

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

This study has produced a learning log class device that was used as an alternative assessment tool to diagnose student learning difficulties. This learning log class was designed as attractive as possible and formed into a book. Learning log class is a self reflection note sheet with 2 main questions about what has been learned then how students react after learning a learning material in this case of course writing a recount. All parts that make up the learning log class can function properly. The questions in it were arranged as well as possible based on the indicators and objectives that have been formulated and adjusted as well as the learning log questionnaire which consists of 10 questions, 7 main questions regarding recount text material then 3 questions related to previous learning log class self reflection. This learning log class device was also equipped with assessment rubrics and other supporting devices such as interview guidelines. All devices compiled previously have gone through several stages including the pilot phase, the repair phase based on the results of the trial, and the implementation stage.

Learning log class able to explain students' learning problems in the recount text writing material. This device is quite effective in looking at the learning problems of students as well as the background that causes learning difficulties that was only reaching 80% of this data was the total aggregate total in learning log class only while in the questionnaire it reaches 70%. This was supported by some secondary data that supports the validity of data from this device. These data in the form of student answers to the questionnaire. With all available data, the validity and effectiveness of this log class learning device is quite convincing.

The advantages of learning log class devices as an assessment of learning difficulties are being able to uncover students' learning problems, can measure concepts or sub concepts that are considered difficult for students. In addition, it can also know the background of student learning difficulties, and is a form of innovation in alternative assessment, then can reveal the success or failure of learning, as feedback on students' abilities, involving students in the assessment process.

### **B.Suggestions**

For teachers who want to use the learning log class to diagnose student learning difficulties, this tool needs to be done every time all students in the class finish learning. It was recommended that this log class learning was only done after 2 meetings or after there were many students who have not completed the formative tests on certain learning materials for analysis purposes. Thus students could get appropriate treatment based on the specific learning difficulties they face.

For further research, it was recommended to carry out a sample test for more samples. Must pay more attention to concepts that considered difficult by students, then from the display aspects of the learning log class, and also the number of content questions that must be proportional. Re-formulate the indicators so that they related to the concept of learning so that students' answers were more directed.



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