CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the research report about the paper project assessment being studied. The conclusion of the finding in the research and some suggestion are presented.

A. Conclusion

From the finding, analysis, and interpretation of the date the following conclusion could be drawn.

1. Paper project assessment is one of the assessments that ask the student to make paper in a long term period and to be submitted at the end of the semester. The process of this assessment involved some processes. The first step is finding the topic of discussion. The topic is referred to national curriculum about the social problem. Second, the students collected the data from the informant through interviews with and observation about the informant. The informant was selected based on the topic of discussion such as the beggar, the prostitute, the orphanage life and so on. Next, they process the data into the text, starting from transcribing the interview result and translating the text into English. Finally they wrote down the result in English narrative genre as required by the teacher.

The narrative text genre is one of the text types which exist in the English and are included in the National Curriculum of English for senior high school. Commonly, the purpose of an English narrative text is to amuse and entertain the readers with actual or imaginary experiences in different ways. A narrative always deals with some problems which lead to climax and then turn into a solution to the problem as the ending of the text. Additionally, the most important aspect of narrative is the focus on the sequence of action or events. Narrative has two components, first, schematic structure which consists of Orientation, Complication and Resolution and second, the language feature which involved sequenced in time, used in past tense, used many action verbs and used of thinking, feeling, and sense verbs.

2. The paper project assessment is helping the students to develop their skill in narrative text writing. It was prove that the score gained by the groups is high. This assessment was administered through group project papers. Every group consists of five up to six students. They cooperated and shared the task among the members.

Even though there was no group with the excellent score, it could be concluded that the average score of the class was high and the majority of the groups had passed the average score.

The high achievement of the assessment through paper project might be supported by the group work. With group work the students could help each other in the process of writing English narrative text. Besides, they could share their ideas to construct their paper in an English narrative text. They could use a lot of resources to help them make their paper project assessment; such as consulting the dictionary, their friends who have the high competence in English and their English course. Moreover, they had four month to finish the assessment so they can made the paper project assessment well, despite which the students reported that they only needed one month to finish the project.

B. Suggestion

This research brings some insights on areas that need to be improved in the use of paper project as an assessment instrument in the teaching and learning of English narrative text.

1. Teacher

After conducting the research of paper project assessment in English narrative text writing, it could be suggested that the time frame for the paper project was too long. It could have been only one month to finish the assessment. In addition, the teacher needs to give the reflection of students' paper result to make students know where their weakness and their progress in writing narrative text.

2. Student

For student, they have to finish the assessment properly and learn the references more comprehensively in order to get their English witting better.

