

CHAPTER V

CONCLUSION

A. Conclusion

Two conclusions can be drawn from this study following the number of the research questions, namely:

1. The English teachers involved in the present study only used two categories of assessment tasks to assess students' writing abilities, namely imitative writing and intensive writing. The responsive and extensive writing category requires high level of difficulty that cannot be applied to junior high school students.
2. Through the results of interviews with several student representatives, it was found that in general the quality of the assessment tasks given by the teachers was very good. However, the important point they emphasized several times was the teacher's active role in explaining how to complete the assessment task. Therefore, it is important to have well-designed assessment tasks, but it is more important that students could understand what the tasks mean so they could finish the tasks correctly.

B. Suggestion

1. For English Teachers

The success of students in learning is largely determined by the quality of learning they get. To measure the level of success, the assessment task is an important instrument that must be designed optimally so that the

results obtained reflect the actual conditions of the success rate of student learning.

2. For Future Researchers

This research requires a more in-depth analysis, both through more in-depth qualitative methods and broader quantitative methods. In this way, the discussion on writing assessment tasks is growing.