

CHAPTER V

CONCLUSION

This chapter aims to provide the point of this study, including the conclusion, limitations of this study, pedagogical implication and recommendations for further studies.

5.1 Conclusion

The conclusion is drawn based on the findings of the study. The study exposed the teacher assessment types used in assessing students' progress or understanding in the English classroom based on EFL pre-service teachers' observational experiences. According to reflective FGD and interview results, the assessment types used by the teachers are formative assessment and summative assessment. Likewise, the participants linked various formative assessment tools such as homework/assignments/tasks/exercises, questioning, presentation, and short quizzes. In applying the tools in the teaching and learning process, each teacher has their techniques. The tools argued can measure students' progress or understanding and improve their development.

Furthermore, the utilization of formative assessment in the classroom, accompanied by correction and feedback, is crucial in applying formative assessment. Feedback is revealed as one of the essential techniques in utilizing formative assessment.

Additionally, the teacher not only applies one assessment types. Some teachers apply two assessments in the classroom, both formative and summative.

Regarding summative assessment, the study indicated that the teachers only use tests to assess students' progress or understanding during particular chapters. The tests can be in the daily tests or conducted every chapter finished.

5.2 Limitations

Like all studies, this study presented a few limitations. In this study, only two major assessment types from 18 EFL pre-service teachers are covered. It indicated that the study still lacks data from participants and needs to obtain more comprehensive information related to English teachers' assessment types. Furthermore, the process of collecting data through interviews was carried out online so it did not have the flexibility to dig up data from participants. In addition, the context was limited only done in junior high school and senior high schools, while it can still be done in other contexts in the assessment field.

5.3 Recommendations

The research findings indicated that several teachers mostly use two assessment types with various tools in English classrooms. This study is beneficial for future research to prove what kinds of assessment the teachers use to assess the student's progress or understanding in English classroom instructional context. Therefore, the study suggests future research conduct a few studies with a broader context with more participants, as done in kindergarten teachers and English classrooms, to produce varied data. Moreover, it can also dig deeper the assessment types use by the teachers specifically in self-assessment. Lastly, future

researchers should conduct interviews directly with participants or face-to-face to gather more accurate data.

5.4 Pedagogical Implications

The findings of this study imply that teachers use some assessments types in English classrooms. According to the results of this study, several suggestions are presented to the teachers, students, and other researchers related to English teachers' assessment types in assessing students' progress or understanding in English classrooms. Hence, it is helpful for the teachers to use various tools in applying assessments in English classrooms that are suitable for the students' characteristics and classroom management. Furthermore, the students can know and see the variety of assessment types that teachers use in the daily classroom so that they can pay attention to it and prepare to play an active role when teachers apply some tools in assessing students' understanding.

