

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusion and recommendation of this study of students' perception of assessment tasks in ELTM-2 course.

#### **5.1. Conclusion**

Based on the findings and discussion, the assessment tasks are portfolio, it can be concluded that the respondents of this study gave their positive perception of assessment tasks in ELTM-2. Based on the questionnaire result, most of respondents argued that the assessment tasks supported their learning. They were give the feedback directly by their lecturer. From the feedback, they know what their strengths and weaknesses in learning the material in ELTM-2. The feedback was not given only by their lecturer, but by their friends too. So, they can improve their learning and get the expected assessment. Besides feedback which can improve their learning, they argued that the exercises that were given make them learn more. They were asked to perform how to teach based on what they have learn theoretically. They argued that in ELTM-2 course, they could know how to be professional teacher who has the good quality.

There are some things that students think that do not support their learning, such as no transparency score, who want to come forward first, too many given feedback, and assessment tasks are too complicated and make them be sleepy. But

overall, the assessments do support them in learning and help them in reaching the learning objectives of the course.

#### 4.2. Recommendation

The researcher suggests the recommendation for the next researcher, who would like to do survey method especially on the students' perception of assessment tasks in ELTM-2 course, it is better if the next research is about students' perception of material or teacher's teaching way in ELTM-2 course or others' course in English Language Education Study Program UNJ.

#### 4.3. Limitation of the study

In this study, the researcher focuses on students' perception of assessment practices in ELTM-2 course. There are some limitations of this study, they are sample of students, data collection methods, and overall the study design approach. There are more than 100 students who are batch 2012, but the researcher focuses only on those who passed the ELTM-2 course. Moreover, the researcher did not do classroom observation and the material used in learning and teaching activity. The researcher only focuses on students' perception of assessment practices. The researcher did not seek about what the influenced factors that affect students' perception. All the limitations occur because of the researcher's expertise and resource.