

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After the data have been analyzed, it can be concluded that the existing writing assessment tasks of analytical exposition text that used by the teacher did not provide various activity of writing and it is supposed to be developed. The English writing assessment should be developed through six phases, they were; 1) gathering information and data, 2) analyzing data, 3) designing new writing assessment tasks, 4) validating by experts, 5) revising writing assessment tasks, and 6) final product.

Based on the findings, the developed writing assessment tasks of analytical exposition text based on curriculum 2013 is appropriate to be used by the English teacher to provide the students with more varied activities in writing. It has proven by the validation of two experts. The average scores from both experts are 3.6 and 91.3%. It is categorized as “very good” which means that the developed assessment tasks are valid and can be used by the eleventh grade English teachers of multimedia program.

B. Suggestions

Based on the conclusions, there are some suggestions proposed to the eleventh grade students and the English teacher of SMK Telkom Medan. To the eleventh grade students of multimedia program at SMK Telkom Medan, it is suggested to keep practicing their writing skill by doing the tasks that already

developed. Never be hesitated to ask the teacher's for guidance and help if they find difficulties while doing the tasks.

To the English teachers, especially teacher of eleventh grade students of multimedia program at SMK Telkom Medan should try to develop English writing assessment tasks that appropriate to the needs of students and the existing syllabus, especially for writing of analytical exposition text. The assessment given should complete and accurate in order to assess the students writing competence of analytical exposition text in the classroom accurately.



THE
Character Building
UNIVERSITY