CHAPTER V
CONCLUSION AND RECOMMENDATION

In this final chapter of the study, the conclusion along with some recommendations will be presented. The conclusion will present the answer to the two research questions, while the recommendation will suggest further studies on the similar topic.

5.1. Conclusion

The authentic assessment embodied in the 2013 curriculum coincides with the definition proposed by Wiggins (1989) and Wolf (1989), which state that authentic assessment values the thinking behind the work, the process, as much as the finished product. From this definition it is clear that the 2013 curriculum necessitates teachers to assess the attitudes of the students during the learning processes.

From this necessity the researcher tried to find a technique to assess students' attitudes during the learning processes which is feasible to be administered.

In this sub section the answers to the two research questions are presented subsequently.

5.1.1. The answer to the first research question

The first research question is: What techniques can a teacher apply to assess students' attitudes?

In this study the researcher applied the technique of point rewarding system to assess students' attitudes. This technique reflects the characteristic of authentic assessment embodied in the 2013 curriculum.

With the point rewarding system the teacher always paid attention to the students' attitudes during the learning processes. This is in line with the definition of

authentic assessment cited in the document of the 2013 curriculum which is proposed by The American Library Association (in Kemendikbud, 2013: 241) that authentic assessment is an evaluation process to measure performance, achievement, motivation, and learners' attitude during the learning activities.

In the same vein, Newman, Brandt & Wiggins (1998: 19) state that an assessment is authentic when it measures products or performances that "have meaning or value beyond success in school".

The point rewarding system also proved to foster powerful and productive learning for the students. This is one of the characteristic of the authentic assessment proposed by Hargreaves, Earl, & Schmidt (2002).

In applying the point rewarding system the researcher took the following steps:

1. Socializing it. Through thorough discussion and lecturing the students were led to understand the purpose of the point rewarding system. They were familiarized with why and how to get the point. This is in line with the suggestion from Aitken and Pungur (n.d.) that the important point of the authentic assessment is that the students clearly understand the target/criteria before they do the assessment task.
2. Applying the system systematically. By keeping the track of the points collected by the students, the researcher carefully and intensely rewarded every positive attitude of the students that emerged during the learning processes. The positive attitudes include eight aspects stated in the document of the 2013 curriculum, they are: 1) respect, 2) honesty, 3) care, 4) courage, 5) confidence, 6) communicativeness, 7). Social awareness, 8) curiosity.

   This second step is very important because the improvement of students' attitude has been the salient objective of the 2013 curriculum of Indonesia (Kemendikbud, 2013).

3. Assessing the improvement of students' knowledge and skill. This is what Brown (2004) called as formative assessment. Brown (2004: 4) states that whenever a student responds to a question, offers a comment, or tries out new words or structures, the teacher subconsciously makes an assessment of the student's performance.
4. Administerign the speaking test. This is in line with the suggestion from Mueller (n.d.) that the tasks in the authentic assessment should be more performance rather than memorization.
5. Administering the written test. This is in line with the suggestion from Hiebart, et al. (1994) and Wiggins (1993) who state that the authentic assessment in the English language teaching can be as simple as assessment tasks that resemble reading and writing in the real world and in school (Hiebart, et al., 1994; Wiggins, 1993).

   Administering the written test is still needed in the implementation of the 2013 curriculum. One of whose aims is to ensure that the students have mastered the material covered in the syllabus.

5.1.2. The answer to the second research question

The second research question: Can the technique applied improve students' knowledge and skill?

The data collected in this study have revealed that the employment of the point rewarding system have affected the students' learning attitudes toward some improvement.

The improvement in the competency of attitudes is the most salient. After three cycles of the implementation of the point rewarding system the students had shown that they are now more enthusiastic in responding to the greeting addressed by the researcher, they do not show nervousness when addressed spontaneously, they are very enthusiastic in raising their hands, they speak more audibly, and react spontaneously to any stimulus from the researcher.

While the improvement of the competency of knowledge, the students now make fewer mistakes in grammar and pronunciation.

And the improvement of the speaking skill is evident in the students' ability to present their power point slides or pictures with little reading, even the high achiever can do the presentation without reading at all.

As a whole it can be stated that the employment of the point rewarding system can improve students' knowledge and skill as well.

5.2. Suggestions

The point rewarding system can be applied by all the English teacher as a technique to assess students' attitudes during the learning processes.

However, it can be suggested here that to be able to administer all the ten types of assessment as required by the regulations, teachers can follow the following suggestion:

1. On daily basis teachers can carry out the authentic assessment, i.e. observation, self-assessment, peer-assessment, and journal, which mostly assessed the students' attitudes. In carrying out this task, teachers must always bring along the observation forms and students' track points.
2. On monthly basis teachers can carry out the assessment of knowledge, by administering the written tests, oral tests, and assignments. This kinds of assessment are referred to as traditional assessment by the 2013 curriculum,
3. On semester basis teachers can administer the assessment of the speaking skill which includes the practice-test, the project, and the portfolios
4. Since authentic assessment emphasizes the practical application of tasks in real-world settings, the oral test which is administered integrated in daily teaching is the most suitable type of assessment. Through the oral test (teacher asks-students answer in English) can facilitate the tasks in real-world settings.

5.3. Recommendation

To pave the ways to the success of the implementation of the 2013 curriculum, the implementation of the authentic assessment is the primacy. However teachers will not be able to administer all the authentic assessment successfully if they are not assisted and facilitated by the institution where they teach (school).

The first recommendation is proposed to every school: the schools have to provide the teachers with the forms of observation needed to be used daily. This step has been taken by the school in which this study was conducted. This proved to be helpful for the teachers.

The second recommendation is suggested to all the teachers. As suggested by the proponents of education that teachers should always seek the solution to the problem faced by conducting action research. All the teachers would better work together as a solid team to seek other techniques of implementing the authentic assessment in day to day teaching practices.

5.4. Closing Remark

Of course the point rewarding system is only way of so many ways to seek the appropriate techniques in the implementation of the assessment embodied in the 2013 curriculum.

Due to the limited time, there are four other types of assessment which have not been covered in this study. They are: *Ujian Tingkat Kompetensi* (*UTK*), *Ujian Mutu tingkat Kompetensi* (*UMTK*), *Ujian Sekolah/Madrasah, and Ujian Nasional* (National Exam).

Although the implementation of the authentic assessment is regarded as energy and time consuming, it is really worth conducting since it has great benefits for the advancement of students' competencies as intended by the 2013 curriculum.

It is hoped that in quite near future some other techniques can be invented so that the goal of the 2013 curriculum will be achieved successfully.

It is of high importance to bear in our mind the statement of Lombardi (2008) that if we want to change student learning, then we have to change the method of assessment.