

CHAPTER V

CONCLUSIONS

5.1 Conclusions

Based on research findings and discussion, the researcher can formulate several conclusions related to the three main points of the research questions. It included practice, problems and solutions of EFL Teachers in conducting the assessment process. The findings showed that EFL teachers have conducted authentic assessment which was proclaimed in the K13 curriculum as a form of implementation of the English language assessment.

The findings showed English teachers did well preparation in conducting English language assessment for students. In preparing and analyzing the questions of assessment for students, English teachers was analyzing the questions on the assessment by using questions that have been tested for validity and reliability, level of difficulty of questions, differentiation of questions and determining test instructions . English teachers also prepared lesson plans and syllabuses to conduct student learning objectives, material of lessons, learning procedures and basic competencies of students.

English teachers was using content validity and criteria validity to make sure the questions of assessment was valid. Content validity was in the same line with content of curriculum. Meanwhile, criteria validity is checked by using trial and error test. Reliability is checked by re-testing students in terms of written test and oral test. In terms of test instruction, English teachers was using lesson plans guideline.

Others findings revealed that the EFL teachers used authentic assessment to assess students' English language skill. Therefore, there were three parts that measured by the teachers such as character measurement (affective assessment), knowledge measurement (cognitive assessment) and skills measurement (psychomotor assessment). In assessing the affective aspect, the EFL teacher conducted self-observation of student character. Not only that, they also provided counseling guidance to students. It aimed as a platform for teacher to motivate, discuss and support the students in learning English.

In assessing student knowledge (cognitive assessment), EFL teachers often use written tests and oral tests. Written tests of EFL Teachers applied in the form of assignments to fill in answers on the Quiziz website as a learning tool, fill in the blank dialogue, monologue text, use reading in textbooks and student work sheets then answer the questions in textual descriptions or find the difficult vocabulary, write a text with particular purposes or composing a story and the last is answering essays and multiple questions.

Meanwhile, EFL Teachers use oral tests to assess cognitive aspects using assignments in the form of listening songs or audio from YouTube or teachers then answering questions from teachers or classmates. Then later, psychomotor aspects of authentic assessment, EFL Teachers give assignments to students in the form of dialogue and conversation (performance assessment), speeches about an issue or news (performance assessment), present student personal experiences (performance assessment), create bilingual activities (project assessment), discussion (project assessment), storytelling (performance assessment), creating video (project

assessment), quiz and game (performance), song analysis (project assessment), wall magazine project (project assessment), picture description and interpretation (project assessment).

Based on the findings it was found that there were several problems that arose during the EFL implementing English language assessment. Those problem such as difficulties in correcting essay questions, measuring students' student scores, facing student cheating, diversity of student competencies, time limitation and low interest of students in learning. it due to the lack of motivation and interest of students in learning English. Students think that learning English is difficult. While the problem factor from the short learning hour of English subject is provision of curriculum that the teacher implements.

Several efforts as the solution were used to overcome the problems in assessing students' competency. The efforts are consisted of: 1) re-confirming the student answers and interpretation of the essay questions, 2) remedial for students who have not met the minimum requirements criteria (KKM), 3) using an English dictionary to improve student competency, 4) discussing or counseling in motivating and supporting students in learning English, 5) creating conducive and comfortable classrooms by playing music, 6) re-explaining learning material for students who don't understand, 7) making short summaries of learning material, and 8) using the quiziz application as a tool of learning and re-arranging point scores of student answers.

5.2 Suggestions

In response to the explanation of the conclusion, the researcher proposed several suggestions for schools, EFL teachers, and students. Below is the explanations:

a. For schools

The researcher hopes that school can provide any facilities to the EFL teachers in developing assessment. One of the expected facilities is counseling or training on how to carry out a good assessment. Through this, the teachers will get material sources of knowledge related to better assessment. So that the implementation of the assessment can run well too.

b. For EFL teachers

The researcher hopes that EFL teachers can maximize all practice in carrying out English assessment properly. By doing that students get more optimal learning outcomes and can anticipate all the problems they face properly by providing alternative solutions to the problems in assessing students' ability.

c. For Students

The researcher hopes that students can help teachers create a conducive class. through this way the assessments carried out in the learning process can run optimally and the material presented can be well received and understood. In addition, researcher also expect students to develop their potential, abilities and understanding in learning English.

d. Educational Practitioner

Researcher expected this research can help all educational practitioner that need references in terms of English language assessment and hopefully this thesis will give positive impact in educational field.