

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of the conclusions and suggestions from the result of the research.

A. Conclusions

In this chapter, the conclusion presented from the result of the research. This research focuses on 2 problems. There are the implementation of authentic assessment in teaching English writing skill and the problems faced by teacher in implementing authentic assessment for teaching English writing skill at SMA Negeri 1 Stabat.

1. In general, teachers have performed authentic assessments for English writing skill according to the assessment provisions in curriculum 2013. The English teachers have conducted an authentic assessment for English writing skill that is suggested in regulation of curriculum 2013. The techniques and instruments of authentic assessment for writing used by teacher are vary. It is adjusted for the aspects that will be assessed. The authentic assessment techniques of writing skills applied are quite diverse, that is attitude assessment (observation, self-assessment, assessment among students, and journals), knowledge assessment (written tests, oral tests, and group assignments and individual assignment), and skills assessment (performance assessment, project assignments, and portfolio). However, the application of the assessment technique has not yet been carried out

maximally. There are some assessment techniques that are not implemented by the teachers.

2. The authentic assessment of English writing skills cannot be said yet optimal because there are still some obstacles, namely time limitation, the complexity of procedures and student's ability. The obstacles that arise include students who are less active and less disciplined, the teacher has never participated training / education curriculum 2013 and have difficulty implementing complicated assessments, and lack of learning time.

B. Suggestions

The things that can be suggested based on the results of this study are as follows.

1. For English Teachers

The teachers should be more understood of implementing curriculum 2013. The teacher should increase the knowledge about curriculum 2013, especially in English assessment. Research results which include the implementation of authentic assessments for English writing skill, authentic assessment techniques and problems experienced in implementation authentic assessment of English writing skills should be made reflection to improve and improve the quality of implementing authentic assessment for English writing skills in English learning based on curriculum 2013.

2. For Other Researchers

Descriptive research results about carrying out authentic assessment for English writing skill in English learning can be followed up to conduct a better research.



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