# CHAPTER V
# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

After analyzing the data, the conclusions drawn were presented as follows:

1. Assessment tasks used by 2 out of 3 English teachers were multiple-choice questions. Meanwhile, 1 out 3 English teachers used essay questionsas assessment task to assess students' ability in learning recount text.

2. The level of Revised Bloom's Taxonomy that has been implemented by each teacher was different. In designing multiple-choice questions as assessment tasks, 2 out of 3 English teachers have implemented remembering level of Revised Bloom's Taxonomy. Multiple-choice questions were categorized in remembering level based on Revised Bloom's Taxonomy. Meanwhile, 1 out 3 English teachers who used essay questions, has implemented understanding level in designing it as assessment task. Based on Revised Bloom's Taxonomy, essay questions were categorized in understanding level of Revised Bloom's Taxonomy. In designing assessment tasks stated above, the assessment tasks used by three English teachers in order to assess grade 8 students' writing skill in learning recount text at SMP Negeri 32 were still in the lower level of thinking of Revised Bloom's Taxonomy. The English teachers primaly implemented the lowest cognitive levels of Revised Bloom's Taxonomy since they were afraid to implement higher level to the students. The English teachers were afraid to affect students' achievement in the process

of learning recount text if they used a higher level types of assessment task.

## B. Suggestions

In relation to the conclusions, some suggestions were presented as follows:

1. Theoretically, the findings of this research can later add some new theories and information in designing a suitable assessment task. Hopefully, this research could also inspire another researchers who want to conduct a further research related to assessment tasks.

2. Practically, this research can be a guidance to the English teachers to implement a higher level types of assessment tasks. Hopefully, some assessment tasks revealed in this research could be used as the alternative for the teacher to used unfamiliar assessment tasks in the process of teaching and learning.