

CHAPTER V

CLOSURE

The content for this chapter consists of two parts. The first is deal with the conclusion of finding and the second part deals with suggestion.

- **Conclusion**

After all the data were analyzed accurately based on the research result, the writer can write some conclusion.

- There are two assessment techniques used by the English teacher in teaching writing , the techniques are: peer assessment on the lesson and using analytic scoring rubric on the final draft to assess students' writing skill ability.
- In these technique the teacher applied some procedure in steps though not complete as Falchikov theory. Theoritically, the procedure should also be applied in teaching writing for assessment technique, because some reason, but the teacher did not do it. However, the teacher applied the technique assessment quite good.
- The problem teacher when used this techniques ability in vocabulary and grammar students enough capability, and students nervousness.

- **Suggestion**

Based on the finding of the research, the research would like to purpose the following suggestions:

- For the teacher
 - In conducting assessment technique, teacher will be better if they are more concerned with improving students' writing and language skills without reducing communicative factors, appearance, creativity, and interaction with the surrounding environment.
 - In conducting feedback in class, teachers should use English more so students get used to it and make them interested in imitating or responding with English as well.
 - The teacher can try the other techniques assessment for improving students skills, especially in writing.
- For the students

The students are hoped to be more active, and creative in learning English, especially in learning writing. They can try to follow some asesment technique that teacher has been taught in their learning writing. Don't be afraid and shy to try something new.

- For next researcher

For the next researcher, find a new problem related with this reserach and make it better than this research. The next researcher can choose another assessment technique in the process of teaching and learning English and choose another skill such as listening, speaking, reading, grammar and vocabulary