

Chapter Five

Conclusion and Recommendation

This chapter presents conclusion and recommendation. The conclusion of the study concludes the result of this study. In addition, this study presents recommendation to the readers who needs any information related to this study especially students, lecturers, and the other researchers.

Conclusion

In writing, a teacher usually uses assessment to monitor students' writing ability. The assessment used should adhere the principles of sacond language assessment. One of them is washback. Washback is the effect of assessment for teaching and learning process in a form of positive or negative. ELED lecturers also used assessment to monitor students' writing skill. On the other hand washback research has never been conducted in ELED so the researcher was interested in finding out the washback of writing assessment which was used in ELED. To find out the washback of writing assessment, this study used qualitative approach. This study has two objectives; first, to find out the activities students do in regard with writing assessment, and second, to find out the washback of writing assessment used at English Language Education Department (ELED) of a private university in Yogyakarta. To gather the data, interviews were held to four participants of ELED batch 2017. Based on the answer of those participants, it is revealed that there were two main points that consists of three findings for each main points.

The first main point is with the activities students do in regard with writing assessment. Based on the findings, the participants of this study explain their experience when they were facing the assessment. The students said that they did some preparations, before doing the assesment. The students also received feedback on the assessment. After the assessment had finished the student reviewed the result of assessment and studied the materials by looking at the wrong answer on the answer sheet.

The second main point is the washback of writing assessment. The result showed that all of washback presented by writing assessment was positive. Based on the findings, the participant said that the assessment made students did some preparation which indicated that the assessment made students paid attention to the material thoroughly. The participants said that the feedback given by the lecturer presented positive washback, by receiving feedback, the students knew which part of the material they did not know well, so they could fix their mistake for the next assessment. The last finding is that the assessment gave a positive washback because the students studied the material from the assessment results.

In short, this study conclude that writing assessment used in ELED presents positive washback. In this study four ELED students batch 2017 were interviewed as the participants who were accessible and easy for the researcher. However, because the participants came from the same class, the result could not be transferable to the whole students of batch 2017. Therefore, when reading the finding of this study, please do take the study limitation into account.

Recommendations

After knowing the result of this research, the researcher provides some recommendations. The recommendations are addressed to the readers who needs any information related to this study especially students, lecturers, and the other researchers.

For students. Based on the result of this study, the assessment students usually do in the classroom gives positive washback. The lecturer feedback also presents positive washback because it gives benefit for the students' writing. Therefore, the researcher hopes that students ELED can utilize the feedback to improve their skill.

For teachers. This study implies that to improve the language teaching, teachers should adhere to use an assessment which presents positive washback for students. There is a factor that caused assessment to provide positive washback, that is, teacher's feedback. It is known as one of the ways to enhance washback to successfully present positive washback, because the feedback gives benefit for the students' writing. This might be possible to be the consideration for the teachers design assessment which presents positive washback by giving more feedback for students.

For other researchers. This research investigates the washback of writing assessment. The result shows that assessment used in ELED presents positive washback. The researcher hopes this study can be the reference for further

research. As for example, other researchers can be challenged to investigate other types of language skill. Thus, this study can be more complete.