

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The score of students writing achievement that were taught before self assessment was low. The data showed that the students consist of 28 students and there was found 9 students getting score between 56 – 75 which means that the students writing achievement is at average, 10 students getting score between 76 – 85 which means that on the students' writing achievement is good, and 9 student getting score between 86 – 100 which means that on the students' writing achievement is excellent, it shows that mean score 81.18, indicated that the averages of 28 student's score is 81.18. Based on pretest score of calculating SPSS the median score is 83.00. The mode is simply that value which has the highest frequency. It means that the most frequent students' score is 90 indicated that many students got good score.

After using self assessment in students writing achievement the students score can be improved than before using self assessment in students writing achievement.

The data showed that the students consist of 28 students and there was found 3 students getting score between 56 – 75 which means that the students writing achievement is at average, 10 students getting score between 76 – 85 which means that on the students' writing achievement is good, and 15 students getting score between 86 – 100 which means that on the students' writing achievement is classified as excellent score. Based on posttest score of calculating SPSS the mean score 88.04, which means that the average of 28 students are get score is 88.04, indicated that the students can mastery writing well. The median score is 89.25. In this case mode score is 80 so, there are many students got enough score.

Based on statistical calculation using SPSS 16 for windows, the researcher knew that the difference mean score of pre-test and post-test is 6.86. Standard deviation is 2.549, mean standard error is 0.4.82 The Sig. (2-tailed) or the p value (two-tailed) is 0.000. Given that the present test is one-tailed test, so the Sig. (2-tailed) or the p value (0.000) is divided by two: $0.000/ 2 = 0.000$, and the significance level (α) is 0.05. Since 0.000 is smaller than significance level (α) 5%. The null hypothesis is rejected. In other word, the hypothesis saying that the mean after the treatment is smaller than or equal to the one before the treatment is rejected. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment.

Sedikides (1993) suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge. Based on this this theory the pupil gets a

clear understanding of his or her mistake and can justify it based on the understanding he has gained. It means that by using self assessment students get motivation to improve their writing skills.

Brown (1998) said that students may be either too harsh on themselves or too self-flattering, or they may not have the necessary tools to make an accurate assessment. Also, especially in the case of direct assessments of performance, they may not be able to discern their own error. So with using self assessment students can make it as a tool to see what they can do, with self assessment students be able to understand and be able to see their own mistakes.

Finally, based on the explanation above, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the using self assessment can be improved the students' writing achievement especially At The Eight Grade Of MtsN 3 Tulungagung In Academic Year 2017/2018.

B. Suggestion

1. Institution

For School, The research can give information to the institutions about the effectiveness of self assessment strategy toward students' writing achievement in understanding Descriptive text.

2. English Teacher

For the teacher, Teachers know the level of students' ability in writing achievement. The result can become an input to determine the step and strategy for

teaching writing. So the teacher can reach the maximum teaching as a feedback to improve the quality of English teaching writing and it can be as important information in using self assessment strategy to improve the quality of teaching writing comprehension.

3. Future Researcher

For other Researchers, The research can give a concept in their strategy in teaching self assessment on different skill, because it will give some knowledge about self assessment. Therefore, the researcher knows the benefit of teaching writing comprehension by using self assessment strategy optimally. The researcher gets useful experience in teaching by using self assessment.

4. Student

For the English Students, The English Students can improve the ability of writing achievement, and self assessment can give motivation in writing comprehension.