

CHAPTER V

CONCLUSIONS AND SUGESTIONS

The chapter presents the conclusion and suggestions related to the research findings.

A. Conclusions

Basically, the main result of the research are the factors which influence students cheating behavior in writing assessment and the English teachers' strategies to overcome their cheating behavior in writing assessment. The conclusions of the research result can be determined as follow:

1. The Factors Which Influence Students' Cheating Behavior in Writing Assessment of Eight Grade of Islamic Private Schools at Wringinanom Gresik.

The research fond there are three factors which influence students' cheating behavior in writing assessment. The factors are classified in three categories, namely;

The first category is situational factor. There are many factors which influence students cheating in writing assessment including; to achieve a good score, knowing the assessment from a short notice, less strict supervision during the assessment, and the last situational factor is classmate. The second category is individual factor. The individual factors are; less confident, lack of vocabulary, lack of grammar, lack of spelling system and students thinking

about education. The third category is teacher factor. There many factors that come from the teacher that is; the English teacher gave a short notice assessment, the content is difficult and above the student' proficiency level, the English teacher seldom gave writing practice.

2. The English Teachers' Strategies to Overcome Students' Cheating Behavior in Writing Assessment of Eight grade of Islamic Private Schools at Wringinanom Gresik.

The researcher concludes that there four strategies to overcome students' cheating behavior in writing assessment. The researcher concludes the results of the research as follow: the English teachers give five until ten vocabulary words in every meeting and ask the students to memorize for the next meeting, the English teachers explain the form of the tenses, then the teacher ask the students to memorize in front of the class one by one, the English teacher often give students' writing assessment, the English teachers give punishment and reward, and the last is the English teachers divided the class into two season, each season consists fifteen students.

B. Suggestions

For the Teachers

Regarding the result of this study, for the teachers who experienced having students cheating behavior in their class especially in writing

assessment will not worry because all problems in the assessment could be solved or overcome by taking the proper and appropriate strategies. Therefore, for the teachers who have not faced these problems, at least, they will have the anticipated strategies if these problems immediately rise in the assessment when the assessment process.

For the Students

The students must avoid cheating behavior by, trusting themselves, increase their vocabularies and grammar, reading English book to know the spelling words.

For the Islamic Private Schools

The environments of the schools is suggested to create awareness of discipline. The researcher hopes that Islamic private schools can apply suitable strategies to overcome students' cheating behavior in writing assessment such as seating arrangement during the assessment or other strategies which are found in the section.

For the Further Research

For finding of the study are expected to be used as consideration for other research who plan to conduct the study related to the students cheating behavior in writing assessment. It is suggested to the further researchers to follow the study with different aspect of this research. For example; it will be

conducted by taking wider area of research like comparing between Islamic Private Schools and secular public schools.