

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains of two parts. The first part is the conclusion of the study which is drawn based on the problem formulation that is formulated in chapter one as the analysis in the chapter four. The second part is suggestions intended for the English teachers, the students, and other researchers.

#### 5.1. Conclusion

The objective of this research was to describe or know whether the implementation of portfolio assessment makes the students' writing descriptive text ability become better or not. In the teaching and learning process, after the teacher asked the students to write descriptive text, the teacher would give some comments, notes, and revisions. In analyzing the students' writing, the teacher implemented portfolio assessment and analyzed based on ESL composition profile by Jacob in Weigle (2002). Here, the implementation of portfolio assessment has fulfilled to make the students' writing became better than before.

Moreover, the students' writing ability after implementing portfolio assessment in the students' writing result showed that their writing became better. It could be seen from their first, second, and their third writing. Most all of them had had fulfilled the criteria of writing since they could deliver writing and master the material well.

Moreover, based on the students' task in writing result in the third writing and third observation, it could be seen that almost all of them had completely fulfilled the criteria of writing since they master their material well. Although, in

the first and the second their writing, were not in a good paragraph or good writing. But, after the teacher applied portfolio assessment, gave some comments and revisions in their writing, they could write better. It means that portfolio assessment is very helpful for the students to write in a good paragraph or good writing.

## **5.2. Suggestion**

In this part, the researcher suggests some advice that would be useful for those related to this research, especially teachers and other researchers.

For teachers, the researcher should pay attention to the students' need by integrating new other interesting topic in writing. Portfolio assessment is one of tool that cannot only make the students' writing become better by reviewing the status of the students' progress and development, but also increasing the level students' motivation and make them want to write more to get better writing results. So, it is hope that the teacher would apply portfolio assessment to teach writing, especially in teaching writing of another text. In addition, for other researchers, the research suggests that they apply this portfolio assessment for different students' level. It can be in the junior high school students or elementary school ones

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