# CHAPTER VCONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusion and suggestions which are portrayed from the findings and analysis of formative assessment on students’ writing skills.

## 5.1 Conclusions

Based on the results of this study, it was concluded that the formative assessment on students’ writing skills had been used by two teachers who were participants. The differences of backgrounds of teachers affect formative assessment on students’ writing skills. Teachers’ knowledge of formative assessment, the advantages and disadvantages of formative assessment are considered sufficient. Teacher 1 and Teacher 2 have used formative assessment on students’ writing skills. The type of formative assessment between Teacher 1 and Teacher 2 was the same, namely using teacher observations. In the activities, Teacher 1 explained the learning materials, gave the assignments, and checked the assignments. And Teacher 2 explained the lesson on how to write properly and correctly, then Teacher 2 gave an assignment in the form of writing, and Teacher 2 gave feedback on the student’s learning outcomes.

Based on the results of this study, it was concluded that the difficulties in formative assessment, there were two difficulties. First, according to Teacher 1 the difficulty was that there were students who don’t do the assignments. Second, according to Teacher 2 the difficulty was that the student’s condition was not right, so formative assessment was not carried out optimally.

Based on the results of this study, it was concluded there was still many students who have errors of grammar in writing, errors of capital letters in writing, and errors in writing.

## 5.2 Suggestions

This section contains suggestions that may be useful for the researcher or readers. Here are three suggestions:

1. The school or government should provide training to teachers related to assessment, especially formative assessment, so that teachers can obtain information with various formative assessment techniques that make it easier and can measure the success of students’ writing skills.
2. The teacher 1 and the teacher 2 should maximize the application of formative assessment, especially in data processing, interpreting information, and providing specific feedback to students.
3. For further research, the next researchers can develop this research, by describing and comparing how formative assessment on students’ writing skills from another schools.