

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND RECOMMENDATION**

This chapter consists of the conclusion, implication, and recommendation of the study. The explanation of each part is presented below.

#### **5.1 Conclusion**

The result of the study shows that in assessing the listening and reading skills, teachers at English Department of State University of Jakarta mostly used the paper-pencil test and some of them also used project based test. The type of listening task used is understanding literal meaning task and the macro skills being assessed are vary from the ability to recognize communicative functions of utterances, the ability to activate the real-world knowledge to infer situations, participants, and goals, the ability to infer links and connections between events, deduce clauses and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, the ability to differentiate literal and implied meanings, to the ability to use non-verbal clues to figure out meanings. While the type of reading tasks used in assessing students' reading skills are interactive and extensive reading. The macro skills being assessed by the tasks vary from the ability to infer implicit context by using background knowledge, the ability to infer links and connections between events, deduce clauses and effects, and detect such relations as main idea,

supporting idea, new information, given information, generalization, and exemplification, to the ability to distinguish between literal and implied meanings.

The result of the study also shows that 95.83% respondents stated that materials used in assessing students' listening skills are in accordance with the materials presented in the classroom. But only 70.83% affirmed that the learning materials in the classrooms are in accordance with the ones presented in the SAP. On the other hand, 91.67% respondents said that materials used in assessing students' reading skills are in accordance with the materials presented in the classroom. But only 70.83% affirmed that the learning materials in the classrooms are in accordance with the ones presented in the SAP.

. The implementation of a course outline is very important in learning process. The learning process might not meet the goals if it is run without any guidance. From the explanation above, it can be inferred that the receptive skills assessment in English Department of State University of Jakarta have met the principle of a test; test what you teach, the assessment involved learning materials and learning activities in the classroom. But then, over all the receptive skills assessment cannot be categorized as good assessment for the unsuitability of its learning materials and learning activities with the ones stated in the SAPs.

## **5.2 Suggestion and Recommendation**

Based on the conclusion as it is stated above, the suggestion for this study is that teachers and the department may need to be more aware to their products or

services, in this case is the course outline and its implementation. Another suggestion is that teachers should be more aware to the methods and approaches used in the learning process. The suggestions above may enable the teacher of English Department of State University of Jakarta to improve their students' competence in listening and reading. This also may enable the English Department of State University of Jakarta to produce high quality graduates.

The researcher also suggests the students of English Department of State University of Jakarta interested in conducting research on assessment areas to enrich the research to the topics that are potential to be investigated because there are only few studies that focus on assessment. The researcher realizes that there must be weaknesses in this study and needs the further researchers to increase the information in assessment field.