

CHAPTER V

CONCLUSION

A. Conclusion

1. Students's Perceptions on The English Language Assessment

The findings revealed that students generally had positive reactions to the English language assessment. Through the questionnaire, interview, and observation, students showed favorable views toward the clarity, relevance, fairness, and satisfaction of the assessment. These results indicate that the assessment was aligned with the taught material and delivered in a way that was meaningful and engaging for most learners. However, some challenges related to test anxiety, time sufficiency, and physical comfort were identified, especially among students with lower English proficiency. Despite this, the overall reaction was encouraging and reflected a level of motivation that is essential for successful learning experiences.

2. Students' Learning Outcomes

Students reported improvements in their English skills, particularly in vocabulary and grammar. The assessment allowed them to recall,

apply, and reflect on what they had learned in class. Teachers' observations and students' performance supported this perception. The study found that the constructive alignment between instructional goals and the assessment tasks played a significant role in ensuring that students could demonstrate and build upon their learning.

3. Students' Behavioral Changes

The assessment also led to moderate behavioral changes. Some students reported engaging more actively in study routines and applying more effective strategies in preparing for the test. Teachers also observed increased participation and effort from students. However, not all students demonstrated these changes. Factors such as motivation and confidence affected whether behavior changed as a result of the assessment experience.

4. Overall Impact and Results

Teachers reported slight but meaningful improvements in students' academic performance and engagement after the assessment. The results showed that when assessment is designed thoughtfully, which is aligned with curriculum objectives and learner needs, it can contribute positively to the learning outcomes. Therefore, the study confirms the

potential of learner-centered and well-aligned assessments to produce desirable results in classroom contexts.

Furthermore, the analysis of students' English scores indicates that the assessments conducted at the end of Semester 1 effectively captured meaningful learning outcomes, as evidenced by all students in Classes X, XI.1, and XI.2 meeting the minimum competency standard (KKM). However, the contrasting midsemester (UTS) results in Semester 2, particularly the low average in Class XI.2, suggest that the assessments during this period were less effective in supporting student progress.

B. Implication

This study underscores the importance of evaluating students' experiences holistically through the Kirkpatrick model. It reveals that student reactions (Level 1) and learning (Level 2) are closely linked to how assessments are perceived and whether they result in meaningful behavioral changes (Level 3) and learning outcomes (Level 4).

By applying the Kirkpatrick framework as an analytical tool, this study was able to provide a comprehensive picture of how students perceived and responded to the English language assessment, how they learned from it, and how it influenced their behavior and academic

results. Although the framework was not designed for direct classroom application, it proved useful for the researcher in evaluating the multi-level impact of the assessment implementation. The findings suggest that when assessments are designed with attention to learner experience, constructive alignment, and classroom relevance, they are more likely to support learning outcomes. These insights can help teachers reflect on their current practices and consider how assessments function not only to measure learning but also to shape it.

C. Recommendation

1. For Teachers

English language teachers are encouraged to design assessments that are constructively aligned with learning outcomes and learning materials. They should ensure that tests are relevant to students' real-life language use. Teachers are also advised to provide clear instructions, allow sufficient time, and create a comfortable testing environment. Providing timely and formative feedback after the assessment can help students reflect on their performance and support future learning. Teachers may also integrate reflective questions after assessments to gather immediate student reactions and improve future assessment designs.

2. For Future Researchers

Future researchers are encouraged to explore similar studies using the Kirkpatrick framework in other learning contexts or subjects to test its broader applicability. Further research can also focus on teacher perspectives or institutional support factors that influence assessment design and effectiveness.

Moreover, future studies may be conducted in different educational levels such as junior high schools or vocational schools, or in institutions that were not covered in this research, to provide a more comprehensive understanding of English language assessment implementation across diverse contexts.