

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions drawn from the results of the study. As set out in the outset, the aims of the study were to find out what types of alternative assessments used by the teachers and to investigate students' response toward the alternative assessments used by the teachers in teaching English in a university in Bandung.

5.1 Conclusions

The major conclusion of this study is that the teachers unconsciously employed several types of alternative assessments in assessing their students' performance namely role-play, oral presentation, and exhibition. The use of all these alternative assessments was found to be formative (for role play and oral presentation) and summative (only exhibition assessment) purposes; they used role play and oral presentation assessment for reflecting students' learning, achievement, and feedback during teaching and learning processes not for assigning any score on students' work. This finding can be seen from the data obtained from observation, document analysis, and interview that shows teacher X never have any scoring rubric or a clear set of criteria for assessing the two alternative assessments (role-play and oral presentation). Based on the interview results, he affirmed that he assessed students' performance. However, from document analysis results (teachers' scoring rubric), there could not be found any document indicating his statement.

.Meanwhile, though teacher Y assigned students' performance by giving circle shapes, it was aimed only to check students' progress and give her feedback to learning and to teaching during the teaching learning processes. This finding might be influenced by the limited time for assigning scores. Since role-play and oral presentation are related to alternative assessment, it needs more time to assess the students by using scores. With regard to the summative purpose of exhibition, both teachers used this kind of assessment as students' final test thus there were found scoring rubric and a clear criteria used by the teachers to assess students' performances during the exhibition.

Regarding to the students' response toward the alternative assessments used by the teachers, data from questionnaire show that nearly all the students were happy completing the alternative assessments given. They agreed that by having these assessments, learning English was more fun and interesting. They also gave positive response to the benefits they had by accomplishing the alternative assessments. They stated that role-play, oral presentation, and exhibition could improve their language skills (reading, listening, speaking and writing), improve their medical vocabularies in English, and give them the descriptions of their strength and weaknesses in English. Furthermore, nearly all the students also assisted that they, by having these assessments, were motivated to learn, challenged to be more active and creative and were challenged to integrate their midwifery and English knowledge. Despite the positive response toward the importance of alternative assessments above, students also positively agreed that they have many obstacles and difficulties in completing the task. Lack

of vocabularies becomes the biggest obstacle faced by students followed by the difficulties in pronouncing English words.

Overall, it is envisaged that this study can enrich literature on alternative assessments in teaching English for midwifery in Indonesia, which is still sparse. Furthermore, for those concerned with alternative assessments issues such as teachers and trainers, this study may provide them with useful information and serve as insights and reflection about alternative assessments practices which may ultimately improve practices. Besides that, this study envisaged to serve as a reflection for decision makers in their assessment policy.

5.2 Suggestions

In this section, some suggestions are presented. There are two suggestions that can be drawn i.e. the need to train the teachers and to conduct further research.

First of all, the results of this study show that the teachers seemed to lack the knowledge of assessment. This proves that training on assessment needs to be administered by the institution or related organization such as universities concerned with education. The teachers need to be trained and introduced to how to conduct alternative assessments, which are related to students' needs and interests in the midwifery area. Besides that, the issue of validity and reliability should also be considered, in this case, the teachers need to be trained on how to develop an assessment with its validity and reliability so that the results of assessment can be used for decision making.

In conducting this study, the researcher notes some limitation faced. First limitation is the teachers did not have enough knowledge on alternative assessments thus it might influence the results of this study. Hence, further research should make questions for collecting the interview data, which can be addressed for all teachers. Next limitation is to do with collecting the document, not all of the teachers had documents for assessing the alternative assessments. For further exploration, future researchers can extend the investigation on the use of scoring rubric in alternative assessment or they can explore one type of alternative assessment in specific.

