

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analysing the data of the implementation of assessment techniques in elementary school, it is found that the great majority of teachers until now still use the traditional paper-pencil tests in assessing young learners' progress in learning English. Other techniques employed by the teacher were, oral tests, observations, and take-home tasks. Both respondent 1 and 2 employ four assessment techniques in assessing their students' progress; written tests, oral tests, observations, and take-home tasks. Meanwhile, respondent 3 only applies two techniques of assessment; written and oral tests.

Moreover the findings also show that the teachers have their own reasons to conduct the assessment techniques. All the three respondents agree that they use written tests because of its practicality, relatively easy to set and mark. Meanwhile, by conducting oral tests, respondent 1 and 2 want to know the speaking ability of each student. Respondent 3 use oral tests because he thinks that the main purpose of his students learning English, is to be able to communicate with others. Thus, he employs oral tests as the main technique of assessment. The reason beyond choosing the observations technique is almost the same. Both respondent 1 and 2 claim that the reason for conducting observations technique because they want to know non-linguistic aspects from students that can

be revealed by conducting the test. They also claim that they use take-home tasks to give the students more opportunity to use English outside the classroom.

Based on the explanation above, it can be concluded that there is no perfect single assessment technique to assess students' performance. An appropriate assessment for assessing young learners should be adjusted to students' need. The use of multiple techniques is needed to gain the whole information about students' progress in learning English, and the use of alternative assessments are important in addition to traditional tests.

5.2 Suggestions

Based on the findings of this research, the researcher proposes several suggestions as follows:

1. Teachers in elementary school should be more aware of kinds of alternative assessments to be a complement to the traditional tests
2. Teachers in elementary school should attend more seminars about young learners especially the seminar related to assessment of learning process in order to broaden their knowledge about assessments for young learners.
3. For another future research, it is important to analyze each kind of alternative assessments as the focus of the research.