

CHAPTER V

CONCLUSION, IMPLICATIONS, LIMITATION, AND RECOMMENDATION

This chapter presents this study's conclusions, implications, limitations, and recommendations. The conclusion section in this chapter briefly discusses the main points of the research and concludes the research findings. The second section reports the study's implications in English Language Teaching. The third section discloses how this study is limited in several aspects. The last section proposes suggestions for graduate students, teachers, teacher education programs, and researchers.

5.1 Conclusion

The present study has addressed the research questions and the objectives of the study to investigate ELT graduate students' understanding and practice of language assessment. Further, this study revealed the relationship between understanding and practice of language assessment experienced by ELT graduate students. An explanatory sequential mixed-methods design was employed in this study to address the study's objectives. The quantitative data was acquired from the questionnaire with 129 respondents. Meanwhile, qualitative data were collected from the interviews and document analysis of six selected participants. Further, the gathered data were analyzed using SPSS 25.0 for the descriptive statistics (frequencies, percentage, and mean), inferential statistics (Pearson Correlation test), and NVIVO 12 Plus for coding and thematic analyses.

The study results indicated that ELT graduate students were at a moderately knowledgeable level of understanding language assessment. It signifies that ELT graduate students have a substantial ability to explain the theoretical foundation and practical skills needed to conduct language assessment. Specifically, ELT graduate students understand the concepts, types, principles, and purposes of language assessment and can prepare, assess various English skills and develop and use assessment results. Thus, ELT graduate students have the knowledge required to perform language assessment elements comprehensively.

The findings also revealed that ELT graduate students often practiced language assessment in their classrooms. It indicates that ELT graduate students understand language assessment elements and successfully transfer the knowledge into practice. In detail, ELT graduate students elaborate on the significances, challenges, and expectations regarding their language assessment experience. Most importantly, the study found a connection between understanding and the practice of language assessment.

5.2 Implications

The results of this study potentially bring insights into the theories and characteristics of language assessment discussed in the literature with the real implications experienced by ELT graduate students. The ELT graduate students are expected to use their advanced knowledge in language assessment to solve challenges in ELT. Moreover, the result of this study could be used as a reference for preparing practical courses related to language assessment in the teacher education program. The English language education program is expected to prepare their students with theoretical and practical skills needed to perform appropriate language assessment. This study also encourages teachers and practitioners of English Language Teaching to continue developing themselves professionally to enhance their knowledge and practical skills in language assessment with the support of schools or institutions they work.

5.3 Limitation

There are several aspects found as limitations of the present study. First, the scope of this study is limited to graduate students studying in an English language education program at a university in Indonesia. Thus, the results of this study cannot be generalized to describe the overall understanding and practice of language assessment by ELT graduate students in Indonesia. Second, the present study's data were collected through questionnaires, interviews, and document analyses. Observing the classroom to see the language assessment practiced by ELT graduate students could have given more detailed information about the findings.

5.4 Recommendation

The present study aimed to investigate ELT graduate students' understanding and practice of language assessment and the relationship between understanding and practice of language assessment in the context of English Language Teaching (ELT). It will be meaningful if future researchers explore ELT graduate students' perception of the courses related to language assessment offered at their university program to bridge the gap between practice and understanding. A prospective study is also needed to involve more ELT graduate study programs from different universities in Indonesia to get a comprehensive picture of the extent language assessment is understood at the higher education level. This study also recommends employing a mixed-method design to get a rich and comprehensive result in investigating extended research.