Chapter Five

Conclusion and Suggestion

In this chapter, the researcher will give the conclusion and suggestion. The conclusion is based on the research finding and the suggestion will give to the subject that has relation with this research.

Conclusion

Based on the background of this study that the reason why the researcher chose formative assessment as a topic for this study is because of the researcher’s experiences as a student of English Language Education Department of Universitas Muhammadiyah Yogyakarta. Many lecturers use formative assessment in their courses. In other word, formative assessment is more often used in learning. According to the researcher observation, many students have increased their ability due to formative assessments. In fact, students become more active in participating in the classroom activities. Furthermore, besides increasing the students’ ability, another effect of formative assessment is that students are encouraged to study hard.

This research is about the implementation of formative assessment at English Language Education Department of a private university in Yogyakarta. This study obtained by descriptive qualitative design and interview as a data collection method. There are four students English Language Education department of a private university in Yogyakarta as the participants of this study.
This study is about students’ perception on the implementation of formative assessment at English Language Education Department of a private university in Yogyakarta. The first thing is about the definition of formative assessment. Can be concluded that the students understand about what is the meaning of formative assessment. The students thought that formative assessment is the assessment that conducted in the learning process or on going process. Moreover, formative assessment was conducted in every week or every meeting of the courses. Therefore, formative assessment often to use by the lecturers and each lecturers has the own ways or the activities to assess the students.

Formative assessment conducted by the lecturers in the learning process in their courses. Thus, the students has the many of perceptions about the kinds of formative assessment based on their experiences that given by their lecturers in the learning process. The result of this study obtained about the different kinds of formative assessment that mention by four participants. They are mention the kinds of formative assessment are essay, role-play, vocabulary quiz, group discussion, presentation and debate. Those kinds are mention by the students as the participants of this study and they are from the different class. It means they have the different kinds of formative assessment, because of the different lecturers for each class.

There are some benefits of formative assessment that mention by the students of English Language Education Department of a private university in Yogyakarta. Based on the result there are five points about the benefits of formative assessment. There are to inform about students’ weaknesses, to improve
students’ knowledge, to enrich the vocabularies, to improve reading skill, to improve speaking skill, and to motivate the students to learn. Five points are mention by the students’ perception that they feel from the formative assessment. Thus, formative assessment give more good influences for the students’ learning.

Besides has the benefits the formative assessment has the weaknesses points. Students’ of English Language Education Department of a private university in Yogyakarta have the opinion that there are the weaknesses of formative assessment. Some of weaknesses that formative assessments are time consuming, getting bored, and under-pressured. From the interview result the students explains that it can be conclude, that the weaknesses of formative assessment is appear because the frequency of formative assessment in every courses.

Those all the things about students perception on the implementation of formative assessment that can be conclude based on the result of this study. There are about the kinds, benefits and weaknesses of formative assessment. The result of this study obtained by the interview of students English Language Department of a private university in Yogyakarta.

**Suggestion**

Formative assessment is very important in the education field. The role of formative assessment gives the influence to the students’ knowledge. In this research found the kinds, benefits and weaknesses of formative assessment. Moreover, based on the analysis and conclusion above, there are several
suggestions which hoped in the process developing students’ academic at English Language Education Department of a private university in Yogyakarta. The suggestions are presented below:

**For other researchers.** The researcher realized that this research is limited. Limited here means that this research needs more exploration about perception to the implementation of formative assessment. Furthermore, it is need to explore more related with the issues formative assessment. Thus, the future researcher is suggested to explore more about kinds of formative assessment that implied the lecturers and what the benefits and weaknesses of this.

**For students.** Based on the analysis of this study was found about the kinds, benefits and negative impacts of formative assessment. Furthermore, after read this study there is the suggestion for the students that they will think about how to avoid the problem that will make they get the negative impacts from formative assessment activities. Thus, the students will improve their learning outcomes.

**For teachers.** The perception on the implementation of formative assessment found the result about the kinds, benefits and negative impacts which mentions by the students’ at English Language Education Department of a private university in Yogyakarta. Therefore, from this study suggested for the teachers to have the strategies to overcome if there are the problems on the implementation of formative assessment. Furthermore, the teacher can improve their teaching ability especially to give the assessment to the students.