CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

In this research, the topic of discussion was to find out the types of self assessment be used for students' and to find out students` responses about the use of self-assessment on students` reading behavior. Based on the findings of chapter IV, this study concluded that self-assessment helped the students in their learning activity specially reading. To some extent the teacher already followed the procedure of conducting self-assessment in the classroom as suggested by Westwood knowledge, leading the students to extract some questions, and asking the students to make a summary in terms of leading students to activate their prior knowledge. However, to some extent the teacher also violated the procedures in terms of her inconsistency in conducting self-assessment in the classroom.

Based on the observation, it can be concluded that the type of self-assessment used is metacognitive by Brown (2006). The teacher asks students to reflect, evaluate, and summarize what they have learned from the text. Students should plan their learning through self-monitoring activities.

Based on the form students fill out, KWL (Know, Want, Learnt). Students have passive and active sides. students can ask questions critically and respond well during feedback. Still, some passive students need questions related to the learning topic, become listeners, and want to avoid being involved in the discussion.

In addition, self-assessment can help students motivate and encourage their reading behaviour since self-assessment let them actively participate in their own learning process. Students also gave positive responses and attitudes towards using self-assessment. But, in the other side, students had some negative reactions indicated that they did not know exactly to use the self-assessment in their learning process.

B. SUGGESTION

Here are some suggestions for this research:

1. Professional teachers must be able to find strategies to provide teaching so that students can easily understand and motivate students based on the problems they face, and teachers must also be patient in growing students' self-confidence. Apply methods with interesting techniques to foster student interest in learning.

2. For students

   Therefore, students must be enthusiastic about learning without having to look at the situation they are currently facing and must dare to ask questions if they have difficulties in understanding learning. Students must also be more confident that studying does not decrease their enthusiasm for learning for the sake of learning. Bright future.

3. For school

   Schools can provide convenience to teachers in developing teaching strategies in the classroom, either in the form of quotas, easily accessible applications, or other media. So that teachers can improve their strategies, including using techniques and methods with applied media.

4. For other researchers

   Researchers suggest to other researchers that this research can help other researchers if other researchers want to do research with the concept of providing strategies to provide solutions. Other researchers can conduct broader research to find solutions to improve learning loss.