CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present conclusion and suggestion that are derived from the research findings:

A. Conclusion

There are some conclusions which are drawn from the research problems, as follow: (1) What are English assessment that teacher use for ADHD student at SMPN 5 Surabaya (2) What are the strategy of English assessment that teacher use for ADHD student at SMPN 5 Surabaya (3) What are the result of English assessment for ADHD student at SMPN 5 Surabaya

The research analyses the English assessment for ADHD student in the sixth grade of SMPN 5 Surabaya. After conducting the analysis, it can be concluded that there are three English assessment that teacher uses for ADHD students, such as, reading, writing, and speaking assessment. The English assessment for ADHD student used by English teacher is using modeling way. The modeling way has some strategies, those are: the first is strategy of reading assessment, the teacher gives the bold word to makes ADHD student easy answer the question and ask the ADHD student read directly, the second is strategy of writing assessment, the

teacher just give the example the new word and the ADHD student just imitate based on the bold word, the third is speaking assessment, the teacher gives the example directly to practice the dialog. Then, the result of English assessment for ADHD student are the students with ADHD cannot do difficult English assessment because the way used by teacher is usual, and the ADHD student get bad mark in the final examination if the teacher uses this way because the way of assessment is not suitable with the characteristic of ADHD student. In the next paragraph, the researcher explains more one by one of the research question to conclude this research.

English teacher in SMPN 5 Surabaya only gives three English assessments, those skills are reading, writing, and speaking. The teacher uses for the three assessments used by modeling way. In modeling way have the strategies of each assessment that have researcher shown above paragraph. Based on the strategy of assessments that are given there are several problems that are found. In reading, the ADHD student's gets difficulty on focusing to finish the assessment, so those students only gets under 50 score. It is known as the bad score because the question is easy and the teacher has used the modeling way. It means that the answer has been written on the text and it is written in the bold word. In writing, the bad score is also found because the focus of ADHD student cannot be

managed well. In speaking, the student gets difficulty in imitating the words, even though it has been said by the teacher. It is caused by the difficulty to concentrate and the difficulty to pronounce the words..

Therefore, this studies which has been compared to the other literatures by using the exploratory qualitative research. The good English assessment should not only consist of three elements. It is because, listening is also important to create the good communication. Someone who does not have any good listening will create many misunderstanding in communication.

In reading, logographic cue should also be used. It is the picture that relates to the words or text. It is to make ADHD student interested to finish the assessment. The combination between modeling way and logographic cue can make ADHD student easy in finishing the reading assessment. In the writing, ADHD student can improve the focus by listening the music when they are finishing the assessment. Based on Joni Erin Wiebi's opinion, the music can make ADHD student concentrate to do something.

In speaking, the teacher should use the more interesting way. Using the tape record can be the interesting way. Therefore, the ADHD student will feel that it is something special that should be finished. If teacher only uses the modeling way, the ADHD student will be bored, and they

will not focus on the assessment. In listening, the teacher should give the instruction that can build their focus and improve the listening skill. Asking the student to make hand and feet quiet, asking to say the important word to himself, and instructing to write the important word can be the good way to build the concentration.

B. Suggestion

Based on the findings at the previous chapter, it is necessary to give valuable suggestion for the students, lecturers and also for the other researchers. This suggestion hopefully will become consideration for them to improve the quality of the students speaking ability, fluency, and also the speaking course, particularly in English Department.

The researcher have some suggestions for teachers to improve English assessment for ADHD students :

a. Suggestion for the English teacher

The teachers should use interesting technique for teach reading, writing, and speaking. And then not only for teaching but also use the effective strategy for ADHD students. For example, the teacher can use role-play and story completion. The teachers should be to improve speaking ability. The teacher give the strategy of writing assessment with the symbols and picture to show the new word for student with ADHD. And then, the teacher

use oral assessments accessible and relevant. So the teacher has to provide students with the opportunity to do speaking skills on to a tape, to allow them to listen to and refine what they say. Based on this researcher, the researcher can show to the English teacher in use the tape to make the ADHD student can speak English.

b.   Suggestion for the Next Researcher

The researcher also hopes that the next researchers will continue this study by conducting the further investigation, for example: the speaking ability, the problems, the causes, and the solutions of the problem from different population.