

## **CHAPTER V**

### **CONCLUSIONS, SUGGESTIONS, AND LIMITATION OF THE STUDY**

This chapter describes the conclusions and suggestions of the study. The conclusions present a whole of interpretation of the discussion in the previous chapter. Furthermore, suggestions are made as the follow-up of this study and a reference for the next paper related study of assessing writing skills for young learners.

#### **5.1 Conclusions**

Assessment is needed to be done by teacher because it is important to check students in achieving the objectives of learning. It is concerned with what the students will be able to do, say or write as the result of their teaching. Assessing young learners can be problematic, because teaching and assessing young learners is different from assessing adults (Cameron, 2001; Hughes, 2003; Pinter, 2006). It is also important to know what skills which are going to be assessed. Specifically, writing for young learners only focus on mastering roman alphabet, copying, handwriting, spelling, and basic sentence formation (Georgio & Pavlou, 2003). Along with the constructs of writing, what is being assessed from the students were focus on five aspects, those are content, organization, vocabulary, language use, and mechanics (Jacobs, et al. in Weigle, 2001).

With regards to the first research question there are some techniques that are appropriate to be used to assess students' writing, those are project,

portfolio, and homework. The techniques are appropriate to be used to assess young learners and their writing skills since it is not stressful and competitive (Shaaban, 2001; Harmer, 2004; Pinter, 2006). Yet, providing feedback in assessing writing is needed. It is not only for correcting students, but also offering them assessment of how well they have done (Harmer, 2004). However, choosing appropriate techniques do not guarantee the techniques were used appropriately. The teachers have to understand of students' characteristics, the objectives of learning, the aspects of the skills tested, and how it would be used so that the assessment will be successful.

In responding to the second research question, the teachers have similarities and different ideas in designing the assignment. In designing the assessment, teachers have to focus on the criteria of assessment, where the assessment were based on the objectives of learning that have been made which has been referred to the syllabus. According to the theory, good assessment employs multiple techniques to enhance validity and reliability. It is also can help teachers to obtain clearer picture about their students' learning (McMillan, 2000; Shaaban, 2001; Brown, 2004; Pinter, 2006). From the study, it can be seen that teachers have different views and ways to do the assessment, they rely on their understanding of what and how the assessment for writing must be designed.

## 5.2 Suggestions

This study may serve valuable information for English teachers, researchers, and people who concerned about education development. Therefore, in accordance with the findings of the study, some suggestions are proposed.

A further study would be needed to investigate more comprehensively about the implementation of the techniques to assess writing for young learners in the classroom. Furthermore, it will also lead to know the effectiveness of the techniques in assessing writing. Additionally, it would be much better if the further study conducted some observations that can give more accurate analysis of how the assessment developed and implemented in the classroom.

### **5.3 Limitation of The study**

The findings of this study focus on two major points. Firstly, the teachers' techniques in assessing students' writing specifically young learners, and the second, the teachers' ways in designing the assessment of writing skills. The findings could not be generalizable because it has some limitations such as this research was conducted in a small-scale, there were only two English teachers from the school who involved in this research, and the researcher did not conduct any observation to see clearer picture of how the designed assessment are implemented in the classroom. However, the findings of this research are important to identify the appropriate techniques to be used in assessing writing of young learners and to find out how the teachers should design the assessment to be reliable and to construct valid assessment in order to achieve the learning objectives.