

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The conclusions drawn from the findings and discussion of the study. The findings showed that the English teacher employed two types of diagnostic assessment in teaching recount text writing to Grade 8 students of SMP Swasta Imelda Medan, namely cognitive diagnostic assessment and non-cognitive diagnostic assessment. Cognitive diagnostic assessment was implemented through a Diagnostic Worksheet (Google Form Pre-Test), Diagnostic Writing Task, and Diagnostic Scoring Rubric to identify students' writing abilities, including content, organization, vocabulary, syntax, mechanics, generic structure, language features of recount text, and students' ability to express ideas in written form. Meanwhile, non-cognitive diagnostic assessment was conducted through a Student Attitude Observation Sheet to identify students' participation and self-confidence during classroom learning activities. However, no evidence showed that diagnostic questionnaires or diagnostic interviews were used to assess students' affective conditions.

The findings revealed that the implementation of diagnostic assessment generally followed the four stages proposed by Cheng and Fox (2017), namely planning, administering, analyzing, and follow-up. In cognitive diagnostic assessment, the teacher prepared the assessment instruments before instruction, administered the diagnostic assessment systematically, reviewed students'

responses, interpreted the assessment results, and adjusted instructional strategies by providing additional explanations, scaffolding, and examples based on students' learning difficulties. However, the teacher did not analyze students' writing using the diagnostic scoring rubric or the writing indicators of content, organization, vocabulary, syntax, and mechanics, and no additional exercises were provided as follow-up activities.

In non-cognitive diagnostic assessment, the teacher prepared the Student Attitude Observation Sheet before instruction and observed students' participation and self-confidence during classroom activities. The teacher also categorized students' affective characteristics using the observation sheet. Nevertheless, no evidence indicated that the teacher reviewed the completed observation sheet, interpreted students' affective characteristics systematically based on assessment criteria, or used diagnostic questionnaires and interviews. During the follow-up stage, the teacher provided verbal encouragement, positive feedback, supportive language, opportunities to participate, and positive responses to students' answers. These instructional responses supported students' classroom participation and self-confidence, although they were provided to the whole class rather than being differentiated according to individual diagnostic assessment results.

B. Suggestion

Based on the findings and conclusions of this study, the following suggestions are proposed for English teachers, schools, and future researchers.

1. For English Teachers

English teachers are encouraged to implement diagnostic assessment more comprehensively by carrying out all implementation stages systematically. During the analyzing stage, teachers should use diagnostic scoring rubrics to analyze students' writing based on content, organization, vocabulary, syntax, and mechanics. For non-cognitive diagnostic assessment, teachers are recommended to review and interpret students' affective characteristics using clear assessment criteria before determining instructional responses. In addition, follow-up activities should be differentiated according to students' identified cognitive and affective needs to provide more appropriate instructional support.

2. For Future Researchers

Future researchers are encouraged to investigate diagnostic assessment using theoretical frameworks other than Cheng and Fox (2017). Applying different theories may provide broader perspectives on diagnostic assessment and generate new insights into its implementation in English language teaching. This is expected to enrich the literature and expand the understanding of diagnostic assessment in various educational contexts.