

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

In this last chapter consisting of conclusions and suggestions, the two main sections will be discussed. The first section elaborates the conclusions throughout the thesis based on the descriptions on the previous chapters particularly on the fourth chapter about findings and discussion. The second section mentions researcher's suggestions for the readers particularly the English teachers, relevant parties, and future researcher.

5.1 Conclusions

As has been clearly discussed in Chapter 4, there are two major and two minor research questions that have been discussed. The following paragraphs re-discuss them.

The first answer of the major research question about the implementation of authentic assessment in the context of the 2013 Curriculum has been well elaborated in the previous chapter. The implementation of authentic assessment conducted by the teacher involved in the study covered (1) identifying standard, (2) selecting authentic task, (3) identifying standard, (4) creating rubric, (5) gathering and analyzing information, (6) sharing result, and (7) conducting follow up action. The stages of implementation were conducted cyclically and some of the stages were conducted simultaneously.

Meanwhile, the answer of the first minor research question has also been discussed in the previous chapter. It informed that the teacher employed several authentic assessment types to assess the students' competences mandated by the 2013 Curriculum. The teacher employed (1) observation, (2) project, (3) performance, (4) writing sample, (5) constructed response, (6) peer assessment, and (7) self assessment. They were sometimes conducted in one class session, and some other were conducted separately.

Then, again, the answer of the second minor research question about the competences to assess by the teacher has been discussed in the previous chapter.

The teacher in the study assessed three competences as suggested by the 2013 Curriculum covering (1) attitude, (2) knowledge, and (3) skills. Those competences sometimes were conducted by the same technique of the assessment, and some others were conducted exclusively by particular technique.

Finally, the discussion of the last major research question about the challenges of implementing authentic assessment in the context of the 2013 Curriculum encountered by the teacher reveals several important thing. The teacher encountered (1) student related issues, (2) time and effort consuming, (3) validity issue, (4) reliability issue, (5) resource administration, (6) evidence transformation, and (7) subjectivity. One challenge created a domino effect to the existence of other challenges. Besides, some challenges were encountered consciously and some others were not.

The most important thing dealing with the teacher in the study in implementing authentic assessment and facing the challenges of it was that she tried to fulfill the demand of the 2013 Curriculum. It is a good fact since the teacher spent her time and energy to educate the students in relation to the demand of the curriculum and the context of her teaching.

5.2 Suggestions

After discussing the findings of the study, several suggestions can be drawn. The suggestions is likely to be practical are suggested for three main parties covering teachers, policy makers, and further researchers.

The first suggestion is for the English teachers in general. Since the implementation of authentic assessment is complicated and many challenges encountered, the teacher should have a good intention and spirit in fulfilling the demand of the 2013 Curriculum to assess the students using authentic assessment. It is because the advantages of authentic assessment the teacher and students will be more prominent than the disadvantages. This will be beneficial for the teacher to conduct an ideal teaching and assessment practice.

The second suggestion is for the policy makers. Since the teacher still faced the problem and felt unconfident in assessing the students' competence using

authentic assessment, the policy makers covering the government in this case the Ministry of Education and Culture both in central and local office are suggested to conduct a further training and workshop on authentic assessment. This training and workshop are suggested to be more comprehensive and sustainable as what the teacher in this study expected, so that all teachers in general will understand and therefore implement the assessment as it should be.

The last suggestion is for the further researchers. They are suggested to explore more about this issue of implementation and challenges of authentic assessment, so that the understanding of the issue will increase. Besides, the more specific kind of research which is research and development are suggested to develop a model of authentic assessment in Indonesian context, so that it will be very beneficial and will make the teacher in general understand on how to assess their students using authentic assessment step by step based on the model. This is due to the limited guideline from the training of the 2013 Curriculum which create confusion among teachers. By providing the teacher with the model, it is expected that the practice of assessment will be good in which the students' real competence can be reflected and the teacher can give appropriate follow up action.