## **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

This chapter presented the conclusion and suggestion of the study. Here, the researcher would like to conclude the result of the analysis on the teacher competence and the teachers' rubrics which was broken down into two research questions. Then, the researcher would like to provide some suggestions for improvement.

## A. Conclusion

In this study, the researcher gave conclusion based on the data analysis presented in the previous chapter. All of these were described below:

1. For the teacher competence based on the interview and the observation checklist. The researcher concluded that the teacher was competence for assessment competency because she could do well. She always considered with students' capability and also the task effectiveness itself. She chose role play assignment because this assignment could assess all of the skills. The assessment was also based on the curriculum and syllabus. Then in the end, she also did evaluation when using this assignment both for the quality of the assignment and the students score. On the field, the teacher's way to assess the students showed she did it well and fair. When giving feedback, the teacher did not give feedback for one of the classes. Hopefully, the teacher should have another plan when there was sudden change during the teaching process.

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2. The researcher concluded that the teacher did some steps dealing with the development of the quality rubrics but others still need to improve. Teacher needed improving in discussing the rubric criteria together with the students, developing criteria, description and number for the scale level more detail, trying out using the rubrics, doing self evaluation with metarubric, and revising the rubrics as needed. Other things that also should be considered were giving the title, task description and the procedure of scoring the assessment. It was the way that made the rubric easier to understand. So the researcher could conclude that the quality of the role play rubrics was still not really strong. However with some practices, discussions, and workshops with curriculum experts, the teachers would be able to handle the obstacles.

## **B.** Suggestion

After describing the teacher competence in assessment and analyzing the teacher's role play rubrics, there were some suggestions that could be used for improvements.

1. For the English teacher

The English teacher could increase the teacher competence especially in assessment competence for the time management in doing assessment for some project. This was to avoid any missing part of the assessment process. However rubric also was important as one of the reflection from the teacher competence. Some aspects here dealing with the steps that could teacher did in developing an effective rubric. They were developing criteria, description and the level of the criteria, trying out using it, doing self evaluation using metarubric and revising.

2. For the readers

For the readers, especially educators, the result of this study could show them some of the best ways in developing effective rubrics. The steps and elements in developing rubrics should be considered carefully by the readers. They should be able to maximize the use of the rubric in their assessment process. Like sharing the rubric for every assignment that needed or showing how some assessment would be scored by the teacher. In addition, the readers or educators could hold training in developing the assessment rubric or could do self evaluation using metarubric so that, more proper rubrics could be obtained.

3. For the next researchers

For the next researcher the result of this study could become an interesting topic to be discussed deeper like about the teacher competence in using media and may be about the students' respond of the rubric based on their learning behavior or based on their gender or sexuality. So that both the students and the teachers could get more benefit of the use of the rubric and improve their English skills.