

## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATION

This chapter presents the conclusion and implication based on the data analysis and discussion of teacher beliefs about the formative assessment and their practice in English class, also the technique they utilize. Besides that, this chapter also presents the recommendation related to the result of this research. The recommendation is proposed for the contribution to the English language study, especially for English teachers and future researchers that focus on teacher belief in a similar context.

#### 1.1 Conclusion

Based on the finding and the discussion in the previous chapter, the researcher makes three conclusions. First, the teachers have several beliefs about formative assessment. The teachers believe that formative assessment has a role in education, assisting students' learning process, enhancing students' academic process, as a means to collect information, and enabling students to oversee their learning. The researcher concluded that the teacher defined formative assessment as giving the test during the teaching and learning process. At that point, the teacher believed that the formative assessment focused on the development of students' skills. Both teachers believed that formative assessment might inspire the students to be active in the teaching and learning process because the students know that they would be evaluated at that time. By doing assessments, teachers get an overview of students' knowledge of the materials they taught. In addition, by assessing students understanding in the middle of the learning process, teachers and students know how far the progress they have made and how long it takes to achieve the lesson goal. Teachers perceive formative assessment as a helpful instrument for understanding their students well. As teachers, they have a responsibility to ensure that each student receives what they are taught well in class. Further, formative assessment eases the process of delivering so many materials. It enables the teacher to measure the student's understanding, and by doing so, they can adjust their teaching style to meet students' preferences.

Second, the use of formative assessment is consistent with the teacher's beliefs about the importance of formative assessment to the instructional process and the student's progress toward their learning objectives. The formative assessment practice in English class is influenced by the teachers' beliefs about the formative assessment itself. Since the teachers believed that formative assessment means only giving the test during the teaching and learning process, the way they implemented formative assessment in the classroom also focused on giving the test to the students at the end of the class. Further, they also believe that by using this assessment, they could motivate their students in learning English. One of the teachers stated that she expected the formative assessment process would make the students more active in the class, but in reality, this is not happening in the English class. This is due to the student's background knowledge and their motivation to learn English and how the teacher believes and their knowledge about the formative assessment itself. It is important to understand that every learning process has a significant impact on a student's accomplishment since the process allows students to learn about their strengths and weaknesses, how they have improved, and how to overcome difficulties while learning. Formative assessment, in their beliefs, provides them with information about where their students are in the learning process and enables them to bring those students closer to the learning objective. When the teachers engage in formative assessment classes and participate in professional development opportunities linked to formative assessment, they will implement the practice with their students. In formative assessment, teachers' and students' communication is critical in effective learning. After each material is covered, the teacher explains that there will be a daily assessment to measure students understanding. The teachers explain what are the aspects they have to study and also explain about the questions of the test.

Lastly, the techniques that teacher mostly uses to utilize formative assessment are mostly by providing clear learning targets, applying daily test as diagnosing tools to gain students' mastery information, feedback as an essential part of formative assessment and students are involved in the assessment process. Among all the techniques used, both teachers agree that formative assessments lies in the quality of the feedback. The teachers understand well the role of feedback for

students' development. Feedback should not discourage the students at any cost. It is vital to draw the student's attention to the less successful parts of coursework. However, the teachers should be cautious in providing "negative feedback" of this kind. Thus, teachers can improve student's learning environment by presenting the feedback positively

## **1.2 Implication**

The implications of this research as follows:

### 1. For the Teachers

The teachers need to know the students' needs and how to develop their ability in the teaching and learning process. One of the things that teachers can do to measure the level of students' understanding is to implement the formative assessment. There is no doubt that some assessments take place during class because teachers are always examining their students. All actions carried out by instructors and/or students that give data to be utilized as input to improve the teaching and learning activities in which they are involved are referred to as formative assessment. As a result, formative assessment is critical for both teachers and students. The use of formative assessment by teachers is crucial to students' learning and academic success.

According to the teacher in this research, implementing formative assessment allows teachers to better understand their students' abilities. It also receives a direct-feedback from the students. It naturally builds a relationship between the teacher and the students. Teachers in this study believed in formative assessment, which they would use with their students. Formative assessment is required to monitor progress and ensure that learning objectives are met. so that teachers who believe in formative assessment will use it with their students. Formative assessment is required to monitor progress and ensure that learning objectives are met.

### 2. For the Schools

When a school is dealing with overall student performance and performance gaps between student groups, formative assessment can be a useful tool for improving efficiency and closing gaps. The teachers in this

study believe that giving the assessment directly to the students is highly useful in bringing the teacher-student relationship. So, schools may ensure that programs focusing on student collaboration and skills are incorporated to assist students in thinking about their own learning because they have professional development that focuses on formative assessment. This argues that examples of these kind of approaches should be sought out specifically in schools. It is critical that schools assist teachers in comprehending the link between the use of formative assessments and student success on summative assessments.

As the explanation in the previous chapter, it is already discussed that the teacher believe that formative assessment is very beneficial in order to improve students' academic achievement. As a result, it is critical for schools to equip preservice teachers to be deliberate in sharing what formative assessment is and how it appears in the classroom in this context. They must be prepared to act as a real teacher in their classroom in the future. As a result, it is critical for higher education institutions to specify formative assessment for their students.

### **1.3 Recommendation**

The purpose of formative assessment is to guarantee that what was planned at the start of the class is accomplished at the end. In other words, learning and teaching success can be achieved automatically. Teachers, curriculum developers, the government, and future academics may all benefit from some of the proposals. First, the teachers, especially English teachers, must be aware of how to thoroughly comprehend formative assessment in order to avoid misunderstandings when implementing it appropriately.

The second is for curriculum designers and government officials. This study can serve as a resource for curriculum developers and government officials, demonstrating how English is critical for kids and that mastering the language takes time, thus it is critical to begin studying English as early as possible. However, it causes confusion among English teachers about the materials used in learning and teaching, resulting in an imbalanced relationship between the curriculum materials

and the demands of the students in the classroom. Recognizing the role of formative assessment as a learning process with the purpose of achieving learning objectives. So, the recommendation that can be given based on the results of this research is that curriculum developers must be able to ensure that all teachers have been able to understand what is meant by formative assessment and how to implement formative assessment is expected.

The final point is for further researchers to keep in mind that this study still has significant limitations. As a result, research into teachers' beliefs and practices toward formative assessment is still an essential and promising subject to investigate. The researcher advises the further researcher to dig deeper into teachers' beliefs and practices on formative assessment using other research designs, diverse groups of participants, and more reliable tools.