

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions related to the research findings of this study.

5.1. Conclusions

5.1.1. Teachers' Perception on the Concept of Formative Assessment in EFL Classrooms.

Based on the result of data analyses of questionnaires, the researcher concludes that the teachers have good perception on the concepts of formative assessment in EFL classroom, based on 5 parts being, (1) formative assessment purposes (2) formative assessment strategies (3) formative assessment principles (4) formative assessment methods (5) formative assessment techniques.

After conducting questionnaire to teachers, they agree that formative assessment is important to conduct as the quality control for their goal in the learning process, and also to know how the understanding of the material delivered to students.

Based on the data analysis result teachers gave opinion on the questionnaire, and the answers describe how their perceptions towards formative assessment while they teach in classroom, teachers' perception after the analysis shows that they planned formative assessment from the beginning of the semester.

Teachers perception about formative assessment is important to know the teachers' understanding of the formative assessment during this time, as we know that teachers already conduct formative assessment, but this research wanted to know how their perception of formative assessment is in conformity with the existing concept or not yet. The good results of this research about formative assessment perception, does not mean all the English teachers implement formative assessment in each of the learning process. Good perception also does not mean English teachers are proficient in conducting formative assessment. Nonetheless, a good perception can be used as the

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initial capital for the implementation of formative assessment in the teaching and learning process. With a good response on formative assessment, all teachers are willing to improve the application of formative assessment in the learning process. These implementations will indirectly contribute to improving students' skills in English learning.

5.1.2. Teachers' Practice of Formative Assessment in their Classrooms

From the result of data analyses of interview and observation, the researcher finds that teachers have practiced formative assessment in good way, even though they often do some other test to students informally to know about students' understanding about the material delivered by teachers.

From the result of the interview and observation teachers already practiced the formative assessment in their classrooms, teachers conducted by two way, formally and informally as shown in the result of interview and class observation held by researcher.

In conducting formative assessment teachers are not much use methods due to the observation made only for five meetings, selection of methods in the implementation of formative assessment is important so that students can feel some different conditions than before, differences in condition assessment is also important to motivate students because difference students' characters in the classroom. Based on interview data also can be seen that the teachers have a good understanding of formative assessment, they stated in the formative assessment should be based on principles of formative assessment that they understand, the teachers already conducted the application of formative assessment principles although it has not been reflected in the entirety of the interview, use a variety of methods and strategies in conducting an formative assessment have been done by the teachers based on the interviews to the respondent, they conduct formative assessment with various methods to give more motivation to the students in completing the test given, the teachers conduct formative assessment in some conditions and most of formative assessment done informally or

conditionally depending on the class conditions that occur during the learning process, the results of the interview can also be seen that the teachers do formative assessment with a variety of techniques adapted to the students character based on the results of previous tests, the use of formative assessment techniques is tailored to the previous test results to provide convenience to all students in completing the test given by the teacher.

The use of formative assessment techniques is vary depending to the teacher, such as the use of journal technique is rarely done but homework has been done by all teachers to students, formative assessment techniques that teachers use to get the grade associated with the ability of students to understand the learning material which has been given, the results of those formative assessments fed into the result book that becomes the basis for providing an assessment at the end of the semester, the grades obtained by students during formative assessment becomes the basis of the method selection by the teacher for the next learning process provide in the classroom, because the results of formative assessment will be seen which students are already good in understanding learning materials and which students who are lack an understanding of learning materials provided, differences in the results of the formative assessment by students was very influential in the selection of appropriate learning methods because it will greatly affect the success of the learning process will be given by the teacher in the next learning process, it can be concluded that the implementation of formative assessment is needed to improve the success of the English learning process in school.

Observations made it depicts some different things with the interview session, which not many selection of methods and strategies by the teachers in the implementation of formative assessment, this can happen due to observations made may not adequately describe the planning of formative assessment that has been done by the teachers, in addition to their differences with the interviews, researchers also getting the same facts together with the interviews that all teachers record the results of formative assessment into a result book based on student assessment to be used in determining the final grade of each student at the end semesters, based on the results

of observations that have been made to the respondent during five meetings, researchers can conclude that all teachers have to implement formative assessment as they convey during the interview, it proves the consistency between the statement in the interview and the implementation in the teaching and learning process.

5.1.3. Relation Between Teachers' Perception and Practice of Formative Assessment

After analysis, all data for perception and practice of formative assessment, researcher finds that there is a good relation between perception and practice on formative assessment, this is depicted in the result that teachers conduct formative assessment as their opinions in the questioners so between perception and practice is consistently in implementation on daily life in the classroom.

In fifteen meetings of observation to three teachers, researcher finds that teachers do not conduct formative assessment every day, sometimes they do not do formative assessment in their classroom because they do not plan well in lesson plan, otherwise all teachers conduct formative assessment by several techniques to gain students' understanding and grades. It is good to know that teachers implement that kind of techniques to students, and it is good for students that using of different techniques made them have formative assessment in happy situation.

Although the results obtained by researcher during this study illustrates that teachers have been consistently implement formative assessment, it does not mean the teachers fully understand the concept of formative assessment, it is the duty of the parties concerned to always provide programs to increase the competence and the new knowledge about formative assessment to all English teachers, by giving those development programs, is expected for increasing teachers competence that can improve the quality of teaching and learning that takes place in schools.

The researcher also notices that the similarities between perception and practice does not guarantee that every teacher will consistently implement formative assessment

plans that they have reconstructed earlier, sometimes they just do formative assessment in the same way for every subject given to students.

5.2. Suggestions

Based on the research findings, the following suggestions are recommended for English teachers and future researchers.

5.2.1. For the English Teacher

These suggestions are very useful for the English teachers, especially for the English teachers at the tenth-grade students in Senior High School in Kabupaten Kepulauan Meranti – Riau.

- a. The teachers should learn better and be more creative in applying formative assessment. It used to solve the students' difficulties in understanding the whole subject and improve the students' understanding about material taught.
- b. The teacher should create various appropriate media and illustrations to support the understanding after conducted formative assessment.
- c. The teacher should identify how to make appropriate plan to conduct formative assessment better in future.
- d. Teacher should observe their students to learn what they can do, can almost do, or cannot do in formative assessment implementation.
- e. Teachers should allow the student freedom to learn in their own ways while teaching what needs to be known to solve current problems.
- f. Teachers should check that taught strategies are learned. When learning has not occurred, it is time to reteach in a different way.

5.2.2. For Future Researcher

It is also suggested to the further researchers who want to analyse about formative assessment, it would be better to analyse with different aspects of this research. For example: comparing the way of practicing formative assessment.