

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The formative assessment on procedure text through Socrative was developed using the research and development (R&D) method by Borg and Gall (2003) which simplified into six stages by Puslitjaknov (2008). These stages consist of collecting data and information, analyzing data, designing the media, validation by experts, revising the media, and the final product. The digital-based formative assessment developed through Socrative that consists of 30 questions, the questions were divided into 3 types of questions, namely multiple choice, true false and short answer on procedure text material with the topic of traditional North Sumatra food recipes, namely Bika Ambon, passion fruit juice, and Ombus- ombus cake.

After conducting all stages of research and development, it concluded that the digital formative assessment on procedure text through Socrative for tenth grade students at MAN 2 Model Medan is appropriate and valid. Based on the results of the assessment by experts with a final average score of 93.95% which categorized as excellent. The digital-based formative assessment through Socrative was successfully developed and eligible to be used as a formative assessment on procedure text through Socrative for tenth grade students at MAN 2 Model Medan.

B. Suggestion

For teachers, it is recommended to use this formative assessment product in carrying out formative assessment, especially on procedure text materials to assess students' reading comprehension on food recipes topic. Moreover, this formative assessment is digital-based, it is expected to be able to use technology in carrying out formative assessment.

For students, it is expected to use the developed formative assessment on procedure text through Socrative to help students to improve their reading comprehension skills.

For other researchers, it is recommended to use this study as their reference in developing other digital based formative assessment for all language skills namely speaking, writing, reading and listening. The researcher also expects other researchers to develop other topics and genres in reading materials.