

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

From the finding and discussion in the previous chapter, authentic assessment is a genuine test, real from the student's performance, and can be used outside the class. Authentic assessment is a real assessment of the student's performance and is useful for the student's life. Mostly the participant's perceptions of the assessment concept were influenced by the knowledge they got through the official training of the 2013 curriculum done by the Ministry of Education, meeting and exchanging information with MGMP colleagues, as well as browsing the internet. All three teachers also have a positive opinion towards authentic assessment as they thought that it was effective for improving students' language skills. We can see the process, so when they are studying, we really know their abilities. We are aware of the student's progress.

The teachers implement the authentic assessment of student writing competence by using various techniques. They include three aspects of students' ability such as affective, cognitive, and skill. All considered of things, the teachers know the application of an authentic assessment of writing skills based on the 2013 curriculum, although the teachers have not yet applied this assessment optimally. The following are techniques and instruments used by the teachers to assess student writing based on the 2013 curriculum: observation, self-assessment, peer-assessment, and journal are included on the instrument for attitude assessment. The

written test covers the knowledge assessment. Then, skill assessment can be done through performance, product, and project. Before conducting an authentic assessment, the teacher informs students about how they will be assessed. We have to be fair, so that children know how they will want to be assessed.

There is a problem that teachers faced which is managing time so that all of the techniques available to the teacher can be used. They have some solutions for that, first to accomplish this is to learn outside of study hours with use the application online like WA group, second contact and advise the students who have not completed their assignments on time and the last ask for help by collaborating with colleagues as an observer.

## **5.2 Suggestion**

Based on the discussion and conclusion, the researcher hopes this research is expected to help teachers to apply the techniques and instruments of authentic assessment which are appropriate to the students' competence that will be achieved, especially for writing. Besides that, they do a lot of strategies to overcome the problem of implementing authentic assessment techniques for students' writing competence. Government socialization is still very much needed for teachers to learn more about authentic assessment. It is also hoped that the government's extension via the teacher MGMP forum will be more active as a forum for exchanging information, experiences, and discussions in dealing with problems in the application of authentic assessment, particularly in assessing students' writing skills. Teachers conduct more classroom action research in order to find solutions and use self-reflection in the future.

Further, the research results in the implementation of an authentic assessment of students' writing competence can be followed up to produce better research. Then, the researcher can be selective in developing questions in each component of authentic assessment under the 2013 Curriculum.