesson in front of the class, while monitoring and monitoring the students as a whole. The purpose of this activity is for mutual relationships between teachers and students to run perfectly.

e. Explain materials by using media

Activities that are made of media that has been available in the classroom or a school, can be utilized by teachers and students during the learning process. Forms of learning media available are LCD, Computer, Cable, etc. In the curriculum of 2013 teachers are required to be active and wise in using electronic devices related to computers, the goal to achieve the process of learning to teach perfectly.

As a result of this activity, teachers can control the kind of response they elicit by being systematic in the choice of questions.

2. Portfolio

Portfolios are used as a collection of the students' work to demonstrate their abilities and achievements. This has the benefit of being a continuous record of accomplishment

available to show to others.[31] Portfolios also encourages students to be a part of the assessment process. Portfolios made students and teachers work together to determine the class goals and assessment criteria. However, the nature of portfolios is that they need to be an integral part of teaching if they are to be of benefit.

The first activity done by the teacher is the teacher collected the students' work, the teacher provides the exercises and tasks to the students. The second activity, the assessment of the students' work. After the tasks and training results have been collected, the teacher assesses the exercise of the students. For anyone who has a high score, then the teacher gives score and duty to the students' result. Form of appreciation given by the teacher in the form of words such as; good, exelent, nice, etc.

3. Group Discussions

Observations in the classroom are undoubtedly occurring all the time. However, to be of value they need to be carried out in a systematic and manageable fashion. Classroom observations are distinct from observed communicative activities in that they are always informal and involve the teacher making observations of normal classroom activity and

[31] Susan, Carbery, *Practicalities of Ongoing Assessment*, (Tokyo: Obirin University, 1999), p.10-16

behavior. Teachers often do this immediately after setting a task to ensure that students have understood the instructions, etc. Observed communicative activities on the other hand, can be formal from the teacher recording a grade from set criteria for a particular activity. Group discussions have been included here as a means of observing students using the target language and employing language strategies.

There are five activities in this activity;[32] First, the teacher grouping students for a discussion of the new material lesson, in this process all students are divided into several groups. The division of groups is not based on any kind of student list or student room and seat while studying. Second, the teacher assess the perfomance of each student in the group discussion, the performance assessment of the students is the core activity, because in the group discussion, student performance is one of the high points in the assessment criteria, the better the students' performance, the better their value. They are demanded actively and creatively in group learning activities. Third, The Teacher sets the topic to be discussed, material topics for group discussions based on existing syllabus and curriculum, materials and topics shared with students as a whole. All students are given topics from syllabus-based

[32] Susan, Carbery, *Practicalities of Ongoing Assessment*, (Tokyo: Obirin University, 1999), p.10-16

subjects and lesson plans that are available based on the 2013 curriculum. Fourth, the teacher assessed the result of the performance of the group. Assessment based on the 2013 curriculum has certain criteria, such as A, B, and C. And objective assessment with a range of 50-100. The last, summarize the topics that have been discussed. The conclusion aims to re-discuss and conclude what has been discussed, the discussion in accordance with the topics that have been provided and shared among each group.

4. Weekly Tests

Weekly tests are perhaps the most recognisable of activities used for ongoing assessment. They are also useful for recording quantitative performance results.[33]

There are two activities in this activity that is:

a. Quiz

In this activity, the teacher as a medium in determining the value of what has been obtained by students, the quiz held every once a week. Generally the quiz is held to hone and train students' skills in understanding and deepening about the material that has been taught in the last week. In addition, the purpose of this activity is to achieve a complete ongoing assessment

[33] Susan, Carbery, *Practicalities of Ongoing Assessment*, (Tokyo: Obirin University, 1999), p.10-16

process in which teachers can assess student outcomes based on quiz exercises conducted over a week.

b. Students' work during the week

Same with quizzes, daily tests are also held to hone student skills. However, the difference between daily reactions is not held every week, sometimes some teachers who teach using the 2013 curriculum apply weekly recessions each week with the same goals as quizzes in assessing the ongoing assessment.

5. Classroom Realities

The constraints of time, class size, syllabus and school administration, just to name a few, can be so restrictive that the incorporation of a systematic process of ongoing assessment seems to be both impractical and impossible. For the most part Ongoing Assessment activities are qualitative and informal and it is the principles which make the Ongoing Assessment practical for the classroom. It merely needs to be consistent and incorporate a system of recording to elicit its full value. There are two activities in a realistic classroom:

a. Students are not too forced and burdened with the provision of task

b. Students are required to understand the materials of the syllabus and curriculum, for ongoing assessment in accordance with the needs.

In essence, the main activity of an ongoing assessment to gather information about the learning process, encouraging students to be part of the assessment process so that students are encouraged to take responsibility for the learning process. It allows teachers to set a realistic assessment criteria that are relevant to the classroom.

B. Review of Related Studies

In supporting this research, there are several relevant studies about implementation ongoing assessment conducted by some researchers. The first study was conducted, by Amy Kustina, at University of Education, Jakarta. Her thesis entitled "The Implementation of Ongoing Assessment in an EYL Class". Bandung, 2014. This study involved 31 of third grade students in an elementary school in Bandung. Moreover, this study employed Classroom Action Research and conducted observation and document analysis in the process of collecting the data.

The results showed that on-going assessment provided learning supports in the forms of the use of models of language use, building students' motivation (intrinsically and extrinsically) and building student' autonomy and responsibility for their further learning. In this case, selecting varied materials and forms of assessments that suit to young learners was the main aspects to consider in implementing on-going assessment in an EYL class.

The second relevant study is conducted by Arni Sukmiarni, at Universitas Nasional Pasim, Bandung Jawa Barat. Her thesis entitled " Self-Assessment among Young Learners of English. It was happen at Bandung, 2005. Her research was applied descriptive qualitative researh, In which she used observations, interviews, and document analysis as data collection method. The data were gathered from English teacher that implementation of self assessment in teaching and learning process. Based

on her research findings, she found that the students' activities in the learning process show that they are actively involved, enthusiastic, and motivated. The data trustworthiness was enhanced through credibility using technique and source triangulations.

The result of the study was show that the teachers are ready to apply self assessment technique maximally from the planning, implementation, and evaluation in the learning process. The activity steps in the self assessment, consisting of observing, questioning, experimenting, associating, and communicating, have been carried out by the teachers.

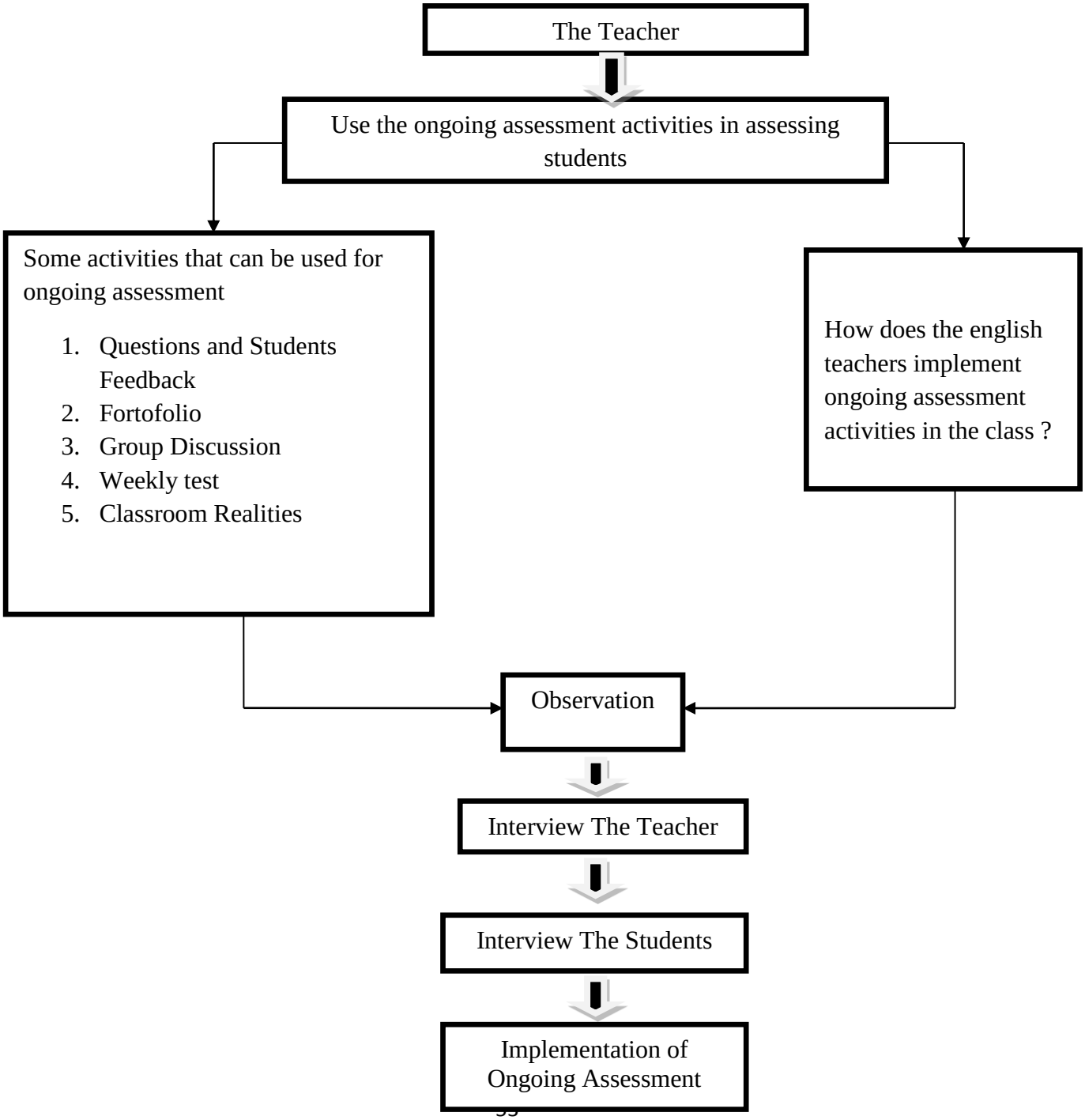
The third was conducted by Dwi Intan Apriani, English Education Department and a Lecture at STKIP PGRI Sumbar. Her entitled "An Analysis of Teachers' Assessment on Students' Speaking a Study at SMPN 2 Nan Sabaris Kabupaten Padang Pariaman in Academic Years 2014/2015". Her thesis research was applied a descriptive qualitative research, the result of two instruments; interview and observation shows that the English teachers of SMPN 2 Nan Sabaris. First, types of teachers' assessment on students' speaking at SMPN 2 Nan Sabaris Kec. Nan Sabaris Kab.Padang-Pariaman is: role play, conversation cloze, interview and scale and group oral exam. Second, type of speaking assessment dominantly is used by the teacher at SMPN 2 Nan Sabaris Kab. Padang Pariaman is role play. Furthermore, it shows by the percentage of the observation checklist between 25% - 100%.

Based on the research finding, the researcher formulated the conclusion into; the result of both interview and observation shows that all of the teachers use four types in assessing students' speaking. Next, types dominanntly is used by the teachers at SMPN 2 Nan Sabaris is role plays because can create conducive speaking and give students participation.

Based on the previous studies above, the researcher would like to conduct the implementation of ongoing assessment activities in an EYL at the seventh grade of SMP N 2 Bonjol At Academic Year 2016/2017 by the English teachers and focuses on some common activities that can be used for ongoing assessment in an EYL class.

C. Conceptual Framework

Conceptual framework below is a framework of the theory problem that are taken by the researcher. Conceptual framework of this research can create as follow:



Based on the conceptual framework above, the researcher want to know the teacher implement ongoing assessment activities. Identify the implementation of ongoing assessment activities at seventh grade of SMP N 2 Bonjol. The researcher do observation and interview to the teacher and students. After data are collected, the researcher will analyze the data to get the conclusion of the interview that has been done.

CHAPTER III



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CHAPTER III
RESEARCH METHOD

This chapter is focused on the method of researcher used, whether it is quantitative or qualitative. It include the setting of the research, informant of the research, technique of data collection, and technique of the data analysis.

A. Setting of the Research

This research is kind of descriptive qualitative research, because the researcher analyze the implementation of ongoing assessment technique that is used by teacher in teaching reading comprehension in learning process. Gay says that descriptive research involves collecting data in order to answer the question concerning the current status of subject of the study.[34] It means that if researcher conduct a descriptive research, the researcher should collect the data and try to describe it based on the current status found by the researcher. Then, Suryabrata states that descriptive research is a research that is used to describe about situation or condition.[35] So, descriptive research is a research that describe about situation or condition with collect fact to find the data without find or search relationship, measure of hypothesis.

[34] L.R Gay, *Educational Research Competencies for Analysis and Application*, (Singapore: Merril, 1990), p.189

[35] Sumadi Suryabrata, *Metodologi penelitian,* (Jakarta: Raja Grafindo Persada, 2011) p. 76

Then, according sugiyono states that qualitative research can be said as naturalistic research because this research is done in natural condition (natural setting).[36] It means that in qualitative research, the researcher do not give treatment in the object of the research. It can be concluded that a qualitative research based on the natural condition that be found by the researcher in the field. In addition, Sukamadinata states qualitative research is research that is aimed to understand the social phenomena of angles or perspectives participants.[37] It is clear that qualitative research is used to describe natural condition or phenomena in the field.

Based on the explanation above, the researcher use descriptive qualitative research. Moreover, the goal of the research is to analyze the implementation of ongoing assessment activities at seventh grade of SMP N 2 Bonjol Pasaman in academic year 2017/2018.

B. Informant of the Research

Informant is the people who give information about the situation of the research. The informants of this research are the english teacher and the students at SMPN 2 Bonjol. There are two English teachers who teach seventh grade students in SMPN 2 Bonjol. One of them implement Ongoing Assessment (OA) activities in an English class. The researcher

[36] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.8

[37] Nana Syaodih Sukamadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2009), p. 94

asked the English teacher to give some information about the implementation of ongoing assessment activities at seventh grade of SMP N 2 Bonjol Pasaman in academic year 2017/2018.

This researcher choose the English teacher who implement ongoing assessment technique in assessing English class, the teacher teaches in VII 1, VII 2, VII 3.

Table 2: The Total Numbers of Seventh Grade Students of SMPN 2 Bonjol in academic year 2015/2016

No	Class	Student's Totally
1	VII 1	25
2	VII 2	26
3	VII 3	26
	Total	77

Source: Student's List Name of the 7th Grade

The data was completed by students' interview. The informants was chosen by using snowball-sampling technique. Sugiyono mentions that snowball sampling is technique that is use to choose the informant based on the first informant's suggestion. In this technique, the researcher choose one or two person at first. Then, the researcher found other persons

who are expect to complete the information that is seek.[38] The researcher would stop to look for informant after the data is saturate.

C. Technique of Data Collection

The crucial step in doing a research is collecting the data. The collecting the data, the researcher used observation and interview.

1. Observation

Observation is one of way to collect data. Margono states observation is an activity to take a note as systematically for symptoms that appears in the research object.[39] The observation in the classroom was the best way to show the teacher's activities in teaching. The researcher used observation in order to know the real condition the teacher applied ongoing assessment activities in English class at seventh grade students of SMPN 2 Bonjol academic year 2017/2018.

The observation was arrange consist of the name of the teacher, observation place, time, and the items which want to be observed. The name of teacher is Wirda, S.Pd she taught at SMPN 2 Bonjol. Furthemore, the researcher took some field note and also take picture to complete this observation during taking the data.

[38] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.85

[39] Margono, *Metode Penelitian Pendidikan*. (Jakarta: Rineka Cipta, 2007), p. 158

2. Interview

Interview is one of technique of data collection. Interview is a conversation between the interviewer and interviewee to get the information. Interview had been done as oral and face to face by researcher. Before it does, the research prepared the interview guideline, question and statement, like collect fact, opinion, knowledge, concept, perception, and many other. In this interview there are will some questions and develop based on condition.

In this research, the researcher used semi structured interview. Sugiyono states that semi structure interview is included in the category of in depth interview, in which the purpose of this interview is to get issues more openly.[40] This interview was expect to get information on teacher. The researcher can listen the information and write directly what is the information.

The researcher used interview to answer the research question to the teacher and some students as an informants in this research. The question is about the implementation of using ongoing assessment activities by the seventh grade of SMP N 2 Bonjol.

[40] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*,.....p. 233

D. Technique of Data Analysis

The technique of the data analysis is a process in organizing and arranging the data into pattern, category, and the basic explanation by using many formats, such as pictures, photo, document, articles, etc. After the data was collected, the researcher analyze the data. According to Sugiyono, there are several steps to analyze the data that base on Miles and Hubermant states that activity in qualitative data analysis is done interactively and continuously until the data is saturated. Steps in data analysis are data reduction, data display, and conclusion drawing/ verification.[41]

1. Data Reduction

   Reducting data is a process of simplifacation, abstract, and tranference the unripe data that are collect in the field not matrix as data summarizing. Reducing data means summarize, select, focus on important thing and reduce unnecessary things. Thus, reduce the data will give clear sketch, and looking when need. So, the reducing data are easier in analyzing and making coclusions.

2. Data Display

   Data display is showing the data can be done in the form of brief description, chart, flowchart, and relationship between categorize. By displaying the data, it will be easier to understand what is happen, the next work plan.

[41] Sugiyono.....p. 246-252

3. Conclusion

   Conclusion is the final steps of qualitative research. In qualitative research may able to answer the problem formulation is formulated from the beginning, but may be not, because formulate of the problem and issued in qualitative research is still tentative and will be developed after the research is in the field.

So, after the researcher conducted data collection, the researcher made data reduction, such as summarize, focus on the important things and reducing unnecessary things. Then, display of data will do in form of table, charts. Then, the data is organize, arrange in a pattern of relatinship so it will be easy to understand. The last is conclusion the data.

E. Triangulation of the Data

In doing the research, the researcher also used triangulation of the data. According to Sugiyono, triangulation is defined as data collection technique, which are combining the various technique of the data collection, and data sources that already exist.[42] Triangulation is defined as checking the data from a variety of means of techniques, resources, and time. Thus, the researcher uses triangulation of the data.

For the research, the researcher used triangulation source, it means that the researcher gets the data from the various sources by different

[42] Sugiyono....., p. 241

techniques. Thus, the research interviewed the teacher and some students to make the data. This is gotten from the observation and interview from the teacher and some students.

CHAPTER IV



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CHAPTER IV
FINDING AND DISCUSSION

This chapter concern on the presentation of finding and discussion about the result of the research. Finding and discussion describe about the implementation of ongoing assessment activities at Seventh Grade Students of SMP N 2 Bonjol Pasaman in Academic Year 2017/2018.

A. FINDING

This chapter reveals the finding of the data collected through observation and interview to answer the research question, that is: "How does the teacher apply ongoing assessment activities to assess students when the learning process occur?."

The data of this research was focused on the activities of ongoing assessment that the teacher used when the learning process. The research was started on Juny 19th to July 17th2017. This observation conducted in four meeting. Here, the researcher also interviewed the teacher and the students to know the implementation of ongoing assessment activities in English subject.

The observation was done with one teacher who taught at VII 1 and VII 2. The researcher observed these classes because the teacher taught in these classes and applies this activities in the class. For the first meeting of the observation was at VII 2 on June 19th 2017. The second meeting was continue on June 22th 2017. For the third meeting was at VII

1 on July 14th 2017 and the last at the fourth meeting was done on July 18th 2017.

Then, the researcher interviewed the teacher and the students to know whether the teacher applied ongoing assessment activities in English class.The English teacher was done interviewed about the implementation of ongoing assessment in English class by giving several question. In addition, the researcher also interviewed some students.

The researcher did observation and interviewed with teacher and students related to the implementation of ongoing assessment in English class. The researcher did observation and interview for these following activities. The following was the result of the observation and interview:

1. Questions and students feedback

Firstly, the teacher starts the learning process by greeting, asked students to pray together, checking the attendance list, and asks some questions to the students then the students give answers to the teacher's questions. Based on the observation, the first step done by the teacher is the teacher to approach first to the students, teacher starts to know the students one by one. The next ongoing assessment activity related to questions and students feedback is the teacher asks one of the students about his or her goal in learning English. The student named N raises her hand, and answers the teacher's questions, then the teacher asks another question to another student named G and the student also expresses the

answer. While giving questions the teacher continues to hold the list of student names to be scored by checking the checklist on the student's name list. What is assessed by the teacher is the answer given by the students whether it is in accordance with the questions raised, and the teacher also assess the fluency of their language, if the students answer questions less appropriate teacher questions and hesitate then the teacher gives a dash on the list of student names, the purpose of the teacher to conduct such an assessment is to know the extent to which students' interest in learning English. It also was seen when the researcher interviewed the teacher about students' interest in learning English.

> *Untuk mengetahui minat siswa dalam belajar bahasa inggris kita perlu mengajukan pertanyaan tentang minatnya dalam belajar, jika minatnya tinggi maka nilainya akan bagus, tapi kalau minatnya kurang dalam mengikuti pembelajaran Bahasa Inggris, maka dapat di pastikan bahwa saat proses pembagian hasil nilai nanti, nilai mereka peroleh kurang bagus juga.*[43]

After the teacher performs the question and answer activities, the teacher again gives reinforcement to the students and interested in learning English. She asked students to answer questions and asked questions about students' interest in learning English and then gave a positive explanation about the benefits of learning English. In this way the teacher can assess the interest of students in their interest in learning English.

[43]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

The next activity done by the teacher is the teacher asks the students about the purpose in learning English, before asking the teacher questions first provide strengthening and motivation to students while learning English. After that the teacher begins to assess the students speaking skill while responding back answers from the teacher's questions, the teacher did the assessment on students attendance list, on this activity the teacher asked the two students and then the teacher assessed, which is the score by the teacher is whether the answer corresponds to questions given by the teacher or not, otherwise the teacher ticks the list of students. It also was seen when the researcher interviewed the teacher about students' goal to learn English

> *Kita ingin mengetahui apa tujuan mereka belajar Bahasa Inggris, tentu pertanyaan untuk siswa tidak terlalu formal, dikarenakan mereka baru siswa awal lulusan dari Sekolah dasar, jadi ya mereka di beri sedikit cerita terlebih dahulu di beri motivasi baru di ajukan pertanyaan.* [44]

So, based on the interview and observation result to the teacher and the the student, the teacher gives the students an inquiry, asks the students' goals in learning English and the teacher wants to know what answers will be given by the students, whether the answers according to the question asked or not. "*ibu guru selalu memotivasi kami, dengan memberikan penguatan tentang semangat belajar Bahasa Inggris dan bertanya pada*

[44]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

kami tentang tujuan kami belajar Bahasa Inggris"[45]. Then, same opinion with informant before, another student said that *"Ibu guru mengajukan pertanyaan tentang tujuan siswa dalam belajar Bahasa Inggris.*[46]

In the activities of questions and students feedback, researchers found that teachers ask students about their future expectations after learning English. Teachers hold question and answer, one by one of students, and teacher assess student answers from questions that have been asked. It also was seen when the researcher interviewed the teacher about students' goal to learn English.

> *Sebagai murid awal dan baru, tentu mereka masih memiliki daya fikir sesuai dengan umur mereka, jika ditanya besok jika sudah pintar berbahasa Inggris apakah ingin pergi keluar negri ? dan semua menjawab iya, dan bersorak kegirangan.*[47]

The facts found by the researchers is that students have good expectations of understanding and skill if they can learn English perfectly. Teacher re-assess the use of student grammar if the answer according to the question then the teacher ticks the checklist on the list of student names, and if students answer questions less fit and less appropriate then the teacher gives a dash on the list of student names. "*Ibu guru menanyakan harapan kami ketika selesai belajar Bahasa Inggris, kami*

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[45]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

[46] AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol*, July 17th 2017

[47]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

ingin bisa belajar bahasa Inggris agar kami bisa ke luar negri dan bisa berbicara dengan orang Barat.[48] The same opinion with informant before, another student said that the teacher also ask us about that questions.[49]

So, based on observation and interview above, the teacher assesses the students' expectation after learning English, then the teacher gives a check mark and a strip on the list of students he / she has questioned, and the point that the teacher scores is the fluency of language and selection of words used by students when answering teacher questions.

The next stages is the teacher performs the activity of assessing. the questions and students feedback is by recalling the previous lesson. The teacher held a question and answer to the whole students, the questions related to the subject matter at the previous meeting, by holding question and answer with the whole student, the teacher gave one question and then for anyone who can answer then the student raised his hand while mentioning the name her own and then answer the questions that have been given by the teacher. The purpose of this activity is that teachers can directly assess students' memory and assess their skills in learning not only at school but also at home, the purpose of the students mentioning his name while raising the hand is to facilitate the teacher to give value to the student, after the student mentioned the name, then the teacher gives the

[48]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

[49]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol,* July 17th 2017

score of a number on the list of student names, if the answer is true students get a value of 95 and if the answer is less precise then the value they earn is 80. It also was seen when the researcher interview with the teacher about students feedback from the previous lesson.

> *Tujuannya supaya siswa mengingat kembali pelajaran yang telah berlalu, agar materi yang telah mereka pelajari tidah mudah hilang di ingatan, dan saya bisa menilai kelancaran dan kebenaran jawaban siswa jika jawabannya bagus, maka siswa mendapat nilai bagus, begitupun sebaliknya.*[50]

Questions and students feedback on this activity runs well, since students are motivated to recall past learning, and have high enthusiasm during the questioning process, the students are proud if they are get high scores and they are not shy to answer wrong. It would be strength by the students' interviewed she said the teacher judged us by asking a question about the lesson last week, if we could answer the question then the teacher's gave score, and if our answer is wrong we are still given the score, so we brave to answer the question.

The next activity in the questions and students feedback, the teacher explains the lesson that will be discussed in the classroom, the teacher tries to explain the lesson perfectly, so that students are interested to actively and actively when paying attention to the lessons that have been explained by the teacher in the classroom, the teacher starts from

[50]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

discussing the lesson the past, then connecting with the material to be taught that day. After that, the teacher asks students to open a handbook that has been available, then the teacher asks students to read the material on one of the pages of the book. After the students finished reading, then the teacher re-explained the lesson related to the ongoing material. It also was seen when the researcher interviewed the teacher about explain the material to the students.

> *Siswa memiliki buku pegangan, jadi mereka dengan mudah mengikuti pembelajaran dan apa yang telah ibuk terangkan, mereka dengan mudah memahaminya, terkadang ibuk meminta mereka untuk membaca terlebih dahulu, baru ibuk terangkan kembali kepada para siswa, sekalian dengan mencari kata-kata sulit perkata yang ada dalam suatu bacaan tersebut.*[51]

It is known that the teacher has applied this activity in the ongoing assessment, the teacher explains the lesson in front of the class, and the teacher gives the material to the students, then the teacher reacts and reciprocates with the students so that the teaching and learning process can run perfectly.

The last activity is the teacher explain the materials to the students by using media. In this stages the teacher explains the lesson in front of the class, and the teacher gives the material about the lesson being discussed, but the teacher does not utilize the existing media like LCD and laptop, the

[51]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

purpose of media usage is to make it easier for students to understand a material being taught or in Explain. But the teacher did not use the media. It also was seen when the researcher interviewed with the teacher.

> *Infocus tidak ibuk gunakan, karena keterbatasan waktu dan kendala yang lainnya, sebab jika digunakan akan menghabiskan waktu dan siswa hanya akan terfokus pada media saja, karena mereka baru siswa kelas tujuh, jadi mereka di ajarkan dengan metode ceramah terlebih dahulu baru nanti setelah mereka mulai tahu dan paham baru di ajarkan dengan menggunakan media, ditambah dengan gambar-gambar yang menarik.*[52]

From the observation and the interviewer found that the teacher has not received this activity in the classroom, due to the time constraints and technicians as well. It would be strength by the students' interview she said *"kami tidah belajar dengan laptop, tapi ibuk guru hanya menerangkan dan memberi materi dengan buku paket dan buku LKS."*[53]

So, in this stages teacher do not explain the material by using LCD or Laptop media, because according to the teacher, will be constrained by time and technicians, as well as students, they say that the teacher did not explain the lesson by using the media.

In conclusion, this activity has been done by the teacher in questions and students feedback activities. The purpose of the teacher is to

[52]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

[53]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

do the questioning activity that is to hone the fluency of the students' language and improve the use of words when answering questions from the teacher, and the teacher also do subjective assessment and give strengthening and motivation to the students while studying English because they are still classified as young learners.

2. Portfolio

The next activity in ongoing assessment is fortofolio. The first activity is the teacher collected the students' work. The teacher asks students to do the exercises and then the students are given time limits to answer questions from the questions that have been given, after the students finished doing the tasks and exercises, then the teacher asks students to exchange the peacock answers in each student exercise book. After that the teachers and students work together to examine the results of the students' exercises, after the exercises have been examined, the teacher asks the students to collect their training to the front of the class, and the teacher will be responsible for assessing the student's training result, then the teacher will also students score on their practice book. It also was seen when the researcher interviewed with the teacher about the teacher collected the students' work.

> *Siswa diminta untuk saling menukarkan jawaban mereka, kemudian dibahas secara bersama-sama, tapi untuk memberikan penilaian nanti ibuk yang bertanggung jawab, dan siswa hanya membuat berapa betul dan salahnya saja. Kemudian ibuk meminta*

para siswa untuk mengumpulkan buku latihan mereka kedepan kelas.[54]

Here, the teacher collects the results of the students' exercise, then the teacher is asked only to exchange each other's answers and then discussed secra together, but the results of the student exercises that have been examined together, are collected in front of the class and placed on the teacher's desk. It would be strength by the students' interview he said *"kami memeriksa latihan secara bersama-sama dan kemudian ibu guru meminta kami untuk mengumpulkan latihan kedepan kelas dan ke meja guru."*[55]

In conclusion, the teacher asks the students to collect the students' work, the teacher asks the students to examine the exercises together, then the students exchange exercise books, and later the teacher will be responsible for assessing the student exercises they have done and check together.

The second activity, the teacher assess students' work exercises about the topic of the lesson in the class. In addition to monitoring the students' situation, teachers also do the assessment by given exercises to students, students have a handbook which the book is to guide them in learning English, in the book there are some discussion about the material

[54]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol,* June 22th 2017

[55]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol,* July 17th 2017

taught by the teacher. Therefore students are required to have the book and each student must the the book. In the book there are exercises on teaching materials.

After the teacher explains the lesson, the teacher asks the students to do the exercises, then the teacher gives the time for approximately 15 minutes for some questions and questions. After the students finished doing the exercises then the teacher gives assessment to the results of the student worksheet. The teacher asks the students to re-examine their answers whether the students was finished or unfinished, then the teacher asks the students to finish it immediately and gives a little change and theextra time for the students to complete the exercise. If the exercise was finished then the teacher starts to assess the student's work, that is by the way the teacher asks the students to exchange the answer sheets with their peers, and the teacher checks the exercises together with the students so that the students understand and know the real answer. If the exercises have been completed, the teacher calls the name of the student based on the earliest alphabet, then the students read out the assessment of what they get according to the name on their answer sheet and the student conveys the results of his assessment, then the teacher gives an assessment according to what value obtained by students. Then the teacher makes a number range on the student's rosters. It would be strength by the students' interview she *said "kami membuat latihan dan Ibu guru menyuruh kami untuk menukarkan dengan teman sebangku dan ibu guru membacakan*

soal dan jawabannya, kami membahas latihan secara bersama".[56]As the same opinion with the teacher instructed us, we discussed the exercises together.[57]

So, from the data through the interview to the students above, it can be seen that the teacher applied this activity and the teacher gives an assessment to the students that is by asking the students to do the exercises then the teacher discuss and check the exercise then give value to the result what has been obtained by the student, and the teacher records the grade on the student's rosters.

The third activity is the teacher does not give direct assessment to the students but only give praise and appreciation to the students, in this activity the teacher gives the students praise, appreciation and motivation for what has been obtained by students, in this activity the teacher connects with all assessment activities including into the Fortofolio. But, teachers do it differently by not directly assessing the results of the student exercises, but the teacher judges when the learning process is over and the score results are notified to the student at the next meeting. In the process of teaching and learning the teacher explains the lesson after the teacher explained the lesson, then the teacher gives the exercise to the students and familiarize the students to be more understanding and fluent and focus and

[56]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

[57]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol*, July 17th 2017

concentrate while studying, then if the lighting of the material has been completed, the exercise is finished, On the results of student performance, at this stage students are asked to appear one by one, after it is given a assessment in their list of names, but the assessment given is not in the direct notify, the teacher will mention the assessment of what has been obtained by students by reading it in front the class at the next meeting and mention the names of the students one by one. When teachers deliver the results of their assessment later, the teacher does not forget to give appreciation for what has been obtained by the students even if their assessment is less satisfactory, but the teacher seeks to make students happy and motivated to continue learning and more diligent in following the learning of English.

In the last activity is still in continue with the students language skills, here teachers assess traffic students by monitoring the performance of students one by one, the teacher did not see the expression of movement

and facial, students were given reinforcement and motivation to not hesitate and do not be ashamed to appear in front of the class, the goal In order to train students mentally when appearing in public. Teachers do not score any students who appear, because teachers only see and monitor the students as a whole rather than monitoring students one by one. After the students appear the teacher re-explains the lesson in front of the class and refine their readings if something is wrong or true. It would be strength by the students' interview she said *"kami mengerjakan tugas latihan di buku Lks saja dan tidak terlalu di pantau oleh guru secara satu persatu tetapi hanya secara keseluruhan, tampilan ini hanya untuk mengasah mental kami untuk berani tampil di depan umum*[58]. As same opinion before another informant with students said that "the teacher asked us to remebered and read it to the class, the teacher give attention as a whole and not one by one".[59]

So, in this assessment teachers do not ask students to made task in sheet of paper, the goal is that students are trained to be motivated and trained to speak in public and have the courage to appear in front of the class, and facilitate students to provide a fair assessment to all students.

On the other hand, the teacher does not give direct assessment to the students but only give praise and appreciation to the students, in this

[58]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

[59]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol,* July 17th 2017

activity the teacher gives the students praise, appreciation and motivation for what has been obtained by students, in this activity the teacher connects with all assessment activities including into the Fortofolio. But, teachers do it differently by not directly assessing the results of the student exercises, but the teacher judges when the learning process is over and the score results are notified to the student at the next meeting. In the process of teaching and learning the teacher explains the lesson after the teacher explained the lesson, then the teacher gives the exercise to the students and familiarize the students to be more understanding and fluent and focus and concentrate while studying, then if the lighting of the material has been completed, the exercise is finished, On the results of student performance, at this stage students are asked to appear one by one, after it is given a assessment in their list of names, but the assessment given is not in the direct notify, the teacher will mention the assessment of what has been obtained by students by reading it in front the class at the next meeting and mention the names of the students one by one. When teachers deliver the results of their assessment later, the teacher does not forget to give appreciation for what has been obtained by the students even if their assessment is less satisfactory, but the teacher seeks to make students happy and motivated to continue learning and more diligent in following the learning of English.

In conclusion, based on interview to the students, the teacher did not apply this activity in learning process. The teacher does not monitor

students' circumstances one by one, but only see the students as a whole, but still with the main purpose of sharpening their mental and ability to be more courageous in public, and the teacher does not immediately tell students what they have gained, and the teacher only notifies them at the next meeting that makes them curious.

3. Group discussion

The next activity in ongoing assessment is group discussion. First, the teacher grouped the students into groups, divided into six groups and divided into different ways, based on the students' seating sequence, and also according to the student's list of names. It also was seen when the researcher interviewed with the teacher about grouping students for a discussion of the new material lesson.

> *Siswa dibagi menjadi beberapa kelompok, setiap kelompok di beri satu topik untuk dibahas bersama tentang materi yang sama, dan mereka di tuntut aktif dan bekerja sama dalam kelompok, tujuannya agar siswa merasa proses pembelajaran Bahasa Inggris terasa lebih menarik dan menyenangkan, selain itu mereka juga bisa berbagi wawasan dengan teman diskusinya.*[60]

From the observation and interview the researcher found that the first teacher grouped the students into several groups, then gave each group one topic that will be discussed each time and each group. In this observation, the researcher found that the group division system that is done by the teacher is to divide the group of students based on the list of

[60]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

student names, and in the random and not alphabetically, the goal is that the students can be more friends and know their classmates. It would be strength by the students' interview she said "*ibu guru membagi kami kedalam beberapa kelompok dan kami dibagi berdasarkan nama kami tetapi dibagi secara acak, setelah kelompok terbentuk maka kami di beri satu topik bahasan untuk di diskusikan secar bersama"*[61]As same opinion with informant before another students said that the teacher divides us into several groups and we are divided based on our names but divided randomly, after the group is formed we are given a topic of discussion to discuss together".[62]

Here, the teacher performs the assessment activity of this stage which is doing the early stages by dividing the students into a discussion group, and giving students one topic of discussion for each group to be discussed together, the goal is to be more enthusiastic in learning and maintaining cohesiveness in friendship.

The next activity, the teacher assesses the perfomance of each student in the discussion group, at this stage the teacher starts to monitor the students and assess the workings of the students in his group, the teacher comes to one group, each student in the value that is by the way the teacher brings the list names of the student while monitoring the

[61]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

[62]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol,* July 17th 2017

workings of students in the group. It would be the strength of the students' interview she said *" ibu guru menilai kami, apakah kami ada bekerjasama dengan kelompok atau tidak, guru memastikan agar kami bekerja sama*[63].

It means that the teacher always assesses each student to know how compact they are in carrying out group work, all students are judged on their performance, students are required to cooperate and cooperate with a group of friends, the teacher gives an assessment on the student's list, if the students are involved in the discussion group then On the list of teacher students gives the A / B score range as a whole, if the students are not participating and only become members who just sit still then the teacher gives a grade of C, and the student is questioned again whether he wants to learn or does not want to learn.

So, it can be said that, the teacher gives an assessment when the students do group work, the teacher assess each student, the teacher see the student's performance and the teacher assess the student. Students are required to be active in groups and work together, students jointly solve problems and discuss the subject matter that will be given.

The next activity is the teacher determine the topic to be discussed, here the teacher gives one topic to be discussed by the students together in one discussion group, each teacher give each group of students one topic of discussion. Each student who has been determined by his discussion

[63]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

group starts doing group work, the students jointly discuss the topic, students start to argue and exchange opinions about the topics they are discussing, the students work together and share knowledge between each other in each group. Each group of leaders and secretaries in each group is the other members of the group. As they begin to solve the problem in the topic that has been determined, then from there the teacher began to assess the cohesiveness of students. It also was seen when the researcher interviewed with the teacher about the teacher that the topic to be discussed.

> *Siswa di beri satu topik bahasan masing-masing kelompok, dan mereka membahas topik tersebut secara bersama-sama di dalam satu kelompok, mereka di tuntut kompak dan bekerjasama dalam membahas pelajaran yang sedang di kerjakan.*[64]

Here teachers emphasize the cohesiveness of students in groups and teachers want to know the extent to which students' understanding and ability to work on topics together in a group, they are asked to inspire each other and share knowledge with each other, they must work as a whole and no students are just silent without the will to learn anything.

Furthermore, the teacher assessed the result of the performance of the group. At this stage the teacher assessed group grouping, the teacher looked at each group. Each group consists of 5 to 6 people, and the

[64]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

students in the form become a team. After the teacher determines the topics that will be discussed by each group, then the teacher gives an assessment on the performance results that have been done by each group.

Each group has the results one by one, the teacher comes to each group, then the teacher gives an assessment of the performance results they have discussed and they get together. The teacher gives point to each worksheet of each group. The paper sheets of our students' interview she said "*kertas selembar kami di nilai oleh ibu guru, lalu ibu guru memberi tanda paraf pada lembar kerja masing-masing kelompok kami*.[65] As the same opinion with the informant before another student said that "the teacher assessed our worksheets that we did on a sheet of paper, the teacher gave a mark on our paper.[66]

Here, the teacher attempts to unify the cohesiveness among each student, the results of their performance are assessed by the teacher and any performance outcomes that students have discussed in the mark by the teacher as evidence that the students have worked together in one group, the argument and understanding They have been put together and poured into one sheet of paper.

The last activity is the teacher ask students to summarize the topics that have been discussed. Here the teacher asks the students to conclude

[65]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

[66]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol,* July 17th 2017

the performance results that have been obtained by each group, each student has the functions and tasks of each in his group. At this stage, the teacher asks the students to mention and convey the results of their discussion in front of the class, the teacher asks each group to send one of the members to be a representative of the group, a member who has been sent to appear and come forward while reading and conveying the results of the discussion at the front of the class should be responsible for what is conveyed, then the teacher asks the students in starting from group 1 to come forward and submit the results of their argumentation, while representatives of group 1 members appear in front, friends and colleagues in one group helped in the back, after which the teacher asks the student who appears in front to convey and summarize the results of the discussion they have obtained, after the results of the discussions are submitted then the teacher asks other groups except group 1 to ask what they want to ask, if there is any doubt on what they have seen and what they have heard. If there are other group members who want to ask the representative of group 1 who is in front who will be responsible in solving the problem. However, if the representatives of the group members in the front are not able to answer, then their teammates are the ones who will help that is by adding friends' answers, straightening opinions of friends, and some other opinions and actions.

This also applies to other groups, after group 1 goes to group 2, and after group 2 goes to the next group, and so on. After the inference

process is complete the teacher asks the students to collect the results of the discussion of each group they have submitted, so that a sheet of paper is collected to the teacher's table and after that the teacher directly gives an assessment on the paper of each group that has appeared. Previous teachers give appreciation and appreciation to each group that has appeared, because they have been courageous and able to stand and appear in public, the goal so that students are used to sharpen their mental to not shy and hesitate in expressing opinions and public speaking. Furthermore the teacher gives the value of A in the discussion paper they have obtained to all groups that have appeared, the better the conclusion then the better the value will be obtained by group members. Here the teacher acts fair in the scoring of the students because they are asked to work together and discuss and conclude collectively, so that there is no difference between all groups and all students. It also was seen when the researcher interviewed with the teacher about groping students for discussion in the class. The teacher said that she grouped the students into each group, and asked the students to discuss the given topics and then summarize and deliver the results that have been obtained. It would be strenght with interview to the students, she said "*Ibu guru membagi kita ke dalam beberapa kelompok, lalu kami bekerjasama dalam kelompok membahas topik yang telah di tentukan*[67].As same opinion with the informant before, the students said that the teacher asked the students to discuss the lessons together in the

[67]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

group and we discuss together in the group, if it has been completed then one of us will come forward and convey and conclude the discussion result we have earned.[68]

In conclusion, the teacher did this activity in learning process. The teacher asks the students to form a group consisting of the chairperson, the secretary and the group members, and the teacher asks the students to discuss and summarize the results of the discussion they have obtained, then the teacher gives appreciation and assessment to the whole group and each student.

So based on the data above, it was seen that the activity in the class by using group discussion technique. The teacher asks the students to cooperate and work together, then the teacher gives an assessment on the paper the results of the discussion that has been collected by the students to the teacher's table in front of the class.

4. Weekly test

The next stages is the teacher provide exercises or quizzes to students about the lessons they have learned during the week. The easy way for teachers to forget the students is to do a daily test. When the English language students are asked to focus and concentrate and follow the entire teaching-learning process in the classroom, the teacher asks the students to take notes, students are required to record what the teacher has

[68]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol,* July 17th 2017

said in front of the class, and what has been noted by the teacher on the board. If the teacher asks the students to do the exercises then the students do it with the thoroughness of and a strong desire to learn. The goal is that when teachers hold daily tests every week students do not easily forget the lessons that have been passed. It also was seen when the researcher interviewed with the teacher about weekly test. The teacher said that she held a daily repeat this week, daily test that is given in relation to the topics that have been studied, the student is tested by performing tests like this to measure the ability and understanding of the material that has been taught, then the results his replication is given a value that corresponds to what they have earned. It would be strenght with interview to the students, *she said "kami minggu ini mengadakan ulangan harian tentang materi minggu lalu yang telah kami pelajari".*[69]

In holding a daily test the teacher asks the students to memorize briefly about the material to be tested, then the students are given time and then the teacher asks the students to close their book and store it into the bag and bag in the collection to the front of the class. Next the teacher gives each student a sheet of paper, then the teacher asks students to write the name, class and the name of the subject on blank paper that has been given by the teacher. When finished writing then the teacher asks students to span an inch from one table to another table. Furthermore, the teacher began to read the questions that will be tested then the teacher gives essays

[69]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

on this daily test, with the number of questions as many as 5 pieces. After being read by the teacher about the first then the teacher asks the students to write back the problem on the blank paper they have obtained, after the five questions are written, then the teacher allows students to answer questions and teachers give them space and time to be able to concentrate when calling question.

After the test runs out, students are not allowed to write again, and all their answers should be collected in the future together, once the teacher has collected in the future, the teacher compiles the answer sheet and then the teacher begins to evaluate the results they have earned. The range of values provided by the teacher is if the students are all right then they score 100, if true 4 value is 80, if true three then the value is 60. After that the teacher starts checking the results of the students one by one and after the examination and then assess the teacher their paper, after the given value and then the teacher transferred the value to the list of existing students in the teacher, whatever the value obtained by the students then the value is also what will be written by the teacher in the list of each student's name.

The next activity still associated with daily test, the weekly quiz. Quizzes are also held every week but how to test them differently from daily tests. It also was seen when the researcher interviewed with the teacher about weekly test.

> *Siswa di ujikan dengan mengadakan kuis setiap minggunya, sama dengan ulangan harian, kuis di adakan untuk mengasah*

kemampuan dan daya ingat siswa terhadap pelajaran yang telah di pelajari, namun cara nya yang berbeda.[70]

When the quiz was held on the day, the teaching and learning process continued, but at the end of the lesson the teacher provided time for the quiz before the lesson was closed. How to hold this weekly quiz is by way of the teacher asks students to answer questions with oral and there is one way more that is by way of teachers ask students to provide papers to answer questions that will be given. At this observation the researcher sees that the teacher performs a quiz by way of question and answer then the teacher asks the students to point the hand to anyone who feels able and able to answer the questions that have been given by the teacher.

If one student feels able and willing to answer the questions given by the teacher, then the student is referring hands and mention his name, the goal is to facilitate the teacher to provide an assessment to the student. While students answer questions the teacher came to the student while holding the list of student names to be given an assessment. If the student responds well, then the value is good, and the teacher gives the range of values between A + to B, all of which depend on the answers they make.

In this activity all students get a turn to follow this weekly quiz, all students are given a value in accordance with its ability. From the observations and interviews that have been done by the researcher can be

[70]Mrs. Wirda, S.Pd, Personal Interview, *English Teacher of SMPN 2 Bonjol*, June 22th 2017

concluded that the teacher has implemented this activity and cooperate in giving this test which is held every week together with the students.

5. Classroom Realities

The last activity done in the ongoing assessment is classroom realisties. At this stage the teacher should provide the appropriate tasks with the demands of kurtilas. In the curriculum of 2013 students in demand more active and more creative in learning as well as in the execution of tasks or during the exam. However, the researchers found that teachers did not apply because the students who are just learning English are those who just graduated from elementary school and English is the first foreign language they just learned during their junior high school education.

Teachers do not ask students to do tasks according to curriculum demands, but teachers still follow curriculum rules and based on syllabus and lesson plan that have been available, but teachers reduce the number of tasks that will be done by students, considering the students of class VII are those who just got to know English purpose so that students do not get bored and do not hate English subjects.

So the teacher still gives the students the lesson tasks that have been studied and discussed together, but the teacher does not provide other tasks completely, and the teacher only gives the easy part lesson and the English language vocabulary that can be done by students only.

In the next activity is closely related to the above description of which the students are required to understand the needs of the syllabus and curriculum, for ongoing assessment in appropriate with the students needs. The teacher deeply understands the students realita in the class, the teacher assess students during the leaning process.

Starting from the initial stage of the recitation greetings until the closure until the learning process is complete. Teachers monitor the students in the classroom, students are given comfort and tranquility while attending English lessons as well as the lessons provided by teachers are given in an interesting way and make the students' passion during the teaching and learning process during the class. It was seen when the researcher was interviewed with the teacher. The teacher said that she monitored all the students, asked about her situation and taught them according to their needs, because they were new students, and they had just learned and learned English as their first foreign language.

From the data through the interview to the teacher above, the teacher did this activity in learning process. The teacher always observed who were active and passive in the class. It would be strenght with interview to the students, she said "*membuat kami nyaman belajar bahasa inggris, pelajaran yang di terangkan oleh ibu guru membuat kami mudah paham.*[71]As same opinion with the informant before, another sudent also

[71]EA, Personal Interview, *The students of Seventh Grade of SMPN 2 Bonjol*, July 14th 2017

said that the teacher understand our reality in the classroom during the process of teaching and learning in the classroom.[72]

So, based on observation and interview above, the teacher had apply this activity. The teacher understands the reality that is in the classroom and monitors the state of the student during the learning process

Based on observation at seveth grade class, interview with the teacher and interview with the students. The researcher did observation and interview the next meeting on research the next day. The researcher found the same case. The teacher has implemented ongoing assessment activities in the classroom. With subsequent meetings and different subject topics the teacher continues to do the same, the teacher does not assess all the activities that the students do while in the classroom, the teacher does not assess students' ability by monitoring students one by one and the teacher does not judge directly when there are exercises has just been done by the students, and the teacher does not provide many tasks and exercises to the students suited to the needs of the curriculum and syllabus, because students did not afford it.

[72]AS, Personal Interview, *The Students of Seventh Grade of SMPN 2 Bonjol,* July 17th 2017

B. DISCUSSION

Ongoing assessment is an activities that was applied by the English teacher in learning process in the class at seventh grade of SMPN 2 Bonjol. In applying this activity the teacher use some activities and the students were involved in this technique. The data collection through observation and interview. Margono stated that observation is an activity to take a note as systematically for symptoms that appears in the research object.[73] According to Sugiyono semi structure interview is included in the category of in depth interview, in which the purpose of this interview is to get issues more openly.[74]with the teacher and the students at the eleventh grade students of SMPN 2 Bonjol to answer the research question.

Furthemore, from the observation and interview with the teacher and some students in four meeting. The teacher have apply ongoing assessment in the class when the learning process accor. But, there are some activity that was ignore by the teacher.

The first activities are questions and students feedback.The researcher did observation in seventh grade class and did interview with the teacher and some student. In this activity, there are five activities that should apply by the teacher. Like; the teacher assess students' goal in learning English by asking questions, the teacher assess students expectation in English by asking question, the teacherflashback about the

[73]Margono, *Metode Penelitian Pendidikan*. (Jakarta: Rineka Cipta, 2007), p. 158
[74] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*,.....p. 233

previous lesson before into new material, The teacher explain the material to the students in the class and the last The teacher explain the material to the students by using media.

It is contrary with the theory, beacuse the teacher did not apply the last. The teacher In this stages the teacher explains the lesson in front of the class, and the teacher gives the material about the lesson being discussed, but the teacher does not utilize the existing media like LCD and laptop, the purpose of media usage is to make it easier for students to understand a material being taught or in Explain. But the teacher did not use the media. It also was seen when the researcher interviewed with the teacher.So, in this stages teacher do not explain the material by using LCD or Laptop media, because according to the teacher, will be constrained by time and technicians, as well as students, they say that the teacher did not explain the lesson by using the media.

In portfolio, the are four activities in portfolio, the first is The teacher collected the students' work, The teacher assess students' work and exercises about the topic of lesson in the class, The teacher gives score and duty to the students' result, The teacher ask students to made task in sheet of paper. In this case, portfolio activities are used as a collection of the students' work to demonstrate their abilities and achievement.[75]Based on interview and observation in the school the teacher has run three of the

[75]Susan, Carbery, *Practicalities of Ongoing Assessment*, (Tokyo: Obirin University, 1999), p.10

five ongoing assessment activities in the classroom, the teacher has implemented the activity, while in the field the researcher found that the teacher has implemented the activity, that is monitoring the students language skills, observe the students in the class.

However, there is one activity that are ignored by the teacher. That is the teacher ask students to made task in sheet of paper. It is still contrary with the theory because the teacher did not apply these activites in assessing the students by using ongoing assessment activities. Still the same as the information in the first point, the assessment activity conducted by the teacher if the teacher does not assess the students individually but provide an overall assessment. Based on the observation teachers sometimes directly assess the tasks and exercises that have been done by the students, but when researchers do observations in the classroom, the teacher did not do a direct assessment to the exercise that was just done by the students but the teacher only give praise and Encouragement for the students to be more enthusiastic in learning English so they can get better grades.

Based on the observation and interview, the teacher assesses students 'ability based on what the teacher sees, not on the ability of each student because if the students are assessed individually it is constrained by unnecessary time and circumstances, so the teacher assesses the students' overall ability.the teacher did not apply this activity in learning process. The teacher does not monitor students' circumstances one by one,

but only see the students as a whole, but still with the main purpose of sharpening their mental and ability to be more courageous in public, and the teacher does not immediately tell students what they have gained, and the teacher only notifies them at the next meeting that makes them curious.

In group discussion. There are five activivities in group discussion, first the teacher grouping students for a discussion of the new material lesson, the teacher assess the performance of each students in the group discussion, the teacher assess the resul of the performance of the group, and the last the teacher ask students to summarize the topic that have been discussed. Based on observation in the field, interview with the teacher as informant and strength with the interview with the students, the researcher found that the teacher was applied all of this activity. It is line with the theory, group discussions have been included here as they provide teachers with an alternative means to observe students using the target language and employing language strategies.

The teacher has applied all of these activities in group discussion, it means that the ongoing assessment activity is running well when the learning process occurs in the class. The student's statement about group discussion is the same as the answer given by the teacher during a personal interview. The researcher found that all the activities at this stage of group discussion had gone perfectly.

In weekly test, there are two activities, the first is the teacher provide exercises or quizzes to students about the lessons they have learned during the week, and the teacher assess students' work during the week, with different topics at each meeting lesson.

When the English language students are asked to focus and concentrate and follow the entire teaching-learning process in the classroom, the teacher asks the students to take notes, students are required to record what the teacher has said in front of the class, and what has been noted by the teacher on the board. If the teacher asks the students to do the exercises then the students do it with the thoroughness of and a strong desire to learn. The goal is that when teachers hold daily tests every week students do not easily forget the lessons that have been passed.

It is in line with the theory weekly test are perhaps the most recognisable of activities used for ongoing assessment. They are also the most traditional and are particularly useful for recording quantitative performance results. From the observation and interview the researcher found in this activity all students get a turn to follow this weekly quiz, all students are given a value in accordance with its ability. From the observations and interviews that have been done by the researcher can be concluded that the teacher has implemented this activity and cooperate in giving this test which is held every week together with the students.

The last is classroom realities there are two activities in classroom realities, the first is the teacher not too forced and burdened the students with the provision of task, and the second is the teacher required to understand the material presented, but with a version of reviews their own understanding and do not have to fit the needs of the syllabus and curriculum, for ongoing assessment in accordance with the students needs.

Contrary with the theory students are not too forced and burdened with the provision of task, because the condition of students who do not allow to do so many tasks, while they are first-rate students who have just entered high school. In the 2013 curriculum the demands assigned to students are included many category.

So, based on interviews that have been researcher done, that teachers do not run ongoing assessment in accordance with the demands of the curriculum because make the students feel objected and depressed, so the assessment made by the teacher at this stage is by monitoring the students as a whole.

In conclusion, the teacher did some activities in assessing students by using ongoing assessment but she ignored some activities. The reason that the teacher had not applied the activity by the teacher is the teacher. The teacher has limited the time in applying this activity. On the other hand, the teacher had applied the important stages in applying ongoing assessment activities. The teacher has tried to give more explanation and

do assessment in last learning process. The teacher has done a good way in applying the ongoing assessment activities in grade seventh grade.

In addition, Ogoing assessment would give high motivation to the students. The students would be passionate in learning English, so they concentrate while learning and get good grades according to their abilities. They not only learn and sit in the classroom. Every students would be active because they have responsibility about their performance, attitude and their task. They have the responsibility to come forward for what they have done between each other. So, when the teacher ignored this activity, it would make the students neglect in learning because they really need motivation from English subject teachers. The good value they will get depends on what they have done according to their abilities and attitudes.

CHAPTER V



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research question about the implementation of ongoing assessment activities in English class, it can be conclude that:

1. ongoing assessment activities had been applied in this school, but some activity still ignored by the teacher.
2. This research was presents the data collected through observation and interview to answer the research question.
3. The researcher have done observation in the filed, interviewed the teacher and some students of seventh grade class.

As conclusion, some of students still have problem in learning activities, because there are problems that faced by the teacher in conducted ongoing assessment. From the observation and interview in learning process the researcher saw there are some activity that was ignore by the teacher, it is caused the limited of time and the teacher was difficult to do all activities.

B. Suggestion

Based on the conclusion of the research it was found that the implementation of ongoing assessment activities at Seventh Grade Students of SMP N 2 Bonjol Pasaman in Academic Year 2017/2018. The researcher would like to suggest as follows:

1. It is expected that English teacher had applied ongoing assessment activity in English class. It is important for English teacher to increase the implementation of acivities during teaching English. Because, all of activity in ongoing assessment give big contribution inimproving students' skills.
2. It is hoped that the students in learning process can be improved students ability in benefit activities in the class.
3. This research is expected to be an input for many people in education section and it still need more revision and following up discussion.

APPENDICES



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Apendix 1

RESEARCH GUIDELINE

Variable	Sub Variable	Indicators	Descriptors	Data Collection
Ongoing assessment activities in English class	Common activities that can be used for ongoing assessment	1.Questions and students Feedback	1. The teacher assess students' goal to learn English by asking several questions 2. The teacher assess students' expectation in English by asking questions 3. The teacher flashback about the previous lesson before into new material 4. The teacher explain the material to the students in the class 5. The teacher explain the material to the students by using media	Observation and interview
		2.Portfolio	1. The teacher collected the students' work 2. The teacher assess students' work and exercises about the topic of lesson in the class 3. The teacher gives score to the students' result 4. The teacher gives duty to the students' result	Observation and Interview
		3.Group Discussion	1. The Teacher grouping students for a discussion of the new material lessons 2. The teacher assess the	Observation and Interview

			perfomance of each student in the group discussion 3. The teacher determine the topic to be discussed 4. The teacher assess the result of the performance of the group 5. The teacher ask students to summarize the topics that have been discussed	
		4.Weekly Test	1. The teacher provide exercises or quizzes to students about the lessons they have learned during the week 2. The teacher assess students' work during the week, with different topics at each meeting	Observation And Interview
		5.Classroom Realities	1. The teacher not too forced and burdened the students with the provision of task 2. The teacher required to understand the material presented, but with a version of reviews their own understanding and do not have to fit the needs of the syllabus and curriculum, for ongoing assessment in accordance with the students needs.	Observation and Interview

Apendix 2

OBSERVATION GUIDANCE

Place :

Time :

Day/Date :

The Implementation of Ongoing Assessment Activities at Seventh Grade Students of SMPN 2 Bonjol Pasaman in Academic Year 2016/2017

No	Indicators	Descriptors	Result		Note
			Yes	No	
1.	Questions and Students Feedback	1. The teacher assess students' goal to learn English by asking question 2. The teacher assess students' expectation in English by asking questions 3. The teacher flashback about the previous lesson before into new material 4. The teacher explain the material to the students in the class 5. The teacher explain the material to the students by using media			
2.	Portfolio	1. The teacher collected the students' work 2. The teacher assess			

		students' work and exercises about the topic of lesson in the class 3. The teacher gives score and duty to the students' result 4. The teacher ask students to made task in sheet of paper				
3.	Group Discussion	1. The Teacher grouping students for a discussion of the new material lessons 2. The teacher assess the perfomance of each student in the group discussion 3. The teacher determine the topic to be discussed 4. The teacher assess the result of the performance of the group 5. The teacher ask students to summarize the topics that have been discussed				
4.	Weekly Test	1. The teacher provide exercises or quizzes to students about the lessons they have learned during the week 2. The teacher assess students' work during the week, with different topics at each meeting lessons				

5.	Classroom Realities	1. The teacher not too forced and burdened the students with the provision of task 2. The teacher required to understand the material presented , but with a version of reviews their own understanding and do not have to fit the needs of the syllabus and curriculum, for ongoing assessment in accordance with the students needs.			

Apendix 5

HASIL WAWANCARA GURU
THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES AT SEVENTH GRADE STUDENTS OF SMP N 2 BONJOL PASAMAN IN ACADEMIC YEAR 2017/2018

Nama Guru **: Wirda, S.Pd**

Mata Pelajaran **:Bahasa Inggris**

Researcher:	Bagaimana cara Ibu menilai aktifitas belajar siswa di dalam kelas ?
Informant:	Menilai aktifitas siswa, dinilai sewaktu mereka mengerjakan latihan, kemudian Ibuk monitor didalam kelas dan mana yang ada dapat kesulitan nanti di bimbing
Researcher:	Apakah Ibu menilai semua aktifitas siswa di dalam kelas ?
Informant:	Tidak, karena tidak semua kegiatan yang siswa lakukan berhubungan dengan kriteria yang akan di sampaikan, karena siswa terkadang tidak melakukan kegiatan yang seharusnya tidak untuk dinilai, seperti mereka sedang ingin keluar kelas sebentar.
Researcher:	Apakah Ibu menilai minat siswa belajar Bahasa Inggris dengan tanya jawab ?
Informant:	Iya, memberi nilai yaitu dengan ucapan atau dengan hadiah, dan terkadang dengan memberikan pujian, seperti *"good, excelent"*
Researcher:	Apakah Ibu menilai seberapa besar harapan siswa dalam belajar Bahasa Inggris dengan tanya jawab ?

Informant: karena mereka baru murid baru, jadi Ibu belum menanyakan, dan belum disampaikan tentang harapan nya dalam belajara Bahasa Inggris

Researcher: Apakah Ibu menilai tujuan siswa dalam ketertarikan dalam mengikuti pembelajaran Bahasa Inggris ?

Informant: Iya, Ibu memberikan penilaian kepada mereka

Researcher: Apakah Ibu menilai kemampuan siswa berdasarkan pemahaman dari jawaban atas pertanyaan ibu ?

Informant: Iya. Tujuannya agar Ibuk mengetahui kemampuan berbahasa mereka dalam menggunakan Bahasa Inggris

Researcher: Selanjutnya, bagaimana cara Ibu memantau keadaan siswa selama di dalam kelas ?

Informant: Dengan memonitor siswa secara keseluruhan, dan tidak memantau keadaan siswa satu persatu, dikarenakan keterbatasan waktu dan kendala lainnya

Researcher: Apakah Ibu melakukan observasi dan tinjauan kepada siswa selama di dalam kelas ?

Informant: Iya, ada

Researcher: Apakah Ibu melakukan penilaian pada latihan yang dikerjakan oleh siswa tentang topik mata pelajaran yang di bahas ?

Informant: Iya, ada

Researcher: Apakah Ibu menilai langsung tugas yang baru saja di kerjakan oleh siswa ?

Informant: kadang-kadang dinilai langsung, kadang-kadang tidak

Researcher: Apakah Ibu memberikan pujian atau komentar langsung kepada siswa terhadap nilai yang telah mereka peroleh ?

Informant: Tidak, karena bagi siswa yang misalnya mendapat nilai kurang memuaskan, maka dia akan merasa tidak senang atau mungkin nanti berkecil hati

Researcher: Selanjutnya, bagaimana cara Ibu membuat proses belajar mengajar lebih menarik ?

Informant: terkadang dengan menggunakan tebak gambar,tebak kata dan terkadang menggunakan nyanyi-nyanyian

Researcher: Apakah ada Ibu menggunakan metode belajar kelompok
Informant: Ada

Researcher: Apakah Ibu yang menentukan topik tentang materi yang akan di bahas ?
Informant: Iya, ada

Researcher: Apakah Ibu langsung menilai hasil kinerja siswa saat diskusi kelompok ?
Informant: Iya, menilai kinerja sekaligus menilai kelompok diskusi tersebut
Researcher: Apakah Ibu meminta siswa menyimpulkan topik yang telah di bahas ?
Informant: Iya, ada

Researcher: Selanjutnya, bagaimana cara ibu menilai daya ingat siswa terhadap materi materi pelajaran yang telah ibu ajarkan ?
Informant: Dengan mengujikan materi yang telah lalu

Researcher: Apakah Ibu menilai daya ingat siswa tentang satu materi di minggu sebelumnya dengan mengadakan ulangan harian ?
Informant: Ada, Ibuk mengadakan ulanagn harian dengan materi lalu yang telah selesai di bahas

Researcher: Apakah Ibu melakukan penilaian daya ingat siswa dengan mengadakan kuis setiap minggu ?
Informant: Ada, diadakan dan kadang-kadang, materinya berdasarkan topik yang telah di ajarkan

Researcher: Selanjutnya, apakah Ibu bekerjasama dengan siswa saat proses aktifitas penilaian berkelanjutan berlangsung selama proses pembelajaran di dalam kelas ?
Informant: Ada

Researcher: Apakah Ibu meminta siswa untuk mengerjakan tugas yang banyak sesuai tuntutan kurikulum yang ada ?

Informant: Tidak, karena siswa baru, jadi mereka belum mampu untuk memenuhi tuntutan sesuai dengan permintaan kurikulum saat sekarang ini.

Researcher: Apakah Ibu memahami realita masing-masing siswa saat proses belajar mengajar di dalam kelas ?

Informant: Ada, kami semua saling memahami

Apendix 6

HASIL WAWANCARA SISWA

THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES AT SEVENTH GRADE STUDENTS OF SMP N 2 BONJOL PASAMAN IN ACADEMIC YEAR 2017/2018

Nama siswa : E A

Kelas : VII 2

Researcher:	Apakah Ibu guru ananda menilai semua aktifitas siswa di dalam kelas ?
Informant:	*Tidak*, karna kami hanya dinilai secara keseluruhan saja oleh Ibuk guru
Researcher:	Apakah Ibu guru ananda menilai minat siswa belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai seberapa besar harapan siswa dalam belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai tujuan siswa dalam ketertarikan dalam mengikuti pembelajaran Bahasa Inggris?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai kemampuan siswa berdasarkan pemahaman dari jawaban atas pertanyaan ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda melakukan observasi dan tinjauan kepada siswa selama di dalam kelas ?
Informant:	*Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian pada latihan yang dikerjakan oleh siswa tentang topik mata pelajaran yang di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kemampuan siswa di dalam kelas dengan memantau siswa satu persatu ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda menilai langsung tugas yang baru saja di kerjakan oleh siswa ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memberikan pujian atau komentar langsung kepada siswa terhadap nilai yang telah peroleh ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda mengelompokan siswa untuk berdiskusi tentang materi pelajaran yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kinerja masing-masing siswa di dalam kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda yang menentukan topik tentang materi yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda langsung menilai hasil kinerja siswa saat diskusi kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa menyimpulkan topik yang telah di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai daya ingat siswa tentang satu materi di minggu sebelumnya dengan mengadakan ulangan harian ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian daya ingat siswa dengan mengadakan kuis setiap minggu ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa untuk mengerjakan tugas yang banyak setiap pertemuan ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memahami realita masing-masing siswa saat proses belajar mengajar di dalam kelas ?

Informant: *Iya*

Apendix 6

HASIL WAWANCARA SISWA
THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES AT SEVENTH GRADE STUDENTS OF SMP N 2 BONJOL PASAMAN IN ACADEMIC YEAR 2017/2018

Nama siswa : A S

Kelas : VII 1

Researcher:	Apakah Ibu guru ananda menilai semua aktifitas siswa di dalam kelas ?
Informant:	*Tidak,* karna kami hanya dinilai secara keseluruhan saja oleh Ibuk guru
Researcher:	Apakah Ibu guru ananda menilai minat siswa belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai seberapa besar harapan siswa dalam belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai tujuan siswa dalam ketertarikan dalam mengikuti pembelajaran Bahasa Inggris?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai kemampuan siswa berdasarkan pemahaman dari jawaban atas pertanyaan ?
Informant:	*Iya*

Researcher: Apakah Ibu guru ananda melakukan observasi dan tinjauan kepada siswa selama di dalam kelas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian pada latihan yang dikerjakan oleh siswa tentang topik mata pelajaran yang di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kemampuan siswa di dalam kelas dengan memantau siswa satu persatu ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda menilai langsung tugas yang baru saja di kerjakan oleh siswa ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memberikan pujian atau komentar langsung kepada siswa terhadap nilai yang telah peroleh ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda mengelompokan siswa untuk berdiskusi tentang materi pelajaran yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kinerja masing-masing siswa di dalam kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda yang menentukan topik tentang materi yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda langsung menilai hasil kinerja siswa saat diskusi kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa menyimpulkan topik yang telah di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai daya ingat siswa tentang satu materi di minggu sebelumnya dengan mengadakan ulangan harian ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian daya ingat siswa dengan mengadakan kuis setiap minggu ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa untuk mengerjakan tugas yang banyak setiap pertemuan ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memahami realita masing-masing siswa saat proses belajar mengajar di dalam kelas ?

Informant: *Iya*

Apendix 6

HASIL WAWANCARA SISWA
THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES AT SEVENTH GRADE STUDENTS OF SMP N 2 BONJOL PASAMAN IN ACADEMIC YEAR 2017/2018

Nama siswa : G A

Kelas : VII 2

Researcher:	Apakah Ibu guru ananda menilai semua aktifitas siswa di dalam kelas ?
Informant:	*Tidak,* karna kami hanya dinilai secara keseluruhan saja oleh Ibuk guru
Researcher:	Apakah Ibu guru ananda menilai minat siswa belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai seberapa besar harapan siswa dalam belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai tujuan siswa dalam ketertarikan dalam mengikuti pembelajaran Bahasa Inggris?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai kemampuan siswa berdasarkan pemahaman dari jawaban atas pertanyaan ?
Informant:	*Iya*

Researcher: Apakah Ibu guru ananda melakukan observasi dan tinjauan kepada siswa selama di dalam kelas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian pada latihan yang dikerjakan oleh siswa tentang topik mata pelajaran yang di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kemampuan siswa di dalam kelas dengan memantau siswa satu persatu ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda menilai langsung tugas yang baru saja di kerjakan oleh siswa ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memberikan pujian atau komentar langsung kepada siswa terhadap nilai yang telah peroleh ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda mengelompokan siswa untuk berdiskusi tentang materi pelajaran yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kinerja masing-masing siswa di dalam kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda yang menentukan topik tentang materi yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda langsung menilai hasil kinerja siswa saat diskusi kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa menyimpulkan topik yang telah di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai daya ingat siswa tentang satu materi di minggu sebelumnya dengan mengadakan ulangan harian ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian daya ingat siswa dengan mengadakan kuis setiap minggu ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa untuk mengerjakan tugas yang banyak setiap pertemuan ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memahami realita masing-masing siswa saat proses belajar mengajar di dalam kelas ?

Informant: *Iya*

Apendix 6

HASIL WAWANCARA SISWA

THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES AT SEVENTH GRADE STUDENTS OF SMP N 2 BONJOL PASAMAN IN ACADEMIC YEAR 2017/2018

Nama siswa : R R Y

Kelas : VII 1

Researcher:	Apakah Ibu guru ananda menilai semua aktifitas siswa di dalam kelas ?
Informant:	*Tidak,* karna kami hanya dinilai secara keseluruhan saja oleh Ibuk guru
Researcher:	Apakah Ibu guru ananda menilai minat siswa belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai seberapa besar harapan siswa dalam belajar Bahasa Inggris dengan tanya jawab ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai tujuan siswa dalam ketertarikan dalam mengikuti pembelajaran Bahasa Inggris?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda menilai kemampuan siswa berdasarkan pemahaman dari jawaban atas pertanyaan ?
Informant:	*Iya*
Researcher:	Apakah Ibu guru ananda melakukan observasi dan tinjauan kepada siswa selama di dalam kelas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian pada latihan yang dikerjakan oleh siswa tentang topik mata pelajaran yang di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kemampuan siswa di dalam kelas dengan memantau siswa satu persatu ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda menilai langsung tugas yang baru saja di kerjakan oleh siswa ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memberikan pujian atau komentar langsung kepada siswa terhadap nilai yang telah peroleh ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda mengelompokan siswa untuk berdiskusi tentang materi pelajaran yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai kinerja masing-masing siswa di dalam kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda yang menentukan topik tentang materi yang akan di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda langsung menilai hasil kinerja siswa saat diskusi kelompok ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa menyimpulkan topik yang telah di bahas ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda menilai daya ingat siswa tentang satu materi di minggu sebelumnya dengan mengadakan ulangan harian ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda melakukan penilaian daya ingat siswa dengan mengadakan kuis setiap minggu ?

Informant: *Iya*

Researcher: Apakah Ibu guru ananda meminta siswa untuk mengerjakan tugas yang banyak setiap pertemuan ?

Informant: *Tidak*

Researcher: Apakah Ibu guru ananda memahami realita masing-masing siswa saat proses belajar mengajar di dalam kelas ?

Informant: *Iya*

Apendix 7

Surat Keterangan Wawancara

Dengan ini saya yang bertanda tangan dibawah ini:

Nama : Wirda, S.Pd

Jabatan : Guru Bahasa Inggris SMPN 2 Bonjol

Menyatakan bahwa mahasiswa yang bernama **Gustia Ega Putri**, BP. 2313.083, telah mewawancarai saya dalam ruangan majelis guru pada tanggal 15 Juli 2017, dengan tujuan untuk mendapatkan data berkenaan dengan keperluan skripsi yang berjudul "**THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES AT SEVENTH GRADE STUDENTS OF SMPN 2 BONJOL PASAMAN IN ACADEMIC YEAR 2017/2018."**

Demikianlah surat keterangan ini dibuat supaya digunakan sebagaimana mestinya.

Bonjol, July 2017

Informan Peneliti

Wirda, S.Pd **Gustia Ega Putri**

Apendix 8

Surat Keterangan Observasi

Dengan ini saya yang bertanda tangan dibawah ini:

Nama : Wirda, S.Pd

Jabatan : Guru Bahasa Inggris SMPN 2 Bonjol

Menyatakan bahwa mahasiswa yang bernama **Gustia Ega Putri**, BP. 2313.083, telah melakukan observasi yang di mulai pada tanggal 19 Juni 2017 sampai dengan 17 July 2017, dengan tujuan untuk mendapatkan data berkenaan dengan keperluan skripsi yang berjudul "**THE IMPLEMENTATION OF ONGOING ASSESSMENT ACTIVITIES AT SEVENTH GRADE STUDENTS OF SMPN 2 BONJOL PASAMAN IN ACADEMIC YEAR 2017/2018."**

Demikianlah surat keterangan ini dibuat supaya digunakan sebagaimana mestinya.

Bonjol, July 2017

Informan Peneliti

Wirda, S.Pd **Gustia Ega Putri**

Apendix 9

Dokumentasi

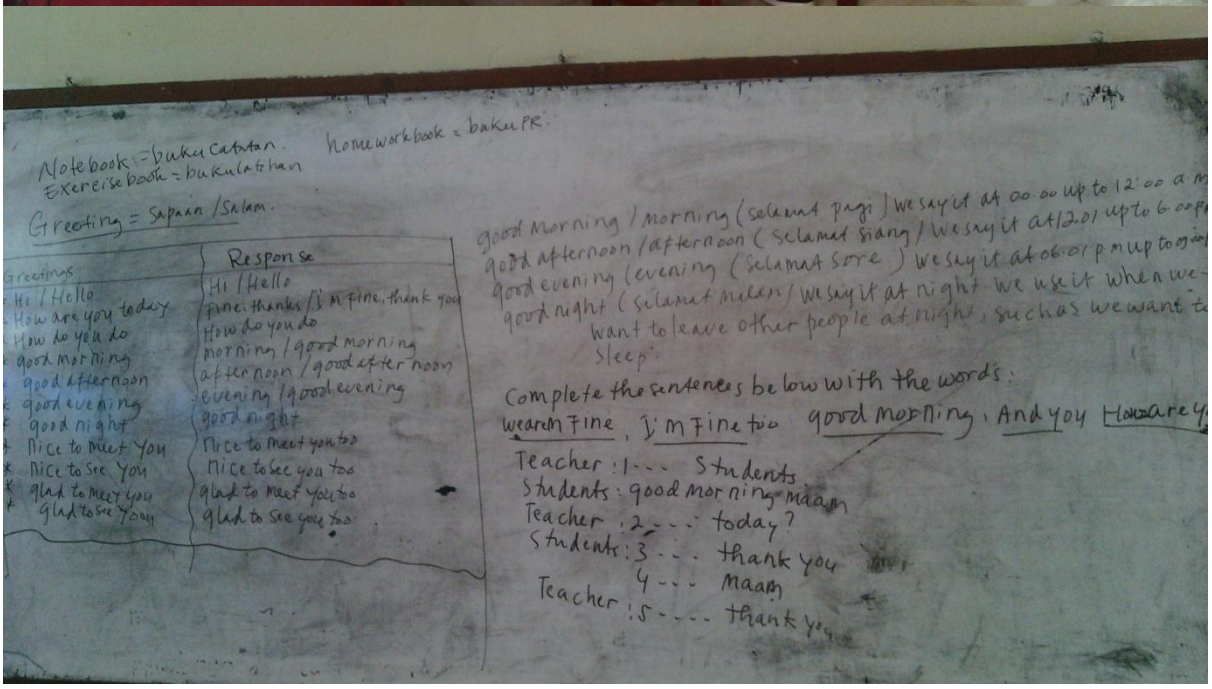










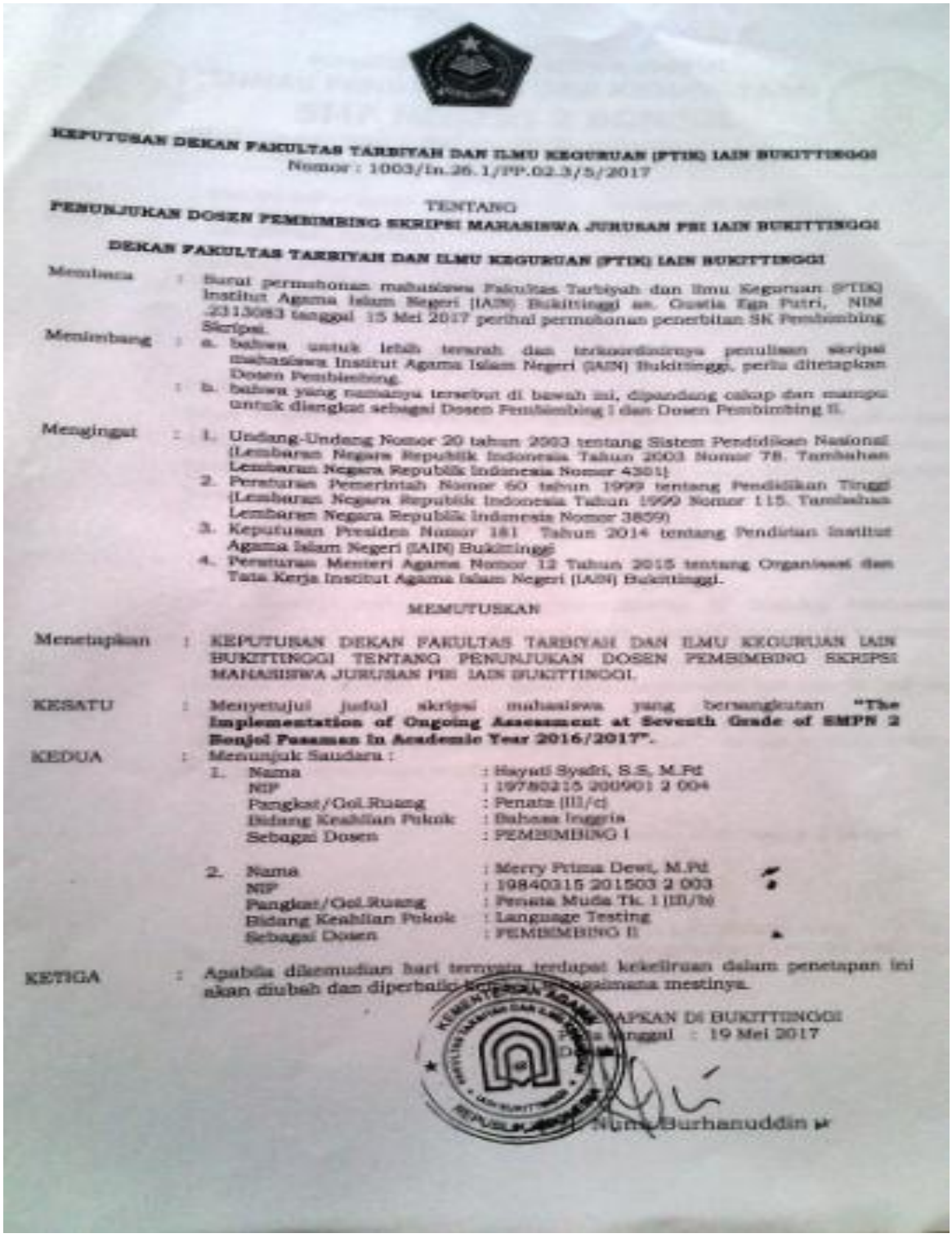

Notebook = buku catatan
Exercise book = buku latihan
homework book = buku PR
Greeting = Sapaan / Salam
Greetings
Response
Hi / Hello
How are you today
How do you do
good morning
good afternoon
good evening
good night
Nice to meet you
Nice to see you
glad to meet you
glad to see you
Hi / Hello
fine, thanks / I'm fine, thank you
How do you do
morning / good morning
afternoon / good afternoon
evening / good evening
good night
Nice to meet you too
Nice to see you too
glad to meet you too
glad to see you too
good morning / morning (selamat pagi) we say it at 00.00 up to 12.00 a.m
good afternoon / afternoon (selamat siang) / we say it at 12.01 up to 6.00 p.m
good evening (evening (selamat sore) we say it at 06.01 p.m up to
good night (selamat malam) / we say it at night we use it when we
want to leave other people at night, such as we want to
sleep
Complete the sentences below with the words:
we are fine, I'm fine too, good morning, And you, How are y
Teacher : 1 ... Students
Students : good morning maam
Teacher : 2 ... today?
Students : 3 ... thank you
4 ... maam
Teacher : 5 ... thank you











KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : 1003/In.26.1/PP.02.3/5/2017

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Gustia Ega Putri, NIM .2313083 tanggal 15 Mei 2017 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.
: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"The Implementation of Ongoing Assessment at Seventh Grade of SMPN 2 Benjol Pasaman In Academic Year 2016/2017".**

KEDUA : Menunjuk Saudara :

1. Nama : Hayati Syadri, S.S, M.Pd
   NIP : 19780215 200901 2 004
   Pangkat/Gol.Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Merry Prima Dewi, M.Pd
   NIP : 19840315 201503 2 003
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Language Testing
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki sebagaimana mestinya.

...APKAN Di BUKITTINGGI
...Tanggal : 19 Mei 2017
Dekan,

Nurni Burhanuddin



PEMERINTAH KABUPATEN PASAMAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 BONJOL
Akreditasi A No : 1145/BAP/-SM/LL/XII/2013
Alamat : Jalan Raya Kampung Bonjol No. 40 - Kode Pos 26356

Nomor : 800/289/SMPN.02/2017
Lampiran : 1 (satu) lember
Perihal : **Pelaksanaan Penelitian**

Kumpulan, 29 Juli 2017

Kepada :
Yth : **Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi**
Di

BUKITTINGGI

Dengan hormat,

Sesuai dengan surat rekomondasi dari Kesatuan Bangsa dan Politik Kabupaten Pasaman Nomor : 883 / In.26.1/PP.07/5/2017 tanggal 05 Juni 2017 perihal Izin Melaksanakan Penelitian di SMP Negeri 2 Bonjol Kabupaten Pasaman kepada IAIN Bukittinggi Sumatera Barat :

Nama : **GUSTIA EGA PUTRI**
No.BP : **2313083**
Jurusan : **PBI**
Judul Penelitian : **" The Implementatation Of Ongoing Assessment at Seventh Grade of SMPN 2 Bonjol Pasaman In Academic Year 2016/2017.**

Mahasiswi yang namanya tersebut diatas telah melaksanakan Penelitian di SMP Negeri 2 Bonjol pada tanggal Mei s.d Juli 2017.

Demikianlah surat balasan pelaksanaan penelitian ini disampaikan untuk dapat dipergunakan sebagaimana mestinya, terima kasih.

Kepala SMP Negeri 2 Bonjol

Hj. ELI PUTRIANA,S.Pd
NIP 19660812 199003 2 007

PEMERINTAH KABUPATEN PASAMAN
KANTOR KESATUAN BANGSA DAN POLITIK
Jalan Jend. Ahmad Yani Nomor 30 Telp. (0753) 20588
Lubuk Sikaping 26313

REKOMENDASI
No. 200/ 214 / Kesbangpol-2017

TENTANG IZIN PENELITIAN

Kepala Kantor Kesatuan Bangsa dan Politik atas nama Bupati Pasaman, setelah mempelajari Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi Nomor : 883/In.26.1/PP.07/5/2017 tanggal 19 Mei 2017 Hal Permohon Izin Penelitian dengan ini memberikan rekomendasi kepada:

Nama	:	**Gustia Ega Putri**
NIM/No.BP	:	2313083
Jurusan	:	PBI
Judul Skripsi	:	**"The Implementation of Ongoing Assessment at Seventh Grade of SMPN 2 Bonjol Pasaman in Academic Year 2016/2017".**
Lokasi Penelitian	:	SMPN 2 Bonjol Pasaman
Waktu Penelitian	:	Mei s/d Juli 2017

Dengan ketentuan sebagai berikut :

1. Tidak boleh menyimpang dari topik dan tujuan Penelitian .
2. Dalam melakukan Penelitian yang bersangkutan hendaklah menunjukkan surat-surat keterangan yang berhubungan dengan itu, serta melaporkan diri sebelum dan sesudah Penelitian kepada pemerintah setempat.
3. Mematuhi semua peraturan yang berlaku dan menghormati adat istiadat serta kebiasaan masyarakat setempat.
4. Bila terjadi penyimpangan dan pelanggaran terhadap ketentuan tersebut di atas, maka surat rekomendasi ini akan dicabut kembali.
5. Mengirimkan hasil Penelitian kepada Bupati Pasaman Cq. Kantor Kesatuan Bangsa dan Politik Kabupaten Pasaman.

Demikian Rekomendasi ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Lubuk Sikaping, 5 Juni 2017

An. KEPALA,
KASI KESBANGLINMAS

HAFRIZAL ZOL, SH
NIP. 19780426 200003 1 001

Tembusan : disampaikan kepada yth.
1. Bapak Bupati Pasaman (sebagai laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi
3. Ka. Dinas Pendidikan Provinsi Sumatera Barat
4. Ka. Sekolah SMPN 2 Bonjol Kab. Pasaman
5. Yang Bersangkutan
6. Arsip.....

BIOGRAPHY



Name	: Gustia Ega Putri
Place/date of birth	: Koto Kaciak / August 11th 1995
Adress	: Jrg. Parik Gadang, Ken. Koto kaciak, Kec. Bonjol, Kab. Pasaman, Prov.Sumatera Barat
Ayah	: Yahya
Ibu	: Maisal Fitri
Motto	: Dream what you dare to dream, be what you wanna be, and don't give up when you failed, because you are never too old to set another goal.
Education	: - SDN 12 Kampung Parit - SMPN 2 Bonjol - SMAN 1 Bonjol - IAIN Bukittinggi
Number of phone	: 085837925509