

CHAPTER VI

CONCLUSION AND SUGGESTION

After explaining of the results and discussing them in the preview chapter, there were the conclusion of the research and suggestion. The conclusion was arranged based on the problem of the study: the implementation of self-assessment as a feedback strategy to improve students' writing ability, problems faced by the teacher and the students when using self-assessment as a feedback strategy to improve students' writing ability, and students' improvement in writing a text after using self-assessment as a feedback strategy in the teaching and learning of writing.

A. Conclusion

1. The use of self-assessment as feedback to improve students' writing ability at XI Social 1 Social 2 of MAN Sidoarjo was not well implemented. There were some factors that made it not good implemented. The first factor was the limited time to do self-assessment. The second one was the order of self-assessment that was given by the teacher. The act of collecting self-assessment in the classroom after the students finished the assessment was the other problem. The last one was the students rarely used self-assessment as feedback (one or two times in a semester).

2. There were some problems on the use of self-assessment as feedback to improve students' writing ability. Teacher's problem is dealing with some students who have lower ability in writing. Those students can not do self-assessment well. Students' problems are the limited time allocation to do self-assessment, a lot of numbers on the assessment sheets in the limited time, students' lower ability in grammar, and diction.
3. The result of the implementation of self-assessment as feedback was not satisfied because the students' improvement was not significant. It was under 1% for each class. There was a little number of students who had improvement after using self-assessment as feedback. There were 3 students had improvement after using self-assessment as feedback (10%) at XI Social 1. Twenty seven students of XI Social had not improvement (unchanged) after using self-assessment as feedback (90%). At XI Social 2, there were 4 students had improvement on their final draft (17%). 20 students of this class had not improvement after using self-assessment (83%). Most of the students did not make any changes on their final draft. Their final drafts were still the same as their first drafts.

B. Suggestion

There are some suggestions to teacher who want to use self-assessment as feedback to improve students' writing ability.

1. Teacher should choose the important criteria to be assessed on the assessment sheet. It has to be done to make students focus on the important points that must be assessed.
2. Teacher should give appropriate time for students to do self-assessment. Students need enough time to do self-assessment.
3. The teacher should give self-assessment as feedback regularly to the students. It can make them accustom to do this kind of assessment and they will be well trained. As the result, students' can improve their writing ability.

For students, they are better to train themselves by writing in every occasion. It will make them familiar with the pattern of English writing. While writing, dictionary is a best friend for students that can help them to choose proper words in their writings. Grammar is another aspect to be considered. Writing using certain grammatical rule (e.g.: past tense, present tense) regularly will help students to have little problem with grammar.