CHAPTER V

CONCLUSION AND SUGGESTION

Based on the analysis and finding, this section presents the conclusions of the research. The result of the data analysis were could be concluded as the following representation.

A. Conclusion

From the finding, it can be concluded the answer from research problems as follows:

1. The development of *empirically derived, binary-choice, boundary definition* scale based on Upshur and Turner was done in five steps. The first was classifying student's performance. Based on student's score, the researcher divided student's performance levels into upper and lower performance: there are eighteen students in upper performance and five students in lower performance. According to student's writing, the researcher took language sample being six level that represent all student performance levels.

Criteria and hierarchy was formulated according to six language sample student's writing. The researcher analyzed the teacher's rubric and student's writing, and the researcher combined it. The result found that there were four criteria and five hierarchies for each criteria. Then, distinct separation point. The researcher made a single question from hierarchy being a descriptor. Then, the researcher rated as upper (6, 5, and 4) and lower (3, 2, and 1).

2. The implementation of empirically derived, binary-choice, boundarydefinition scale was done in twice implementations. The first implementation used to assessing student's writing about part of intention. The second implementation used to assessing student's writing about part of descriptive text. Students varieties score were consistent both first and second implementation. Content was analyzed first by the researcher, then communicative effectiveness, grammatical and vocabulary, and mechanism. The researcher analyzed students writing coherent or not for content aspect. Students writing communicate or not was analyzed by the researcher for communicative effectiveness aspect. Grammatical and vocabulary was analyzed to known tense and verb used. The researcher analyzed students handwriting understandable or not for mechanism aspect. The rubric was constructed with students' performance that has high validity and reliability.

B. Suggestion

After conducting this research and getting the result of the research, there are some suggestions for students, teacher and further researcher to develop EBB scale or other rating scale.

Students need to pay attention in writing, not only the grammatical but also the mechanism. Students also need to read more. When student has habitual reading, the students' writing will automatically well form.

Teacher needs to make the assessment more valid and reliable. The teacher could make rating scale by himself or herself, because when the teacher make the rating scale, the rating scale will be appropriate to students. It will be useful for the teacher while construct the rating scale, the teacher will know the students' level.

Considering empirically derived, binary choice, boundary definition scale in rating scale descriptor for productive skills, the other further researcher can be investigate rating scale for receptive skills or other rating scale for writing then compare it.

