# CHAPTER V

# CONCLUSION AND SUGGESTION

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

## A. Conclusions

After completing the data analysis, the researchers concluded that

1. The implementation of authentic assessment in the classroom were consist mostly with the teacher asked students to construct an idea (creativity) and and then present them in front of the class. Based from the observable meetings the researchers concluded that the English teacher mostly used Oral Presentation type of speaking performance assessment in order to assess their students. This types of assessment falls into the category of extensive speaking tasks as proposed by Brown (2001:266-268). In general, all of the English teachers have performed authentic assessment for English speaking skill according to the curriculum 2013 assessment guidelines and also the teachers were observed to have done some criteria of authentic assessment implemented in their assessment although there were some authentic assessment technique that are not implemented yet by the teachers like journals, peer and self assessment.

2. The authentic assessment of English speaking skill cannot be considered to run efficiently and optimally because there's a few problems that the

teacher still struggle with, which is time limitation and students constraint.

## B. Suggestion

After completing this research, the researcher would like to suggest that:

### 1. For English Teachers

The teachers should improve their overall knowledge & skill in accordance with the demands of curriculum 2013 especially in English speaking skill assessment. Authentic assessment of speaking skills is very difficult. In this case, the English teacher should use more various types of authentic assessment so that teachers able to find more suitable types of authentic assessment that are able to maximize their students potential. Teachers also able to utilize another types of speaking assessment rubrics to better suits their students need which can be seen on Appendix F Speaking Assessment Rubrics

### 2. For Other Researchers

Because of the limited nature of this research, further in-depth and better research are needed in order to fully cover the implementation of authentic assessment in English speaking skill with schools that are using curriculum 2013.