

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the data have been analyzed, some conclusions are drawn as the following:

1. Based on the results of need analysis from interview and questionnaire, the students need an appropriate assessment related to their major that is project assessments. The project assessments particularly recount text about “Technology Biography” in order to adjust their knowledge with their major at Vocational High School. The English writing assessment was developed through six phases, they were; 1) gathering information and data, 2) analyzing data, 3) designing new writing assessments, 4) validating by experts, 5) revising writing assessments, and 6) final product.
2. To understand whether the English writing assessment was appropriate or not, there were six characteristics which can be used to see it. 1) assessments must measure all aspects of learning, namely project and results of products done by students, 2) assessment is carried out during and after the process learning takes place, 3) assessment must use a variety of ways and sources, 4) tests only one of the assessment data collection tools, 5) assignments given to the

students must reflect the life parts of students, 6) assessment must emphasize the depth of knowledge and expertise learners, not the breadth (quantity).

B. Suggestion

Based on the conclusions, the suggestions are;

1. To the English teachers, an appropriate writing project assessment is needed used by teacher which relate to the needs of students and the existing syllabus, especially for writing of recount text. The assessment given should complete and accurate inn order to assess the students writing competence of recount text in the classroom accurately.
2. To the other researcher, who have the same interest in this field, could make English writing assessments more appropriate, especially for students of Computer Network Program which has problems with the availability of that. There are expected to find the other characteristics of appropriate writing assessments especially project assessment based on the curriculum.
3. To the institutions, should monitor the teachers for using the appropriate assessments to the student to support teaching and learning process. Institution also has to distribute the students' assessment especially project assessment to the schools which are relevant to the government syllabus or 2013 curriculum (K-13) so that teacher can

know whether the students achieve the objective of the study in their level or not.



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