

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research focused on improving the writing skills of grade VIII students of MTs Darul Hikmah in the academic year of 2021/2022 through the use of portfolio assessment. In line with the discussion in the previous chapter, it could be said that all of the actions gave positive results towards the teaching and learning process of writing in class VIII. It can be concluded as follow.

The action of providing writing tasks to practice writing in the classroom and applying portfolio assessment successfully improved the students' writing skills. It could make the students practice writing more in the classroom so they could experience the process of writing well. By assessing the students' writing using portfolio assessment, the researcher gave regular feedback on the students' writing. It made the students know their errors. Furthermore, they had opportunities to revise their writing after getting feedback from the researcher who acted as the teacher. They also could review their writing over time so they could monitor their progress in writing and have better understanding. Moreover, the students could express their ideas by using appropriate vocabulary. Their ideas were also well-organised. In addition, they also had better understanding of the English grammar so they could minimise their errors in writing.

Furthermore, they became more aware of the writing conventions. The students' improvement on writing skills could also be seen in the students' writing scores. By comparing the means of each aspect scores in pre-test, Cycle 1, and Cycle 2, the researcher concluded that there were significant improvements on the five aspects of writing, namely content, organisation, vocabulary, language use, and mechanics.

Moreover, the implementation of portfolio assessment did not only improve the students' writing skills but also improve the students' attitudes towards writing. It aroused the students' self-confidence in writing. The students also became more interested and motivated in writing.

The action of providing materials and activities that were not taken from LKS and implementing games could enrich the materials and the activities in the teaching and learning process. This action successfully aroused the students' interest and motivation in the teaching and learning process. Therefore, the students became more active and enthusiastic in the teaching and learning process.

B. Implications

With regard to the results of the research, the implementation of portfolio assessment supported by its accompanying actions is proven to be able to improve the writing skills of grade VIII of MTs Darul Hikmah in

the academic year of 2021/2022. The successful actions have some implications. They are described below.

The use of portfolio assessment to assess the students' writing improved the students' writing skills in five aspects of writing, namely content, organisation, vocabulary, language use, and mechanics. In addition, it aroused the students' self-confidence, interest, and motivation. It implies that portfolio assessment is very beneficial to the teaching and learning writing.

The implementation of providing materials and activities that were not taken from LKS and applying games could make the students more interested and motivated in the teaching and learning process. It implies that providing various sources of materials and activities are very beneficial to the teaching and learning process.

C. Suggestions

Based on the conclusions and implications explained above, there are some recommendations for the English teacher and other researchers.

1. For the English teachers

It is better for the teachers to focus not only on the product of writing but also on the process of writing in order to help the students experience the process of writing. They have to use

assessment techniques that do not focus on the product only. One of them is portfolio assessment. The results of the research show that portfolio assessment is proven to be able to improve the students' writing skills since it is a kind of assessment that focuses on the process as well as the product. It can help the students experience the process of writing. It can make them not repeat the same errors. Moreover, they can get opportunities to revise their writing and to review their writing over time.

Furthermore, the teachers should vary the materials and the activities in the teaching and learning process in order to make the students more interested and motivated in the teaching and learning process.

2. For other researchers

This research only focuses on the use of portfolio assessment to improve the students' writing skills. Therefore, the other researchers who are interested in the same field are suggested to conduct other studies on the same issue in other skills and other levels of education.

