# **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 study on the English teachers' assessment rubrics development which is broken down into two sub-research questions. They are the development of the assessment rubrics and the use of the assessment rubrics in the learning process. Then, the researcher would like to provide some suggestions for improvement.

### A. Conclusion

In this study, the researcher gives conclusion based on the data analysis presented in the previous chapter. The conclusion was based on Erlandson and Brophy's theory on steps in developing the assessment rubric, Arter's grading rubric on quality of the assessment rubrics developed by the teachers, and the use of the assessment rubrics in the learning process, yet there are still some aspects need improvements. All of those are described below.

1. The researcher concluded that the teachers did some steps dealing with the development of the assessment rubrics. The steps done are looking at models and adapting an existing assessment rubric, deciding the number of levels, and sharing the assessment rubrics. Nonetheless, there are few aspects that need to

be improved dealing with the ways the teachers develops the assessment rubrics. They are discussing the assessment rubric criteria together with the students, developing description of quality for each level of the criteria, trying-out using the assessment rubrics, revising the assessment rubrics as needed, and benchmarking the assessment rubrics. The strategies in developing the assessment rubrics should also be considered. In addition, the quality of the assessment rubrics examined is in strong level. Yet, some aspects should also be considered for improvement. They are criteria (trait) structure, align criteria (traits), the independent criteria, descriptors, rater agreement, ring of truth, the number of levels, the descriptive detail, parallel levels, number of levels, the number or frequency, and the wording.

2. The use of the assessment rubrics in assessing attitude and skill competence, the time allocation and the frequency in using the assessment rubrics were limited. The teachers could not use the assessment rubrics in their own desire because the time allocation, the frequency, and the use of them have been provided in Curriculum 2013. Meanwhile, the teachers could use the assessment rubrics result to measure the students' improvement and progress, and also to improve the students' skill.

With some practices, discussions, and workshops with curriculum experts, the teachers would be able to handle the obstacles they face in developing the assessment rubrics and maximize the future use of the assessment rubrics.

## **B.** Suggestion

After the analysis of the assessment rubrics developed by the English teachers and identifying the use of the assessment rubrics in learning process, there are some suggestions that can be used for improvements. The suggestion is addressed to the English teachers themselves, the readers, and the next researchers who possibly want to continue the study.

## 1. For the English teachers themselves

The English teachers at SMP Muhammadiyah 5 should improve some aspects of the assessment rubrics development. Some aspects here dealing with the steps they do in developing the assessment rubric. They are developing description of quality for each level of the criteria, and involving the students in developing assessment rubric, such as creating the assessment rubric criteria, trying out using the assessment rubric, revising, and benchmarking the assessment rubric together with the students. Moreover, they should use the most appropriate strategy in developing the assessment rubric so that the benefit of assessment rubric can be achieved. Developing assessment rubric can be beneficial for teachers since the assessment rubric is one of the tools to measure the students' achievement and progress, and also the use of the assessment rubric can improve the students' skill.

#### 2. For the readers

For the readers, especially educators, the result of this study can show them some of the best ways in developing assessment rubrics. The steps and elements in developing assessment rubrics should be considered carefully by the readers. They should be able to maximize the use of the assessment rubric in their assessment process. In addition, the readers or educators can hold training in developing the assessment rubric so that more proper assessment rubrics can be obtained.

#### 3. For the next researchers

The next researchers can continue this study by focusing on the use of the assessment rubric developed in the real assessment process. Observation can be used to know whether all the criteria created in the assessment rubric are covered or not. The next researchers also can examine if the achievement and progress of all the students can be measured using the assessment rubric in the real assessment process so that the students can get more benefit of the use of the assessment rubric and improve their English skills.