

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and suggestions of this study. The conclusion parts are drawn from the research findings and discussion, while suggestions provide some ideas addressed to English teachers and further research relating to the implementation of on-going assessment in an EYL class.

5.1 Conclusions

This study aims at seeking information about learning support provided by the implementation of on-going assessment. This study also aims at listing the challenges occurring in implementing on-going assessment in an EYL class. To achieve the aims, the process of collecting data related to the research was generated by administering two cycles of action research. Triangulation of data collection in action research were conducted by using teacher's observation by using observation sheet during the on-going assessment process, field notes taken by a non-participant observer and the presence of video-recording. Therefore, the conclusion regarding the study could be drawn as follows.

In relation to the presence of learning support provided by on-going assessment, the findings showed that on-going assessment gave great opportunities for providing support for students' learning especially to young learners. The data gained from the three instruments showed that the all of the assessment forms used in this study (information exchange, picture-cued description, matching activity, and written product) could provide model of language use in terms of the opportunities for the students to repeat and saying the language features taught in each meeting. The chances to repeat and say the language features itself were practiced by doing drilling during the lesson.

Beside the opportunities of providing the model of language use, on-going assessment also offered a great chance to build students' motivation towards their learning process. The presence of both extrinsic motivation and intrinsic motivation during the process of learning confirmed that on-going assessment provide support for students' learning.

Moreover, by implementing on-going assessment students could be benefited from the activities taken during the assessment process to be more independent and more responsible towards their learning. Students' autonomy and responsibility were determined to be important aspect to support them in their further learning.

The result generated from each assessment also could portrait what students can and cannot yet do. This result gave useful information concerning the steps that should be taken in planning next teachings and also gave some considerations in evaluating the programs.

While in terms of challenges occurring during the process of assessment, it was revealed that classroom management and time allocation became the obstacle which impeded the implementation of on-going assessment. Large numbers of students in the classroom made the teacher had some difficulties in controlling students in the classroom during the assessment process. While regarding the time allocation, it was found that the teacher should be aware of the distraction that might appear when the assessment process was administered. Having too much time spending on a certain activity would lose students' interest in taking part in the assessment process.

5.2 Recommendations

Based on the result gained from this study, there are some recommendations that hopefully can be useful. The recommendations were proposed to the teachers who want to implement on-going assessment in their classes and the teachers who want to investigate research in the same topic.

For further research or the teachers who want to implement on-going assessment in their classes, they are better to choose some topics which are closely related to children and also easy to develop into various activities in the process of assessment. Therefore, the presences of some practices before the students are going to be assessed can help them in giving their best performance. In this study, the practices given were in a form of drillings. However, another way of practices perhaps can be developed in further research in this field.

Moreover, in the further research, teachers who want to implement on-going assessment in a big class should figure the way to manage the class. Giving additional activities while the students are waiting for their turns are really recommended to avoid the chaos during the assessment process. Teachers are also recommended to use various signaling system to attract students' attention whenever they lose their focus to avoid chaos.

