

Chapter Five

Conclusions and Suggestions

In this last chapter, the researcher elaborates the summary of this research. This chapter is divided into two parts, namely conclusion and suggestions. The conclusion of the research is drawn based on the result and discussion of the data gathered to answer the research questions. Afterwards, suggestions for some parties are provided.

Conclusion

In this conclusion, there are two main research results. First, this research found lecturers strategies in assessing students' soft skills at the EED of UMY. Second, this research revealed there were a number of problems faced by the lecturers in assessing students' soft skills at the EED of UMY. Based on the result of interviews, the researcher found some information of the strategies in assessing students' soft skills, namely communication skill, critical thinking skill, creativity skill, teamwork skill, and responsibility skill.

First, to assess students' communication skill, lecturers used rubric, and did several activities such as presentation, group discussion, observation in direct class, and individual observation. Second, activities which the lecturers conducted as strategies to assess students' critical thinking skill were group discussion, classroom discussion, critical thinking project, consultation, and presentation. Third, strategies used by the lecturers to assess students' creativity were doing

observation, asking students to make a textbook and to create a simple dictionary, and doing observation during presentation. Fourth, the lecturers conducted group project, group work, and teamwork outcomes to assess students' teamwork skill. Fifth, there were two ways to assess the responsibility of students which were self- discipline and punctuality in submitting assignments.

The researcher classified the aforementioned strategies into three categories which are using rubrics, using activities such as presentation, group discussion, classroom discussion, critical thinking project, consultation, making a textbook, creating a simple dictionary, group project, group work, teamwork outcomes, self- discipline, and punctually in submitting the task, and observation such as direct class observation, individual observation, and observation during presentation. All of those strategies used by the lecturers to assess students' soft skills at the EED of UMY in terms of communication skill, critical thinking skill, creativity, teamwork skill, and responsibility skill.

Meanwhile, the lecturers faced some problems in assessing students' soft skills at the EED of UMY. Some of them had problems in assessing students' communication skill, critical thinking, creativity, teamwork, and responsibility skill. The problem in assessing communication skill was the difficulty in remembering students' name because too many students at the EED of UMY. Moreover, the problems of assessing students' critical thinking were due to the great number of students at the EED of UMY and inactive students.

Furthermore, the lecturers also got some problems in assessing student' creativity, teamwork, and responsibility skill. When assessing creativity, lecturers got difficulties in determining standards of creativity, determining the students' work authenticity. Besides, in assessing students' teamwork skill, the lecturers faced problems such as noticing the process of finishing assignments or monitoring contribution of the group members. Last, in assessing responsibility skill, the problems faced by the lecturers were recognizing the process of finishing the tasks, and t giving score for individual contribution in group work.

To sum up, the lecturers at the EED of UMY have some strategies to assess students' soft skills. On the other hand, the lecturers also face some problems or difficulties in assessing students' soft skills at the EED of UMY.

Suggestions

Based on the findings of the research, the researcher provides some suggestions related to the strategies in assessing soft skills. The suggestions are given for the lecturers, students, the future researchers, and institutions.

For the lecturers. Dealing with the strategies in assessing students' soft skills found in this research, lecturers should use appropriate strategies in assessing soft skills to make the condition of classroom more interesting. If the lecturers use appropriate strategies, assessing students' soft skills will become efficient, and will ease them to assess every soft skill that the students have.

Lecturers should explore their strategies in assessing students' soft skills so that they can also help the students to develop their soft skills. This research found some strategies as references for the lecturers to assess communication skill, critical thinking skill, creativity skill, teamwork skill, responsibility skill, and other soft skills.

For students. Students should develop and improve the soft skills in daily life because soft skills have many benefits for preparing their work performance in the future, and soft skills will complement their hard skills.

For other researchers. Based on the result of this research, the researcher suggests to other researchers to conduct research on the same topic but focusing on different soft skills. There are other soft skills that have not discussed yet in this research, and the other researchers can use other research methods and instruments to conduct other research in the future.

For the institution. The institution should develop activities outside classroom besides conducting bridging courses. This activities will increase students' soft skills because it is very important for students to have soft skill and to prepare them for facing challenges nowadays and in the future.