CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusion of all the results gathered through the findings. Then, I also presented the suggestion that were expected to be useful for teachers, students and other future researchers.

5.1. Conclusion

Based on the result of data analysis by using thematic analysis, I figured out students' perception toward self-assessment in writing. There were several views or perception of implementing self-assessment in writing. Students had some perception which consisted of the advantages and disadvantages. The strenght of implementing self-assessment was strengthening students' writing ability and improving students' thinking skill. While the weakness of implementing self-assessment was time consuming. It proved that self-assessment could be applied successfully in writing skill because it gave some benefits even though it also had barriers as well.

Additionally, I discovered that students had limited writing ability before they conducted self-assessment. When teacher recognized and guided them to do self-assessment, students were triggered to created good writing products. Therefore, the role of teacher was prominent to support them in teaching learning process. Students also need to be encouraged to be more curios to participate in all writing activities.

5.2. Suggestion

Related to the conclusion explained above. I delivered several suggestions to pay much attention to the barriers of implementing self-assessment, despite I would like to appreciate that it is definitely helpful for writing. Therefore, I would like to suggest the teacher and students, and future researchers.

Realizing that writing was one of the important skills that needed to be mastered by students, hopefully that students could learn and explore idea to create good writing products. Despite it could be denied that everyone speaks more than writes. It indicated that besides other skills in English, students had to be encouraged to be good writers and evaluator for themselves so that they understand what they write and what their mistakes were.

For the teachers, I do hope that implementing self-assessment method could be applied continuously in order to improve students' writing ability and other aspects of writing. Students needed to be trained and monitored before conducting self-assessment so that teacher could limit barriers in self-assessment itself. I personally expect that this present study can give the teachers some beneficial reflections, information, knowledge to improve teaching and learning process in the class that create good writers. It is because teacher as the facilitator to build active class and active students in the class. Pointedly, I do hope that this present study can be beneficial for the next future researchers who have the same interest to excavate more information about students' perception toward the implementation of self-assessment on wtiting.