

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions for further studies. The conclusions are drawn from the research findings and discussions, while suggestions provide some ideas intended to English teachers, further researchers, and readers.

5.1 Conclusions

This study aimed to investigate the assessment techniques used by a teacher in assessing students' language skills, the reason in implementing the techniques, and the students' responses toward the implementation of the techniques. The collected data in this study included classroom observation that had been held in three times, interview, and written document. The following is the conclusions based on the data analysis.

Since writing skill is the main focus of this study, the teacher implemented five writing performance tasks suggested by Brown (2010) namely dicto-comp, picture-cued task, short answer task, guided question and answer, and paragraph construction task. From the teaching process done by the teacher, the assessment tasks were implemented for formative purposes, that is, to monitor students' progress in comprehending the lesson, that is about narrative text. The teacher implemented some assessment tasks in an informal way to monitor students' ongoing progress without recording the result of the performance, while the other tasks were implemented in a formal way to record students' progress and to give them an appraisal of their progress and achievement.

Based on the observation, the tasks implemented by the teacher were integrated with each other to achieve the main objective of the lesson, that is, students are able to write a narrative story by their own words individually. However, the results of the study portrayed some examples of assessment task that involved a reading performance since writing can hardly be performed without

reading. Hence, the teacher implemented dicto-comp in the first meeting to familiarize students with some narrative texts. Short answer task along with guided question and answer were implemented to check students' comprehension of the texts and whether they absorbed the information well. Then, the picture-cued task was implemented in the second meeting to gain the students' interest in learning the generic structure of narrative text by providing pieces of comics. By conducting the picture-cued task, the teacher was able to give them a practice on how to analyze generic structures and language features of the narrative text. At last, paragraph construction task was implemented to check students' individual capability in writing a narrative story.

From the interview, the teacher believed that assessment facilitates students to show what they have learned and it is a useful element to evaluate learning processes. Hence, all the tasks implemented by the teacher in the classroom were chosen because the tasks were the most suitable for students to achieve the learning objectives and, specifically, the tasks were effective and efficient to promote students' creativity in producing a well-written writing.

From students' perspective, they mostly gave positive responses toward the assessment tasks implemented by the teacher. Specifically, they preferred guided question and answer, picture-cued task, and paragraph construction task because the tasks helped them to comprehend the lesson well. In addition, the students also perceived assessment as a means of learning. It means that they assured that the tasks given helped them to develop their comprehension of the lesson. Overall, the students mostly enjoyed the activities. Despite having difficulties in some aspects, they regarded it as a learning process to improve their knowledge and understanding.

5.2 Suggestions

Considering the results of this study, some suggestions are offered for teachers and future researchers.

For teachers, since there are various writing assessment tasks that can be used to assess students' language skills, it would be better if they recognize the strength and effect of each type of writing assessment tasks in order to find the most suitable one in assessing students' writing skill. Students' responses of the implementation of the techniques also should be taken into account. By considering students' responses, hopefully, it helps teachers to assess students' skill effectively and efficiently.

For future researchers, this study can be used as an input to conduct a further study with a different discussion. Since present study is carried out in a junior high school, future researchers can do the related research on another level. Furthermore, the present study only involves one teacher as the participant hence there is no comparative result. It would be better if future researchers involve more participants to get a maximum result. In addition, The present study is conducted in a short period of time, thus, it revealed only some of the assessment techniques used by the teacher in assessing students' writing skill. In order to reveal all the assessment techniques that can be used by teachers in assessing students' writing skill, observation in a longer period of time is needed.