

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, it was concluded that the students grade 11 of Culinary Program at SMK Negeri 10 Medan need the appropriate writing assessments that is authentic assessments particularly procedure text about “National and International of Foods, Cakes and Beverages” in order to adjust their knowledge with their major about how to make national and international of foods and beverages. It also can support their job in the future.
2. The writing assessments of procedure text that used by the teacher did not appropriate to the students needs and it is supposed to develop. The English writing assessment should be 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.
3. To understand whether the English writing assessments was appropriate or not, there were six characteristics which can be used to see it. 1) authentic assessment must measure all aspects of learning, such as performance and results/products, 2) implemented during and after the learning process, 3) using various tools and resources, 4) test is only one data collection tool

valuation, 5) tasks should reflect daily life of students and reflect experience they do every day, and 6) the assessment should emphasize the depth of knowledge and skills of students, not the quantity.

B. Suggestion

Based on the conclusions, the suggestions are:

1. To the English teachers, especially teacher of grade XI students of culinary program at SMK Negeri 10 Medan should try to develop English writing assessments that authentic and appropriate to the needs of students and the existing syllabus, especially for writing of procedure text. The assessment given should complete and accurate in order to assess the students writing competence of procedure text in the classroom accurately.
2. To the other researchers, who have the same interest in this field, could make English writing assessments more appropriate, especially for students of culinary program which has problems with the availability of that. There are also expected to find the other characteristics of appropriate writing assessments especially authentic assessments 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 authentic assessment to the schools which are relevant to the government syllabus or curriculum 2013 (K-13) so that teacher can know are the students achieve the objective of the study in their level or not.