

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and discussion of research regarding the teacher's assessment on students' writing skill, then the writer tends to make the conclusion as listed below:

1. In descriptive text material, the type of teacher's formative assessment on students' writing skill is performance assessment. Performance assessment is not only to display the students' skill, but also to produce a product. In this case, the product is in the form of students' descriptive text. Performance assessment was chosen by the teacher because it is appropriate for assessing the achievement of competencies that require students to perform certain task. In addition, descriptive text is a text that contains the description of a certain object, so that the usual activity is to produce a text.
2. In the application of performance assessment, the teacher finds out several obstacles, weaknesses, and strengths. The teacher also determines the indicators, aspects, and score provisions. The obstacles in applied performance assessment as a writing skill assessment are the lack of students' mastery of language elements, the low of students' motivation in learning English writing, the students' passivity, and the less of students'

feed-back. In addition, performance assessment has its own weaknesses and strengths. According to the teacher, the weaknesses of the performance assessment are the students' final score depends on their work, the teacher felt difficult to correct the students' work one by one, the assessment of performance was very demanding of time and effort, and the considerations in scoring were more subjective. Meanwhile, the strengths of performance assessment are to provide the opportunities for students to compete with themselves rather than with others, the students got a real understanding of what they know and what they do, and to make the students competent in problem solving because they were able to think logically and can communicate their ideas clearly. On the other hand, the teacher was determined the indicators, aspects, and score provisions of writing skill assessment. The specific indicator of writing skill assessment is the students can make a simple descriptive text, related to tourist spot or famous historical building. In addition, there are seven aspects of writing skill assessment such as the originality of writing, the suitability content to the title, the coherence of text, the selection of vocabulary, the grammar, the spelling of vocabulary, and the neatness of writing. Meanwhile, the score provisions of students' final score are generated from the number of students' score obtained divided by the maximum score and then multiplied by 100, so that the results are on a scale of 10 – 100.

B. Suggestions

This research may serve valuable information for English teachers, writers, and people who concerned about education development. Therefore, in accordance with the findings and discussion of the research, some suggestions are proposed, as follows:

1. For the Teacher

- a. The teacher should be willing more concerned to improve the standard of aspects, criteria, and indicators of writing skill assessment, so that the next writing skill assessment can be better.
- b. The teacher should be willing to try the other type of formative assessment students' skills, especially in writing, so it is more varied.

2. For the Students

- a. Students should get used to wanting to learn English independently, so that they can have good mastery of language elements.
- b. Students should be willing to cultivate the motivation of learning to write even if it is only simple writing, so that students get used to writing.
- c. Students should be willing to actively participate in learning activities and provide feedback for the teacher, so that learning can be evaluated optimally.

3. For the Next Researcher

- a. The next researcher should find a new problem related with this research and make it better than this research, so that there is another related research available.
- b. The next researcher should choose another assessment technique and skill, so that different researches are available.