

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the synthesis of the research results (conclusions) and suggestions related to the research results. The conclusions are expected to answer the questions in the research problems in Chapter I which are derived from the research results in Chapter IV. The suggestions are expected to be useful for the next researches that study the same or related topic and to offer solutions for stakeholders in English education of Junior High School (especially Grade VIII), so it would enrich the English study and develop English learning itself in school.

After conducting the research, there are some conclusions can be derived from the research results and the analysis. The first conclusion is that every level of writing proficiency received the benefits of portfolio assessment. The benefits are the experience of joining writing training in portfolio assessment form, experience of being monitored and paid attention by the two raters with results of correction and feedback, experience of being encouraged to produce better in writing, and knowing real writing performance after receiving feedback. The low and high levels of writing proficiency only took benefit of experience of joining writing training in portfolio assessment form, while the middle level took all the benefits mentioned before.

For the second conclusion, the problems encountered by students were in the criteria of *content*, *organization*, *conventions*, and *vocabulary*—based on Wang & Liao's criteria (2008). In *content*, some students in each level of writing

proficiency did not make the detail of the topic well because of misunderstanding the instructions in the task. In *organization*, the students with limited knowledge of *conventions* and *vocabulary* had obstacle in organizing the paragraph. In *conventions*, it can be seen that the students of all levels of writing proficiency had more obstacles in making past tense sentences than present tense ones. The last, in *vocabulary*, in each level of writing proficiency, some students could not find the appropriate words for their sentences or used the wrong word classification.

For the third conclusion, there were some solutions applied by the research/teacher to help students face their problems, which were by giving frequent feedback to students, by giving detailed correction and feedback to students, and by informing students what they had developed their writing skills. The feedback given was constructive in forms of negative feedback, positive feedback, negative feedforward, and positive feedforward.

Following the conclusions, suggestions are made and expected to be useful, especially for English teachers and for the school in which the research was held, and the other **stake holders** that are related to **English education** of Junior High School. The first suggestion the **research** could offer is that teacher should apply portfolio assessment—especially in writing—and realize the benefits of it at every level of writing proficiency in class by conducting portfolio assessment program with the best performance. The second suggestion is that teacher should be aware of the problems students may encounter in the portfolio program being executed, so that he/she could do every necessary action to help them anticipate and solve the problems. The third suggestion is that the solutions offered in this

research (related to students' problems) should be applied in writing portfolio assessment done by teacher, especially for Grade VIII students, so the portfolio assessment program can run well. The fourth suggestion is that the findings in this research should become reference for the next research about portfolio assessment, especially in English writing of Junior High School, so the next research would offer more knowledge that enrich the findings in this research.

