

CHAPTER V CONCLUSION AND SUGGESTION

This chapter will be present the conclusion of the research and several suggestion for the readers, the teachers, and the further researcher.

A. Conclusion

As mentioned previously, the purpose of this study was to know the effectiveness of socratic web for formative assessment in teaching descriptive writing at the tenth grade of senior high school MAN 1 Serang. The researcher answered the question concerning the effect of using socratic web for formative assessment in teaching descriptive writing at MAN 1 serang tenth grade by giving a treatment by using socratic web for class X.3 (experiment) and without socratic web or class X.1 (control). after the treatment was effectively administered a post-test to the experimental and control classes. It can be seen that the post-test average value of the experimental class is 61,4, while the control class is 57,7. According to the data, the value of $t_{\text{observation}}$ is higher t_{table} , $t_{\text{observation}} = -4,366 > t_{\text{table}} 1,67$, in degree significant 5%. It signifies that the alternative hypothesis has been accepted and the null hypothesis has been rejected for this result. The effect size findings the value of cohen's d -1,127, this still indicates a very significant difference between the two groups, first group having lower mean than the second group. Therefore, based on the description above it can be answered the question that was mentioned in chapter 1, the answer is is there is significant difference between the results of teaching descriptive writing in formative assessment using socratic web than teaching descriptive writing in formative assessment without using socratic web. It has been found that comparison between students' writing descriptive ceore who used socratic web for formative assessment and who aren't is -4,366, is outside the critical

interval, it mean H_0 is rejected and H_1 is accepted. In other words, Socratic web is effective for formative assessment in teaching writing descriptive.

B. Recommendation

Based on the conclusion above, it can be delivered some recommendation that might be useful for English teacher, students, and other researcher as follows :

1. English Teacher

For English teachers, should use a variety of techniques and methods to keep students engaged during the teaching and learning process. In addition to techniques and methods, English teachers should also consider instructional media. Using traditional or digital media can increase students motivation and engagement.

Furthermore, by implementing mobile learning, English teachers can draw students interest and motivation to the language learning process. By utilizing smart phone applications or website for formative assessment, they can leverage students' personal experience with language learning and hope to provide students with new insights into the language learning process.

2. Students

For the students, The researcher hoped that students should more focus on their teachers during the English teaching and English learning process. It is also hoped that they will be very motivated to learn, particularly in English classes.

3. Readers

For the readers who have been read this research, the researcher hope that the result of this research can be useful as

reference for a future research concerning with digital media and application that using for formative assessment.