

CHAPTER V

CONCLUSION AND RECOMMENDATION

The aforesaid research findings and discussions become complete if they have descriptions that can be explained in conclusion and suggestion. The suggestion sometimes called as recommendation; it is because the researcher must simplify the result of the whole undergraduate thesis' content to the readers. Hence, the researcher recommends also suggests what the reader can accept information that is an idea to write other researches.

The conclusions and recommendation are result of Research Findings and Research Discussions in Chapter IV such as: 1) Manner of English Language teachers describe English Assessments for English learning teaching of students.; (2) Manner of the English teachers score the graders in English assessment.; (3) Matters for English teachers commonly do for the lower students' scores.

5.1 Conclusion

This research is not only systematically report which is a variable of assessment system, but also it found some strategies to teach and to learn English Language. Then this research discusses how do remedy students especially for lower students. To avoid a score mark-up, it needs time to remedy the students here i.e. the 11th graders in this research.

Here the model school as research setting are founded having average level motivation to learn English Language based on self motivation. As granted motivation in themselves, English teachers can avoid the score mark-up as one of the solutions to fulfill standards of MCML i.e. 7.5 or 75. Thus to achieve the MCML the English teachers learn 2013 Curriculum in order to research their students' need.

In fact, English score from the SE still appears a possibility to get score mark-up in the assessment process because it cannot fulfill the MCML i.e. 66.78 that it is less from 75. The information (see Appendix N and J) that the students who joined the remedial teaching called *Layanan Klinis*, are the students obtain daily good English assessments. Then the English teachers must do other teaching strategies to teach the students based on data in the Appendix O. In addition, the

volunteers as research participants named the other name that is not that real name in the research setting, that some 11th graders who had being interviewed closed their identity (see Appendix G, name of the students obtained red circle and spiked with question mark).

The students are adolescents or teens who like to challenge themselves in learning English through practice English as daily communication through game, daily conversation at speaking etc. that are like in Appendix G and Appendix M. In addition, the English teachers are given incentive to remedy the students that use some strategies of teaching in this time named as *Layanan Klinis*. Some of the teaching strategies used some strategies on page 23 to page 28. Furthermore, the research setting applied traditional test that transformed paradigm to only do formative assessment in a model school (see Appendix N).

5.2 Recommendation

The avoidable score mark-up needs extra time with more appropriate strategies of formative assessment to impress the graders. It means the English teachers can determine some strategies of formative assessments based on this case study to encourage assessment for learning to the formative assessment. Then, they can develop the summative assessments that are to deduce from the score after remedial test. Then, they must match the strategies with the needs of the students, albeit with avoidable score mark-up in English assessment.

Because score mark-up becoming phenomena, these research findings are beneficial to avoid score mark-up. Hence these phenomena are not as difficult as fraudulence to be removed; it is expected to anyone who wants to remove the score mark-up to apply varieties of creative ideas to avoid the score mark-up, albeit doing program remedial teaching and test. For instance, the English teachers apply portfolio to assess students in enhancing students' self-efficacy; then the other teachers should do subsummative assessment and formative assessment that can be preparation to succeed summative assessment i.e. National Examination rather than School Examination. In a nutshell, the score mark-up is a teaching method with teaching strategies to amuse the students in revising their learning.