CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings, it can be concluded that:

Generally, the students' assessment that is used by the English teacher was not good enough to stimulate students' reading ability. Based on the preliminary data, it was found that most of the students did not reach the Minimal Criteria of Achievement (KKM) score, set by the school which is 65.00. Meanwhile, their average reading score is 63.3. It means that most of the students got a score below the KKM. And the teacher ever tried Kahoot before but the procedure still do not appropriate yet tobe apllied in learning process especially in reading narrative text.

Based on students needs, students said that there should varieties of students' assessment and it should be more innovative and interactive way. Based on students' questionnaire it was found that 100% students agreed that they want an assessment that provides pictures, sounds, videos so can motivate students in learning process.

And the researcher presented Kahoot quiz based on Scientific Approach that is suitable and appropriate to the students' needs in reading narrative text for the tenth grade students.

There are 4 indicators aspects criteria adapted from Assessment Rubric from Brown (2007) were made in calculating experts' validation score. They are Content, Organization, Grammar, Mechanics. In developing the assessment, the form of questions consist of Multiple Choice, True and False and Essay questions.

There were 7 True and False questions, 21 Multiple Choice questions and 3 Essay questions in the Kahoot assessment. The developed students' assessment for the tenth grade students were validated by two experts which are the average scores 91% or categorized as Very Good.

The scores showed that the students' assessment are valid and suitable to use in reading especially reading narrative text for the tenth grade students of SMK Seni Budaya Raya. After the developed students' assessment were validated by the experts, the students' assessment can be accessed by the students on https://kahoot.it.

B. Suggestions

Based on the study of developing students' assessment in reading narrative text based on Kahoot for the tenth grade students, the researcher would like to give suggestions to help to improve the quality of teaching and learning process. In line with the conclusion above, the researcher wants to suggest that students' assessment have to be more innovative and interactive so that can attract students motivation in learning process.

By using an attractive and innovative students' assessment in teaching and learning English, it is hoped that students will be more interested and motivated to learn, and understand the material easier, especially in reading narrative text. And Kahoot application is an example of interactive assessment. Moreover, Kahoot must be appropriate to the Scientif Approach so the target learning will be accomplish directly.

Due to a lack of time, this study solely focuses on students' assessment in reading narrative text. As a result, this study is incomplete, and additional research on the topic is required in order to provide a credible solution. Other researchers are asked to construct students' assessments for different genres, grades, and other criteria of an effective and interactive assessment.