

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

To answer the research problems, this chapter presents (1) findings of the study and (2) the interpretation of the study.

#### **4.1 Findings of the Study**

The findings in this study show the results of each instrument used. As explained in chapter 3, the researcher used three instruments: Documentation, Focus Group Discussion, and interviews. Documentation is an instrument used to examine the attitude assessment rubric made by teachers. Interviews are instruments used by the researcher to examine the difficulties of teachers in assessing attitudes and how teachers face difficulties in assessing student attitudes. A Focus Group Discussion with students is conducted to determine how teachers conduct attitude assessments.

Two teachers were interviewed and 45 students participated in the discussion forum. There are ten questions for teacherS interviews and 39 questions for student discussion forums. Furthermore, in presenting the results of interviews and Focus Groups Discussion, the researcher used the following code:

- “Q” refers to question.
- “T” refers to teachers. For example:
  - T1 refers to teacher 1
  - T2 refers to teacher 2
- “G” refers to the Group of students Focus Group Discussions, for example:
  - “G1” refers to group 1 (VIII-1)
  - “G2” refers to group 2 (VIII-2)

- “G3” refers to group 3 (VIII-3)
- “G4” refers to group 4 (VIII-4)
- “G5” refers to group 5 (VIII-5)
- “G6” refers to group 6 (VIII-6)
- “G7” refers to group 7 (VIII-7)
- “G8” refers to group 8 (VIII-8)

#### **4.1.1 Students’ Attitudes Assesment Documentation Result**

In this study, the researcher wanted to determine whether the teacher's attitudes assessment rubric followed the 2013 Curriculum-Based Assessment Techniques and Instrument Forms.

The researcher found that the rubric made by the teachers contains points Number, Date, Student Name, Behavior Note, Class, Attitude Points, Signature, and Follow-up. As explained in chapter II, the assessment of attitudes is divided into two, namely Spiritual Attitudes and Social Attitudes. These social attitudes are divided into ten: Honesty, Discipline, Responsibility, Mutual Cooperation, Cooperation, Tolerance, Peace, Politeness, Responsiveness, and Self-Confidence.

The rubric used in the assessment rubric given by the teachers is a Journal of the development of Spiritual and Social Attitudes and a list of student values. The teachers recorded the names of students who do not comply with the attitudes assessment rules that have been set, for example in a journal, the researcher found that there were students who laughed in class while the teachers were teaching, wore hats in class, played cellphones, talked with classmates, and even fought, this is, of course, an assessment of social attitudes towards these students and the follow-up from the teachers is to reprimanded and called these students to the guidance and counseling room.

The attitudes assessment journal made by the teacher is presented below:

Figure 1

Attitudes Assessment Journal Made by Teachers

JURNAL PERKEMBANGAN SIKAP SPIRITUAL DAN SOSIAL

Nama Sekolah : SMP Negeri 17 Palembang  
 Tahun Pembelajaran : 2022/2023  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : VII / 1

No	Tanggal	Nama Peserta didik	Catatan Perilaku	KELAS	Materi Sikap	Tanpa Tanggapan	Tindakan
1	3/8	Fitra Fawadh	Tertawa ngakak diluar	8.3	Penilaian Sosial	Esok	Tegur
2	4/8	M. Saadig	Pindah topik diluar kelas	8.8	P. Sosial	fahmy	Tegur
3	20/8	DITO	Ribut ngobrol	8.6	P. Sosial	Duh	Tegur
4	21/9	Arya Putra Santha	bermain Hp	8.3	P. Sosial	Anger	Sista Hp
5	28/09	Sahran	mengobrol dengan teman Sebangku	8.8	P. Sosial	Jam	Tegur
6	03/10	Ali devin	Mengganggu teman berdoa	8.8	P. Spiritual	Ali	Tegur
7	03/10	Fitta Rumadhani	Ribut dengan teman Sebangku	8.8	P. Sosial	Wah	Tegur
8	07/10	Rinaldi	berkuliah	8.6	P. Sosial	Puani	Panggil Bu
9	10/10	Falisha	tidak mau membaca doa / ribut saat berdoa	8.5	P. Spiritual	Finn	Tegur
10	12/10	M. Daffa Duni	Makan Saat jam pelajaran jam ke 5 makan berkali	8.8	P. Sosial	Melin	Tegur
11							
12	07/11	M. Daffa Duni	Mondar mandir saat berdoa	8.8	P. Spiritual	Melin	Tegur
13							
14							
15							
16							
17							
18							
19							

Meanwhile, the teachers also made a table of Student Value Lists which contains Student Names, Student Knowledge Values, Skill Values, and Student Attitude Values. Students must meet the Minimum Completeness Criteria/Kriteria Ketuntasan Minimum (KKM) with a minimum score of 75. According to Selviani

et.al (2022) KKM is learning completeness determined by the educational unit regarding graduate competency standards. The information in the knowledge value is given with a number between 63 and 100. Furthermore, in the attitude value, the teacher assesses student attitudes using the letters A, B, C, and D. This refers to table 2, where A is very good, B is good, C is sufficient, and D is poor.

The attitudes assessment rubric made by the teacher is presented below:

Figure 2

Attitudes Assesment Rubric Made by Teachers

**DAFTAR NILAI PESERTA DIDIK**

SMK Negeri 11 Pekanbaru  
 Jurusan: **Desain Komunikasi Visual**  
 Kelas: **XII Rumpun Grafis**

Tahun: 2022/2023  
 EKM: 75  
 Wali kelas: \_\_\_\_\_

NIS	Nama	PENGETAHUAN										KETERAMPILAN										
		Kognitif					Psikomotorik					Kognitif					Psikomotorik					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	ALMAYRA FARIDKA NURATI																					
	AMELIA NOVITA CAHYANI																					
	AMRI FIDRIAN AHMAD																					
	ANANDA PUTRI ALYIA MARDE																					
	ANDREA PRITIA ASY SYHA																					
	ARYUM SWARA																					
	BEATRISA ZALEA ISNAYATI																					
	CALITA AZALIA WIYAYA																					
	DIKRO ALAN MUVIR																					
	DIBO SYAPUTRA																					
	DIBRA AYSA ZAMBA KUTRISNO																					
	FADZ ASY SYURANIY																					
	FIDILLA A UDAH																					
	M ALFIN AL PAREL																					
	M ARDHATA ALI C BPUTRA																					
	M RAI A AL FARIZI																					
	M AZZA RISMANSARI																					
	M ANAK ALI KALIMA																					
	M FARID BASKORO																					
	MAYSHA HALIYA																					
	MUHAMMAD APU JERAR																					
	MUHAMMAD ATHAYA AL-DIHANI																					
	MUHAMMAD DAFI DWI HARBI																					
	MUHAMMAD SYAID FARIHAN																					
	NADIA PUTRI AMIRA																					
	NALIA AITFAA RATUNSA																					
	NAYRA SHAFWATI ZAHIRANI																					
	RADITYA RIFAALINDO PRATAMA																					
	RAFI TRI ANDRIANTO																					
	RAFI PRAMUDIA IRAWAN																					
	RIFI LAFIA KEYSYA AZAHRA																					
	SYARIF AL AZZALIFA																					
	TRANDI DAVIDUS RASMANOHI																					
	ZAKIYA PUTRI AMANDA																					

Penyusunan Sosial :  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

Penyusunan:  
 Guru Mata Pelajaran  
 (Yusuf Furumath, S.Pd.)

4.1.2 Students Forum Group Discussion Result

The research was conducted outside the classroom, namely in the craft room. In conducting Focus Group Discussions, each class takes 20 minutes. The schedule for carrying out research data collection in each class is presented in table 5 below:

**Table 5**

**Research Data Collection Schedule**

<b>Grades</b>	<b>Data Collection Date</b>	<b>Data Collection Time</b>	<b>Number of Students that Present</b>	<b>Number of Students who Absent</b>
VIII-1	4 October 2022	20 minutes	4	1
VIII-2	4 October 2022	20 minutes	6	-
VIII-3	4 October 2022	20 minutes	6	-
VIII-4	4 October 2022	20 minutes	6	-
VIII-5	4 October 2022	20 minutes	6	-
VIII-6	4 October 2022	20 minutes	6	-
VIII-7	4 October 2022	20 minutes	6	-
VIII-8	4 October 2022	20 minutes	6	-

Before conducting the FGD, the researcher first gave the students an introduction and the aims and objectives; the atmosphere at the FGD was quite calm, and students could cooperate well. Students could catch the questions the researcher raised so that the FGD process could run well. At the end of the meeting, the researcher thanked the students for agreeing to do the FGD. Furthermore, the Following are the results of the Focus Group Discussion:

*First*, the FGD process was carried out on October 4, 2022, in grades VIII-1 and VII-2 with 10 participants, 5 male, and 5 female students.

With the following results:

**Table 6**

**The Students Forum Group Discussion Result from G1 & G2**

No.	Statements	The number of students who disclosed
1.	Do the teachers ask students to pray before and after doing something?	10
2.	Do the teachers ask students to express gratitude for God's gifts?	10
3.	Do the teachers ask students to greet before and after giving opinions/presentations?	10
4.	Do the teachers ask students to express admiration orally or in writing for God when they see God's greatness?	10
5.	Do the teachers ask students to feel God's presence and greatness while studying English?	10
6.	Do the teachers ask students not to cheat on exams/tests/assignments?	10
7.	Do the teachers ask students not to plagiarize (take/copy other people's work without mentioning the source) in each assignment?	10
8.	Do the teachers ask students to express feelings about something as it is?	10
9.	Do the teachers ask students to report data or information as it is?	10
10.	Do the teachers ask students to admit their mistakes or shortcomings?	10

11.	Do the teachers ask students to come to class on time?	10
12.	Do the teachers ask students to submit assignments on time?	10
13.	Do the teachers ask students to wear uniforms according to the rules?	10
14.	Do the teachers ask students to be orderly in following the lesson?	10
15.	Do the teachers ask students to bring notebooks according to the subject?	10
16.	Do the teachers ask students to carry out individual assignments well?	10
17.	Do the teachers ask students to accept the risk of the action taken?	10
18.	Do the teachers ask students not to accuse others without objective evidence?	10
19.	Do the teachers ask students to return borrowed items?	10
20.	Do the teachers ask students to apologize for mistakes made?	8
21.	Do the teachers ask students to respect the opinions of friends?	10
22.	Do the teachers ask students to respect friends of different ethnicity, religion, race, culture, and gender?	10
23.	Do the teachers ask students to accept the agreement even though it is different from the opinion of friends?	10
24.	Do the teachers ask students to accept the shortcomings of others?	10
25.	Do the teachers ask students to forgive the mistakes of others?	7
26.	Do the teachers ask students to be active in group work?	10
27.	Do the teachers ask students to like to help friends/others?	10

28.	Do the teachers ask students to be willing to do assignments according to the agreement?	10
29.	Do the teachers ask students to be willing to sacrifice for others?	10
30.	Do the teachers ask students to respect elders?	10
31.	Do the teachers ask students to say thank you after receiving help from others?	10
32.	Do the teachers ask students to use polite language when expressing opinions?	10
33.	Do the teachers ask students to use polite language when criticizing a friend's opinion?	10
34.	When meeting other people, do the teachers ask students to behave in 3S (Salam, senyum, sapa)?	6
35.	Do the teachers ask students to dare present in front of the class?	10
36.	Do the teachers ask students to dare to have an opinion, ask, or answer questions?	8
37.	Do the teachers ask students to give their opinion or do activities without hesitation?	10
38.	Do the teachers ask students to be able to make decisions quickly?	4
39.	Do the teachers ask students not to give up easily/never give up?	10

In this group, all aspects of attitude assessment have been well implemented by the teachers. However, several attitude assessment points expressed by students were not asked or reminded of by the teachers. For example, not all students were asked by the teachers to admit their mistakes, the teachers asked not all students to admit the mistakes of their peers, and finally, not all students were reminded by the teachers to always apply 3S (Senyum, Salam, Sapa) at school, especially in learning English. Furthermore, in making decisions, the students were not ask by teachers to



make decisions quickly but give them some time for students to think. Finally, the researcher assessed that the above aspects of attitude assessment have been very good, and teachers had also applied many other aspects of attitude assessment.

*Second*, the process was carried out on October 4, 2022, in grades VIII-3 and VIII-4 with 12 participants, 7 male, and 5 female students.

With the following results:

**Table 7**

**The Students Forum Group Discussion Result from G3 & G4**

No.	Statements	The number of students who disclosed
1.	Do the teachers ask students to pray before and after doing something?	10
2.	Do the teachers ask students to express gratitude for God's gifts?	12
3.	Do the teachers ask students to greet before and after giving opinions/presentations?	12
4.	Do the teachers ask students to express admiration orally or in writing for God when they see God's greatness?	12
5.	Do the teachers ask students to feel God's presence and greatness while studying English?	12
6.	Do the teachers ask students not to cheat on exams/tests/assignments?	12
7.	Do the teachers ask students not to plagiarize (take/copy other people's work without mentioning the source) in each assignment?	12
8.	Do the teachers ask students to express feelings about	12

	something as it is?	
9.	Do the teachers ask students to report data or information as it is?	12
10.	Do the teachers ask students to admit their mistakes or shortcomings?	12
11.	Do the teachers ask students to come to class on time?	12
12.	Do the teachers ask students to submit assignments on time?	12
13.	Do the teachers ask students to wear uniforms according to the rules?	12
14.	Do the teachers ask students to be orderly in following the lesson?	12
15.	Do the teachers ask students to bring notebooks according to the subject?	12
16.	Do the teachers ask students to carry out individual assignments well?	12
17.	Do the teachers ask students to accept the risk of the action taken?	12
18.	Do the teachers ask students not to accuse others without objective evidence?	12
19.	Do the teachers ask students to return borrowed items?	12
20.	Do the teachers ask students to apologize for mistakes made?	12
21.	Do the teachers ask students to respect the opinions of friends?	12
22.	Do the teachers ask students to respect friends of different ethnicity, religion, race, culture, and gender?	12
23.	Do the teachers ask students to accept the agreement even though it is different from the opinion of friends?	12
24.	Do the teachers ask students to accept the shortcomings of others?	12

25.	Do the teachers ask students to forgive the mistakes of others?	12
26.	Do the teachers ask students to be active in group work?	12
27.	Do the teachers ask students to like to help friends/others?	12
28.	Do the teachers ask students to be willing to do assignments according to the agreement?	12
29.	Do the teachers ask students to be willing to sacrifice for others?	12
30.	Do the teachers ask students to respect elders?	12
31.	Do the teachers ask students to say thank you after receiving help from others?	12
32.	Do the teachers ask students to use polite language when expressing opinions?	12
33.	Do the teachers ask students to use polite language when criticizing a friend's opinion?	12
34.	When meeting other people, do the teachers ask students to behave in 3S (Salam, senyum, sapa)?	12
35.	Do the teachers ask students to dare present in front of the class?	12
36.	Do the teachers ask students to dare to have an opinion, ask, or answer questions?	12
37.	Do the teachers ask students to give their opinion or do activities without hesitation?	12
38.	Do the teachers ask students to be able to make decisions quickly?	0
39.	Do the teachers ask students not to give up easily/never give up?	12

In this group, all aspects of attitude assessment have also been well implemented by the teachers. In spiritual attitudes especially praying, the teachers

rarely asked students to pray. The students initiated to pray before and after the learning process. In addition, similar to the previous group, the teachers were not asked students to make decisions quickly in this group. Instead, the teachers gave students time to think first.

*Third*, the FGD process was carried out on October 4, 2022, in grades VIII-5, VIII-6, VIII-7, and VIII-8 with 24 participants, 12 male, and 12 female students.

With the following results:

**Table 8**

**The Students Forum Group Discussion Result from G5, G6, G7, & G8**

No.	Statements	The number of students who disclosed
1.	Do the teachers ask students to pray before and after doing something?	17
2.	Do the teachers ask students to express gratitude for God's gifts?	24
3.	Do the teachers ask students to greet before and after giving opinions/presentations?	24
4.	Do the teachers ask students to express admiration orally or in writing for God when they see God's greatness?	24
5.	Do the teachers ask students to feel God's presence and greatness while studying English?	10
6.	Do the teachers ask students not to cheat on exams/tests/assignments?	24
7.	Do the teachers ask students not to plagiarize (take/copy other people's work without mentioning the source) in each assignment?	24
8.	Do the teachers ask students to express feelings about	24

	something as it is?	
9.	Do the teachers ask students to report data or information as it is?	24
10.	Do the teachers ask students to admit their mistakes or shortcomings?	24
11.	Do the teachers ask students to come to class on time?	24
12.	Do the teachers ask students to submit assignments on time?	24
13.	Do the teachers ask students to wear uniforms according to the rules?	24
14.	Do the teachers ask students to be orderly in following the lesson?	24
15.	Do the teachers ask students to bring notebooks according to the subject?	24
16.	Do the teachers ask students to carry out individual assignments well?	24
17.	Do the teachers ask students to accept the risk of the action taken?	18
18.	Do the teachers ask students not to accuse others without objective evidence?	24
19.	Do the teachers ask students to return borrowed items?	24
20.	Do the teachers ask students to apologize for mistakes made?	18
21.	Do the teachers ask students to respect the opinions of friends?	24
22.	Do the teachers ask students to respect friends of different ethnicity, religion, race, culture, and gender?	24
23.	Do the teachers ask students to accept the agreement even though it is different from the opinion of friends?	24
24.	Do the teachers ask students to accept the shortcomings of others?	24

25.	Do the teachers ask students to forgive the mistakes of others?	24
26.	Do the teachers ask students to be active in group work?	12
27.	Do the teachers ask students to like to help friends/others?	24
28.	Do the teachers ask students to be willing to do assignments according to the agreement?	24
29.	Do the teachers ask students to be willing to sacrifice for others?	24
30.	Do the teachers ask students to respect elders?	24
31.	Do the teachers ask students to say thank you after receiving help from others?	24
32.	Do the teachers ask students to use polite language when expressing opinions?	24
33.	Do the teachers ask students to use polite language when criticizing a friend's opinion?	24
34.	When meeting other people, do the teachers ask students to behave in 3S (Salam, senyum, sapa)?	24
35.	Do the teachers ask students to dare present in front of the class?	24
36.	Do the teachers ask students to dare to have an opinion, ask, or answer questions?	24
37.	Do the teachers ask students to give their opinion or do activities without hesitation?	24
38.	Do the teachers ask students to be able to make decisions quickly?	12
39.	Do the teachers ask students not to give up easily/never give up?	24

In this group, the attitude assessment carried out was quite good, although there were several points that the researcher had to highlight, firstly the spiritual

attitude assessment in this group was the same as in other groups; namely, the teachers rarely reminded students to pray either before or after the learning process but because students have used to pray since they were Elementary School. Furthermore, in this group, the teachers rarely asked students to feel God's presence, and the teachers rarely reminded students to be ready to accept the risks of the actions taken. Apart from that, the teachers rarely reminded students to apologize for their mistakes. Finally, in the cooperative aspect, students were asked to work actively in groups, but some wanted to avoid participating. From this case, the researcher concluded that the teachers' had reminded them, but the students' interests differed.

**Table 9**

**FGD Results of Attitude Assessment off all Classes Carried out by the Teachers**

No.	Statements	The number of students who disclosed
1.	Do the teachers ask students to pray before and after doing something?	37
2.	Do the teachers ask students to express gratitude for God's gifts?	46
3.	Do the teachers ask students to greet before and after giving opinions/presentations?	46
4.	Do the teachers ask students to express admiration orally or in writing for God when they see God's greatness?	46
5.	Do the teachers ask students to feel God's presence and greatness while studying English?	32
6.	Do the teachers ask students not to cheat on exams/tests/assignments?	46

7.	Do the teachers ask students not to plagiarize (take/copy other people's work without mentioning the source) in each assignment?	46
8.	Do the teachers ask students to express feelings about something as it is?	46
9.	Do the teachers ask students to report data or information as it is?	46
10.	Do the teachers ask students to admit their mistakes or shortcomings?	46
11.	Do the teachers ask students to come to class on time?	46
12.	Do the teachers ask students to submit assignments on time?	46
13.	Do the teachers ask students to wear uniforms according to the rules?	46
14.	Do the teachers ask students to be orderly in following the lesson?	46
15.	Do the teachers ask students to bring notebooks according to the subject?	46
16.	Do the teachers ask students to carry out individual assignments well?	46
17.	Do the teachers ask students to accept the risk of the action taken?	40
18.	Do the teachers ask students not to accuse others without objective evidence?	46
19.	Do the teachers ask students to return borrowed items?	46
20.	Do the teachers ask students to apologize for mistakes made?	44
21.	Do the teachers ask students to respect the opinions of friends?	46
22.	Do the teachers ask students to respect friends of different ethnicity, religion, race, culture, and gender?	46
23.	Do the teachers ask students to accept the agreement	46



	even though it is different from the opinion of friends?	
24.	Do the teachers ask students to accept the shortcomings of others?	46
25.	Do the teachers ask students to forgive the mistakes of others?	43
26.	Do the teachers ask students to be active in group work?	32
27.	Do the teachers ask students to like to help friends/others?	46
28.	Do the teachers ask students to be willing to do assignments according to the agreement?	46
29.	Do the teachers ask students to be willing to sacrifice for others?	46
30.	Do the teachers ask students to respect elders?	46
31.	Do the teachers ask students to say thank you after receiving help from others?	46
32.	Do the teachers ask students to use polite language when expressing opinions?	46
33.	Do the teachers ask students to use polite language when criticizing a friend's opinion?	46
34.	When meeting other people, do the teachers ask students to behave in 3S (Salam, senyum, sapa)?	42
35.	Do the teachers ask students to dare present in front of the class?	46
36.	Do the teachers ask students to dare to have an opinion, ask, or answer questions?	44
37.	Do the teachers ask students to give their opinion or do activities without hesitation?	46
38.	Do the teachers ask students to be able to make decisions quickly?	16
39.	Do the teachers ask students not to give up easily/never give up?	46

**Table 10**

**Results of Attitudes Assesment of all Classes that Teachers do not or Rarely Ask for Students**

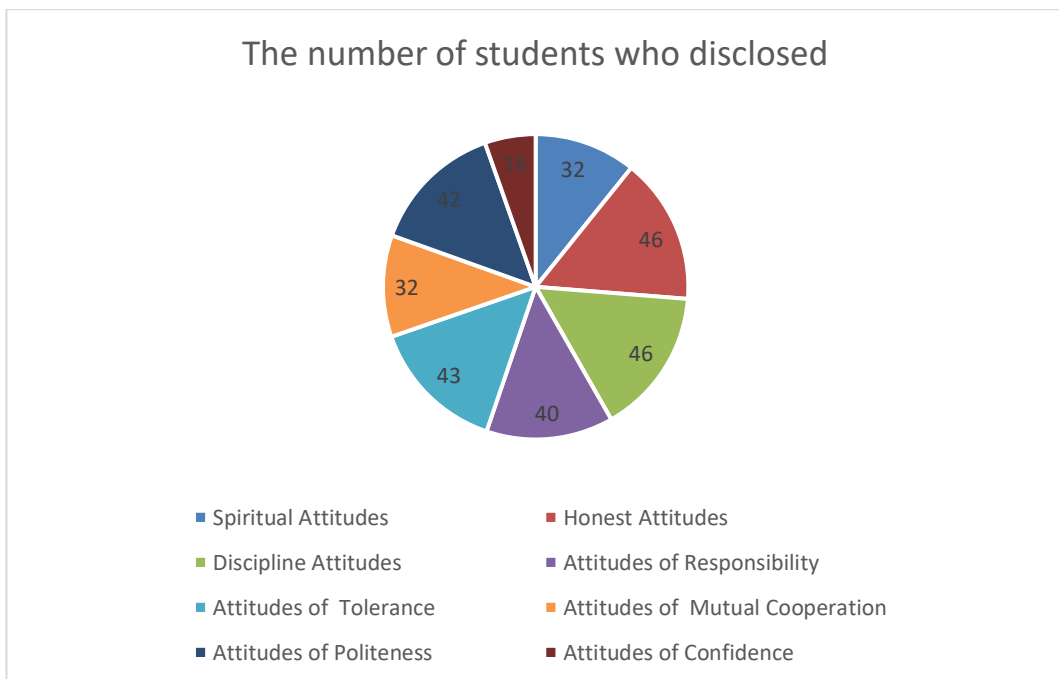
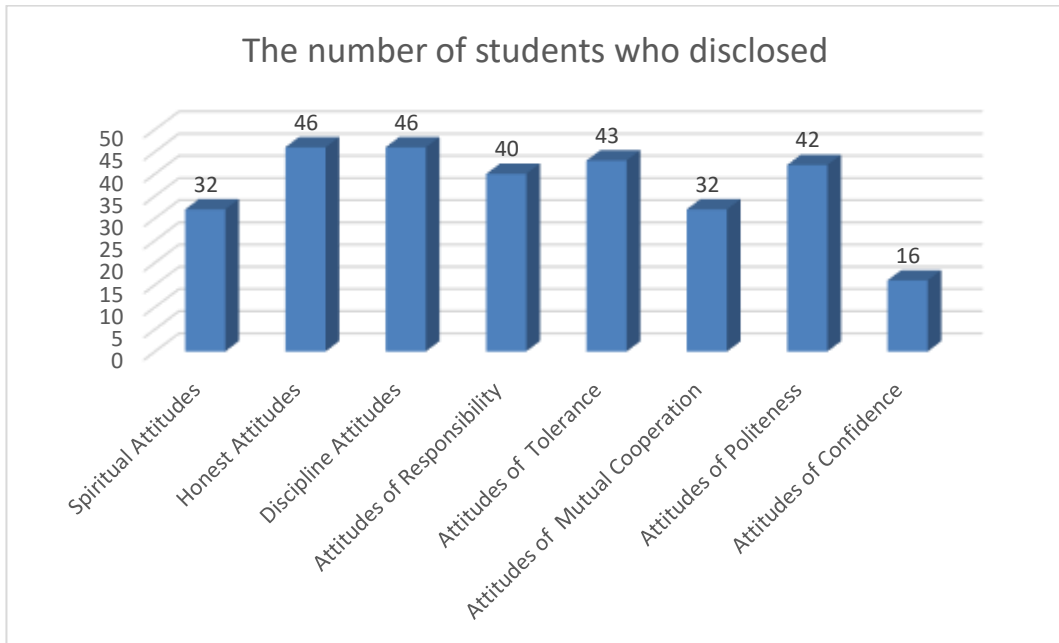
No.	Statements	The number of students who do not disclosed
1.	Do the teachers ask students to pray before and after doing something?	9
2.	Do the teachers ask students to feel God's presence and greatness while studying English?	14
3.	Do the teachers ask students to accept the risk of the action taken?	6
4.	Do the teachers ask students to apologize for mistakes made?	2
5.	Do the teachers ask students to forgive the mistakes of others?	3
6.	Do the teachers ask students to be active in group work?	14
7.	When meeting other people, do the teachers ask students to behave in 3S (Salam, senyum, sapa)?	4
8.	Do the teachers ask students to dare to have an opinion, ask, or answer questions?	2
9.	Do the teachers ask students to be able to make decisions quickly?	30

The table showed several attitude assessment points that teachers rarely carried out. Some students above revealed that these points had been used since elementary schools, such as praying before and after the learning process. Besides that, students were also rarely asked to apply an attitude of responsibility, cooperation, politeness, and confidence; without being asked, the average student is already aware of having to do such things, which includes the points above.

The 46 participants who were asked about the attitudes assessment carried out by the teachers are shown in the following figure:

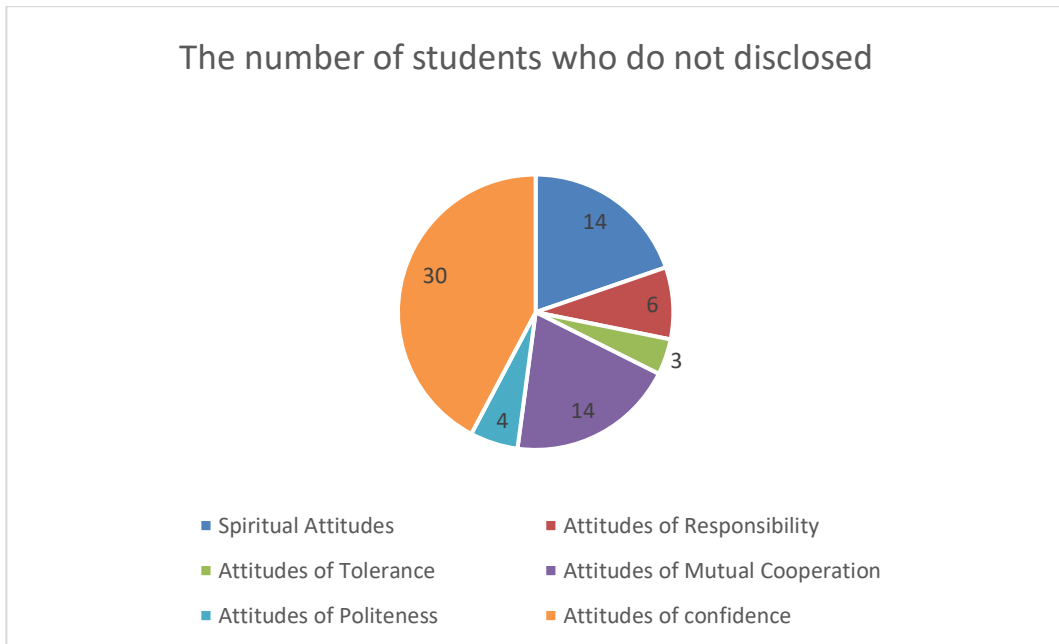
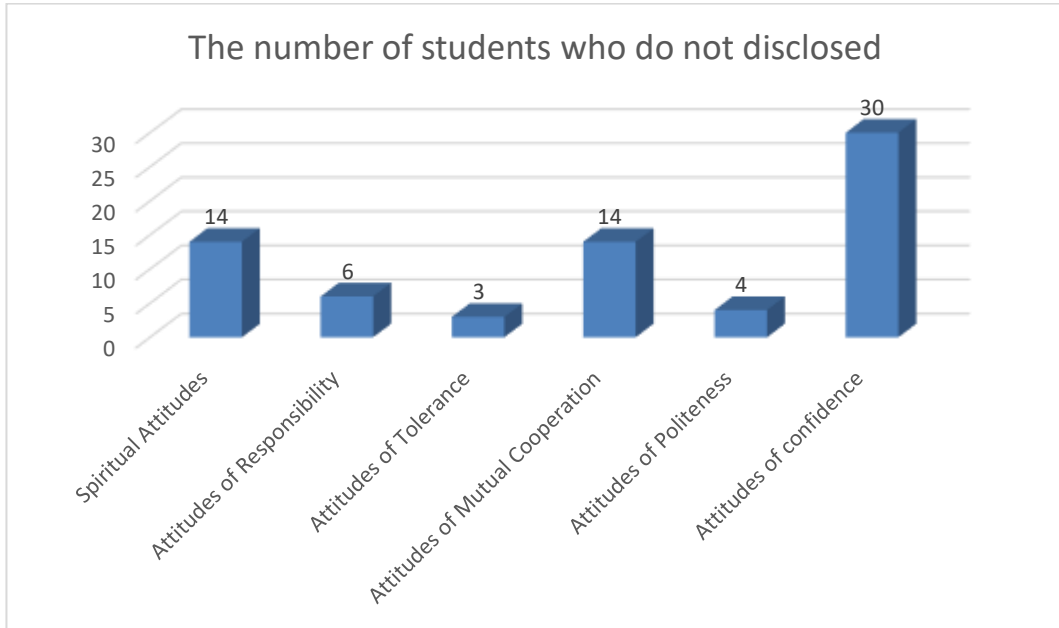
**Figure 3**

**FGD results of Attitude Assessment off all classes carried out by the teachers**



**Figure 4**

**Results of Attitudes Assessment of all classes that teachers do not or rarely ask for students**



From the two figures, the following results are obtained:

**Table 11**

**Scopes of Attitudes Assessment Percentage by FGD Results**

<b>No.</b>	<b>Scopes of Attitudes Assesment</b>	<b>Percentage</b>
1.	Spiritual Attitudes	69,5%
2.	Honest Attitudes	100%
3.	Discipline Attitudes	100%
4.	Attitudes of Responsibility	86,9%
5.	Attitudes of Tolerance	93,4%
6.	Attitudes of Mutual Cooperation	69,5%
7.	Attitudes of Politeness	91,3%
8.	Attitudes of Confidence	34,7%

**4.1.3 Interviews Result**

Interviews were conducted with two English teachers at SMP Negeri 17 Palembang, and the interviews were conducted in the teachers room. Two teachers were interviewed, and each teacher took 20 minutes. For privacy reasons, the teacher's name has been disguised. The interview schedule for each teacher is shown in table 12 below:

**Table 12**

**Interviews Schedule**

<b>No.</b>	<b>Teachers Initials</b>	<b>Gender</b>	<b>Date</b>
1.	T1 (YK)	Female	4 October 2022
2.	T2 (EWF)	Female	7 October 2022

Before conducting the interviews, the researcher introduced himself and gave the teachers the background and the research objectives. The interview went

well, and the responses from the teachers were also very good. At the end of the interview, the researcher thanked the teachers for agreeing to be interviewed. The interview questions aim to discover the difficulties, challenges, and how teachers deal with attitudes assessment rules, especially in learning English. Furthermore, the following are the results of interviews with teachers:

*Q1: Do you have difficulty applying attitude assessment in English Learning processes?*

T1: No, because I also observe the students in teaching and learning activities besides teaching.

T2: I find it easy because in the teaching process, I also observe the student's behavior in the class.

*Q2: Do you have difficulty determining the type of attitude assessment suitable for the English learning process?*

T1: Alhamdulillah No, in the school learning agenda, there are two kinds of attitude assessment, namely social and spiritual, which are applied to all subjects, including English.

T2: So far, no, there are two general types that we apply in this school, namely spiritual, which can be seen during prayers before learning, and social, which can be seen in student interactions in the process of teaching and learning activities whether students focus on group discussions, are students able to work together in solving problems in group work.

*Q3: Do you feel it is challenging to carry out the attitude assessment within the allotted time?*

T1: In class, I can also see how students behave. During recess, I can also see how these students interact with their friends, or when meeting students in the canteen at these times, I can also see how students behave, so I do not have a problem.

T2: No, I can assess students' attitudes outside of teaching and learning activities, even with limited time in class.

Q4: *Do you have difficulty carrying out the attitude assessment process in teaching English?*

T1: No, because the school already gives guidelines.

T2: The school has shared the agenda to assess students, so I do not feel difficult.

Q5: *Do you have difficulty understanding the attitudes assessment rule?*

T1: I find it difficult because the time sometimes in the class is limited to assessing student attitudes, so I make journals and observe students outside of teaching and learning activities to add value to students' attitudes.

T2: It is not easy because many points must be met, but gradually, with time, I can understand and apply a good attitude assessment.

Q6: *How do you face difficulties in applying attitude assessment in learning English?*

T1: As I explained before, I can observe students' attitudes in addition to class hours can also be applied outside of class hours, for example, during recess and when they are hanging out at school.

T2: I do an attitude assessment not only in the classroom, with difficulty in limited time, but I also assess students' attitudes outside the classroom, for example, when they are interacting with friends.

Q7: *How do you deal with the difficulty of determining the type of attitude assessment suitable for the English learning process?*

T1: There is no difficulty in determining attitude assessment because there is an agenda and draft from the school.

T2: Because there are no difficulties, I can determine the suitable attitude assessment.

Q8: *How do you deal with difficulties in assessing attitudes within the allotted time?*

T1: Students can also create a self-assessment journal by creating a personal journal and looking at student activities outside the classroom.

T2: I made a draft journal of students behavior during the learning process, and when I met them outside the classroom, I also recorded their attitude.

*Q9: How do you face difficulties in carrying out the assessment process in learning English?*

T1: I looked at the assessment of student assignments and asked peers in the class how students interact and who wants to judge students (assessment between peers).

T2: In the cognitive domain, I can see the daily assignments of students. In the psychomotor domain, I see how students' abilities in the classroom can overcome difficulties in assessing student attitudes, especially in learning English.

*Q10: How did you face difficulties in understanding the attitude assessment rule?*

T1: With the existing rules, I continue to understand and maximize the points of assessment of students.

T2: The attitude assessment rules are indeed very much, but because the 2013 curriculum has been implemented for a long time, I do not face difficulties understanding the rules of attitude assessment.

The results of interviews with the two teachers above showed that there is no difficulty for the teachers in evaluating attitudes toward learning English. The type of attitude assessment used is already very good because it followed the 2013 curriculum assessment, knowledge, and skills in the Ministry of Education and Culture. Even with limited time, the teachers found it easy to assess student attitudes because attitudes assessment can also be done outside the classroom, for example, when students interact with peers and in the canteen. The teachers also found it easy to conduct an attitude assessment in English lessons. Meanwhile, the teachers found it difficult to understand the rules of attitude, but gradually the teachers can understand the regulation. Then how do the teachers face these difficulties? As



explained, the teachers assessed students' attitudes in and outside the classroom. There are no difficulties because the school has determined the type of attitudes assessment, and even with limited time, the teachers can still assess students' attitudes. With the difficulties in applying an attitudes assessment in learning English, the teachers also assessed that from the students' assignments and the student's skills. Teachers also understood the rules of the existing attitudes assessment. From these results, the researcher concluded that only a few things made the teachers find it difficult to assess this attitude, especially in learning English.

#### **4.2 The Interpretation of the Study**

Based on the results of research, it is known that teachers can understand the application of attitudes assessment based on the 2013 curriculum. This can be seen from the rubrics and journals the appropriate teachers made with the Pedoman Penilaian Sikap, Pengetahuan dan Keterampilan Kurikulum 2013, Kementerian Pendidikan & Kebudayaan (2017). From the results above, the researcher supported them with other theories. The following is the explanation:

The process of attitude assessment in learning English based on the 2013 curriculum at SMP Negeri 17 Palembang is quite good. The research results from interviews showed that teachers could apply the type of attitudes assessment that followed the guidelines and according to the rules. This was supported by Sani (2022), who stated that good assessment is generally directly related to teaching and learning process activities because assessment is an integral part of the teaching and learning process.

From the documentation results, the teachers used Journals and Rubrics to provide assessment of students. In designing learning outcomes, teachers need a reference in designing instruments. In the instrument, several assessments are used as a teachers guide so that the teachers can follow the design, and this was supported by Ambarwati (2017). The first stage of designing the assessment is to analyze the core competencies, so they can be well-designed to assess student learning outcomes. The readiness of teachers to design attitudes assessment grids is very

good. This is following ministry and culture regulations for the 2013 curriculum.

Based on the results of the Focus Group Discussions, the teachers were able to apply for the attitudes assessment coverage well and obtained a score of 96.70% with very good criteria. According to students, the teachers were quite good at implementing attitudes assessment in the classroom. However, some points were not asked by the teachers, for example, praying, feeling God's presence, accepting risks from actions taken, being active in group work, and making decisions quickly. Most students who did not disclose stated that they were used to praying, and the teacher did not ask students to make decisions quickly but was given time first. In this case, According to Basuki & Hariyanto (2015) the teachers should pay attention to assessing attitudes in students' learning process. Due to that, assessment can improve students in the learning process.

Furthermore, from the results of the interviews, in carrying out assessments in learning English, the teachers assesses the students' attitudes and the assignments carried out by students. This can help the teachers in assessing students. According to Kunandar (2013) the assignment of students to the knowledge aspect includes memory, understanding, and applications that teachers can make in measuring student skills.

The difficulties faced by the teachers in providing an attitude assessment are that the teachers need help in providing an attitudes assessment within the allotted time because the teachers' tasks in the classroom are not only teaching but directing students, supervising students, and conducting evaluations. This was supported by Mawaddah et.al (2022) who stated that teachers' difficulty in providing an attitude assessment is difficult for teachers to know how overall social and spiritual attitudes.

Another difficulty the teachers found was students who did not want to work actively in groups. From the results of the interviews, the teachers said that some students did not want to join groups and only wanted to work alone. This sometimes made it difficult for teachers to give affective (attitudes) assessments, while teachers had to be able to assess student behavior. This was supported by Mustafa

& Masgumelar (2022) which stated that the purpose of affective assessment includes the attitudes and behavior of students about following the lessons given by educators, namely teachers or trainers.

Furthermore, from the results of the interviews, the teachers overcame the difficulties in providing an attitude assessment with limited time. The teachers made a journal of student attitude notes and saw how students' activities are outside the classroom, for example, when students are playing with friends and when the teachers meet students in the canteen. This is supported by Mawaddah et.al (2022), who stated that to overcome teachers' obstacles, namely by keeping student diaries so that assessments can be carried out regularly. The teachers can work with fellow students and parents to find out students' social and spiritual attitudes outside the classroom or school environment.

Finally, the teachers overcame the difficulty of assessing attitudes with limited time by making students conduct peer assessments and self-assessments besides the teachers observing students. This was supported by Mustafa (2022), who stated that in terms of technical aspects and attitudes assessment instruments, namely teachers need to carry out attitude competency assessments in several ways, including (1) observation, (2) peer evaluation, (3) self-assessment and (4) journals that are carried out during learning. Instruments used as guidelines in observation, peer assessment, and self-assessment can be in the form of a checklist or an assessment with a rating scale with instructions and information in the form of an assessment rubric.