

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions and recommendations of this study. This chapter is divided into two parts – conclusions and recommendations for further research. The conclusions are described based on the data which have been analyzed and interpreted in Chapter Four. The following is the descriptions of two parts of the chapter in detail.

5.1. Conclusions

The conclusions described here are made based on findings of the study which are obtained from the data from classroom observations, document analysis and interviews with five English teachers. The following is the description of each research question outlined in Chapter one, followed by the conclusion of each research question.

The first research question is what the purposes of assessment in English language teaching of YLLs are. The data obtained from the interview of five teachers, from the observation and document analysis indicate that teachers of YLLs conducted assessment for five purposes. The purposes are: (1) formative purpose, (2) summative purpose, (3) informative purpose, (4) diagnostic purpose, and (5) evaluative purpose. The first purpose of assessment is formative purpose. Teachers conduct assessment because they believe that assessment can motivate learners. The second purpose of assessment is summative purpose. Teachers conduct assessment to assess students' achievement at a particular point in time, in this case in one term. The summative assessment is conducted through the formal tests which include middle term exam (UTS) and final term exam (UAS). The third purpose of assessment is informative purpose. Teachers conduct assessment to provide teachers, students and parents with the information of students' progress or achievement in learning. The fourth purpose of assessment is diagnostic purpose. Teachers conduct assessment to identify what students need and which students that need special support. The fifth purpose of

assessment is evaluative purpose. Teachers conduct assessment to check students' level of achievement.

From the data above, it can be concluded that all teachers observed have the same perception on the purposes of assessment for YLLs. They realize the importance of assessment and how assessment is inseparable from teaching learning process. However, it can also be concluded that even though they are aware how important assessment is, they are lack of knowledge and training on how to assess YLLs. They have never had any training on assessing language, let alone training on assessing YLLs. In relation with the theories and government regulation of assessment purpose in English teaching for YLLs, it can be concluded that the purposes stated by the teachers and supported by observation and document analysis are in line with the theories and assessment standard stated in decree of Ministry of National Education number 20, year 2007, 11 June 2007 (*Peraturan Menteri Pendidikan Nasional Nomor 20 tahun 2007 11 Juni 2007*).

The second research questions is what assessment techniques are used. Based on the data obtained from the observation and document analysis, it is found that teachers conducted three assessment techniques, namely on-the-run assessment, self- and peer-assessment, and classroom tests. T#2, T#3, T#4, and T#5 conducted on-the-run assessment, self- and peer-assessment, and classroom tests while T#1 conducted on-the-run assessment and classroom tests.

The data also shows that the most frequent assessment technique conducted by the five teachers observed is on-the-run assessment which is conducted 166 times. Teachers conduct classroom tests 113 times and self- and peer-assessment 19 times. Among five teachers observed, T#1 is the one that conducts on-the-run assessment most frequently. T#1 conducts this technique 72 times. The next teacher who conducts this technique most frequently is T#3 who conducts it 32 times. T#2 conducts it 25 times and T#4 conducts it 22 times. T#5 only conducts this technique 15 times.

The second assessment technique most frequently used by five teachers observed is classroom tests. This technique is conducted 112 times. Among the five teachers observed, T#3 conducts this technique most frequently (38 times), followed by T#5 who conducts it 28 times. Next, T#2 conducts it 18 times, T#4 conducts it 16 times, and the last, T#1 conducts it 13 times.

Self- and peer-assessment is the least frequent assessment technique conducted by five teachers observed. Total frequency of this technique is 20 times. T#4 is the one who conducts this technique most frequently (16 times), followed by T#3 who conducts it 2 times. T#2 conducts it for 1 time. T#1 and T#5 do not implement this technique.

From the data above, it can be concluded that all teachers observed are aware that YLLs cannot be assessed only through one technique. They conduct three assessment techniques but they only have record on the result of assessment on classroom test technique. Therefore, the assessment record is not able to present the ability and the progress that the students have made during the learning process. In relation with the theories and government regulation of assessment techniques in English teaching for YLLs, it can be concluded that various and appropriate assessment techniques for YLLs have not been implemented thoroughly.

The third research question is what language skills are assessed. Based on the data obtained from the observation and document analysis, it is found that all four language skills, namely listening, speaking, reading, and writing are assessed by teachers of YLLs. Among the five teachers observed, T#3 and T#5 assess all the language skills. While T#1, T#2 and T#4 assess speaking and writing only.

The data also shows that the most frequent language skill assessed by the five teachers is writing (163 times). T#3 was the one who assessed writing skill most frequently (65 times), followed by T#4 who assessed writing skill 43 times. T#5 and T#2 assessed writing skill 20 times. T#1 assessed writing skill 15 times.

The next most frequent language skill assessed by the five teachers observed is speaking skill. The total frequency of speaking skill conducted by all 5 teachers observed is 126. T#1 assesses speaking skill most frequently (70 times), followed by T#2 who assesses speaking skill 24 times. T#3 assesses speaking skill 14 times, T#4 assesses it 11 times, and T#4 assesses it 7 times.

The next language skill that is most frequently assessed is reading skill. The total number of reading skill assessment is 9 times. Only one teacher conducts reading skill assessment, T#5. T#5 assesses reading skill 9 times.

The language skill that is least frequently assessed is listening skill. Listening skill assessment is conducted only 9 times and only by two teachers, T#3 and T#5. T#5 conducts listening skill assessment 7 times while T#3 conducts it 2 times.

From the data above it can be concluded that even though all teachers conduct assessment of all language skills, they mainly focus on the grammar and vocabulary aspects. So, instead of making grammar and vocabulary assessment only as supporting parts in assessing the 4 language skills, teachers make grammar and vocabulary assessment as the main focus. Again, the main reason behind this is practical and degree of easiness reasons. In relation with the theories and government regulation of assessment of language skills in English teaching for YLLs, it can be concluded that assessment still has not covered all the four language skills maximally.

5.3. Recommendations for Further Research

The results of the study show that there are many aspects of the assessment of YLLs that are still not in line with the characteristic of YLLs and the assessment procedures for YLLs. Based on the aim and the results, the study has the implication, that is all teachers have to get regular training on YLLs and assessment of YLLs. These trainings hopefully will be able to improve teachers' knowledge on the two main topics. The improvement in YLLs and assessment of YLLs lead to better assessment process. Better assessment process eventually leads to better teaching and learning process.

This study has some limitations. The first limitation is that regarding the school that becomes the sample in this research. Because of the limited time and limited access to elementary schools, researcher could only pick one elementary school which even though is considered to be a school with national standard, is still far from ideal English language teaching and assessment process and assessment for YLLs. The study may be able to show the reality of assessment in YLLs' classroom but the results are not be able to become role model for assessment of YLLs implementation. That is why, it is suggested that other researchers should spend more time in order to choose more appropriate school as sample,

like school with A accreditation or bilingual school in the hope that the study will result in the profile of ideal assessment for YLLs.

The second limitation of this study is that the researcher only observed and conducted the study on first – fifth grade classes. It is suggested that further research to conduct the study on all grades in elementary level, that is from first to sixth grade. In that way, a more thorough and representative results of the study may be obtained.