

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of important phenomenon mentioned in the previous analysis as the answers to the research problems and some suggestions, especially for further study in this domain of teaching English to young learners.

5.1 Conclusions

This study investigates the teachers' strategies in assessing writing in EYL context. From the results and discussions in the previous chapter, several conclusions can be drawn.

This study examines the strategies applied by six English teachers in assessing writing, why the teachers choose those assessment strategies, and to what extent the assessment is appropriate for the teaching programs in EYL context.

The first question is answered by the data from class observation and interview. It is found that three strategies of assessing writing are used by teachers. They are portfolio, observation, and K-W-L strategies. The second question is answered by the data from interview to the students and teachers; and class observation. There are found the teachers' reasons in choosing those assessment strategies. For portfolio strategy, teachers' reasons are that this strategy is easy to be used, teachers can give comments on their works, it is

suitable for students in elementary school, and teachers specifically know students' mistakes. For observation strategy, their reasons are that teachers can assess students without disturbing children activities, teachers just prepare the point for assessing, students could not cheat on exam, and the assessment can be used during teaching learning activity. The last is K-W-L strategy. It is what they know, what they want, and what they have learnt. The reasons are that this strategy can be used at the end of the class to know what students have learnt, it is easy for teacher to use this strategy, and teacher just gives directions.

The last question is answered by the data from class observation, interview and document analysis. It is also found that the appropriate assessment for the teaching program is to make the assessment suitable with the syllabus, lesson plan, and the activity in the class. The portfolio and observation strategies are appropriate for teaching program in elementary school. In K-W-L strategy, there is not appropriate for teaching program. Between class observation and document analysis are not found appropriate material.

Based on the explanations above, it can be concluded that there are principles common to all teachers under investigation, i.e. suitability, practicality, and comprehensiveness. First, all the teachers appear to believe that the assessment should be suitable with students, lesson plan, activity in the class, and syllabus. Second, teachers choose observation and portfolio strategies because the strategies are practicality. Teachers need strategy that can be applied to assess students' writings. Third, the assessment should be relatively comprehensive. An example will be the use of portfolio strategy. This strategy is useful to give

comment on students' works and the advantage for students is they know their mistakes. This strategy is suitable for students in elementary school. Teachers can know the developments of their students' writings.

5.2 Suggestions

Based on the findings of this research, the researcher proposes several suggestions as follows:

1. It is expected that the concern of strategies in assessing writing receive more emphasis in the curriculum of English learning especially in elementary school;
2. Portfolio and observation strategies can be used for assessing writing to elementary students by the teacher.
3. Teachers are suggested to prepare assessment before give it to students; and
4. It is important for teacher to make assessment which is based on syllabus, lesson plan, and learning activities.