

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analyzing the data, the researcher draw the conclusion this study is related to the implementation of teacher's authentic assessments in English instruction based on 2013 Curriculum. The investigation was at the eighth grade students of SMP Muhammadiyah Medan in the academic year 2018/2019. The activities of implementing authentic assessments means using self-assessment, peer-assessment, performance, product and journal assessment to assess students' skill competence in writing Greeting Card, based on the interview, documentation and observation at SMP Muhammadiyah 1 Medan. The school had own the necessities documents, government designed of the authentic assessments and applied them during this semester. From the documents analysis, the percentage of the conformity of the implementation of teacher's authentic assessment based on 2013 Curriculum is 50.1%. The result showed that the implementation of teacher's authentic assessment based on 2013 Curriculum in SMP Muhammadiyah I Medan is in category of sufficient.

#### B. Suggestions

In the end of this chapter, the researcher would like to give suggestions related to this research as follows:

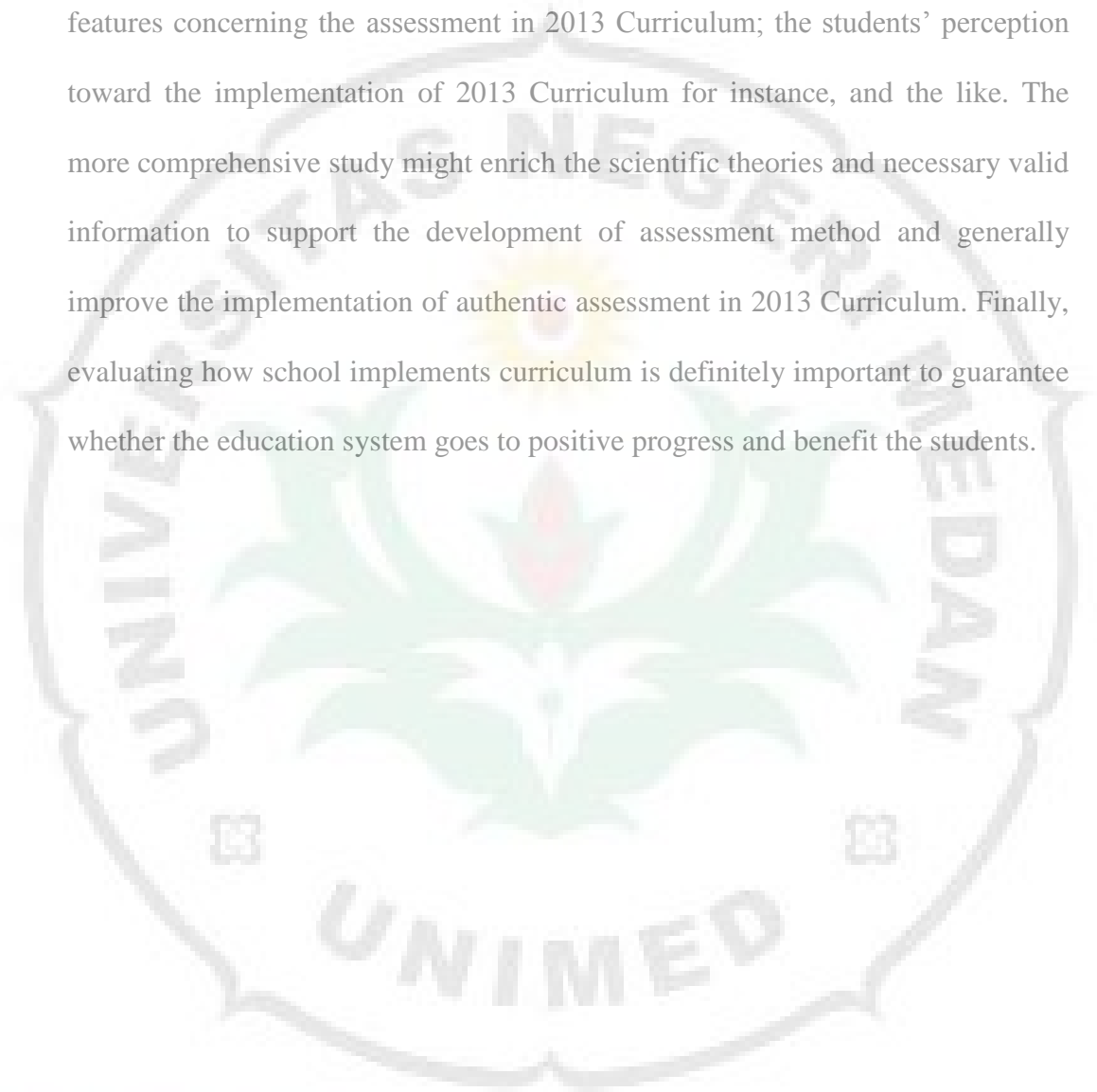
### 1. To the English teacher

Teachers as the frontliners and the most responsible parties in implementing the authentic assessments in 2013 Curriculum should realize their crucial role in the assessment method which then determined the succeed of the students' learning. Particularly, the English teacher of the eighth grade of SMP Muhammadiyah 1 Medan should well committed to improve the whole process of classroom assessment. Despite the complicated procedure, teacher is highly endorsed to acquire in-depth knowledge about the authentic assessment; how it should professionally be developed, appropriately be administered and objectively be scored. The teachers should be more pro-active to vary the classroom instructional activities and the assessment tasks to encourage students in learning and to motivate them to produce good tasks. Furthermore, to be less dependent on the available scoring rubrics, she could start to design her own more applicative scoring instruments which have been adjusted to meet the curriculum content and the level of students' English proficiency. It is absolutely essential as valid judgement can only be derived from reliable scoring instruments.

### 2. To other researchers

This study has not yet been able to capture the whole aspects of the implementation of curriculum 2013. The findings which primarily focused on the use of self-assessment, peer-assessment, performance, product and journal assessment in evaluating students' skill competence can only describe the process and result of teacher's activities in assessing particular basic competence. Therefore, further researchers are highly recommended to investigate other

features concerning the assessment in 2013 Curriculum; the students' perception toward the implementation of 2013 Curriculum for instance, and the like. The more comprehensive study might enrich the scientific theories and necessary valid information to support the development of assessment method and generally improve the implementation of authentic assessment in 2013 Curriculum. Finally, evaluating how school implements curriculum is definitely important to guarantee whether the education system goes to positive progress and benefit the students.



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