

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions of this study

5.1 Conclusions

Based on the data analyzed by using thematic analysis, it was found that the teachers' perceptions on the implementation of on-going assessment on English vocabulary for young learners at MIN 1 Palembang were divided into three perceptions.

Based on interview data, it was found that the teachers perception about implementation on-going assessment on English vocabulary. First perceptions, the teachers' felt that in implementing ongoing assessment understanding the goals was very important means that, what extent the students understand about the lesson and the limits of student ability. Second, the teachers' made a clear means that, clear or transparent was important to motivate the students and assess student when implementing on-going assessment, relevant was also important to achieve the desired goal and public means that the teachers have to equate the assessment in general and assess them according the students' ability ongoing assessment. Third, the teachers' thought it is necessary to give feedback. In conclusion, the teachers' felt that in implement ongoing assessment, understanding the goals was very important, the teachers' made a clear, relevant and public ongoing assessment, the teachers' thought it is necessary to give feedback means that the feedback was given by the teachers to know how far students understanding toward the lesson and also by giving

feedback to students can improve students' ability in learning process it has been the teachers' perceptions of teachers' perceptions on the implementation of on-going assessment on English vocabulary for young learners at MIN 1 Palembang.

5.2 Suggestions

This study focused on finding out the teachers' perceptions on the implementation of ongoing assessment on English vocabulary for young learners of MIN 1 Palembang. The researcher expected that this study could promote more on the implementation of on-going assessment, especially on English vocabulary for young learners. This study is expected to provide more information on the importance of on-going assessment and the implementation.

Second, by understanding the perceptions of on-going assessment on English vocabulary for young learners perceived by teachers of MIN 1 Palembang, teachers are expected to be able to motivate their students on the importance of English, especially vocabulary.

Thirdly, with the implementation of on-going assessment, the students are expected to be more motivated in learning English, especially vocabulary learning.

Last, the researcher hoped that other researchers who want to conduct the similar research could explained and explored more on teachers' perceptions on the implementation of on-going assessment.