

CHAPTER V

CLOSURE

A. Conclusion

Based on the result of the research, there are two important points that should be emphasized by the researcher as the conclusion. First, the implementation of authentic assessment in assessing English based on Curriculum 2013 is good. This statement supported by the fact that both of the teachers provided natural English learning environment and chose contextualized, relevant, interesting, and replicating real-world tasks to be done during the lesson. Furthermore, both of the teachers consider the culture, beliefs, and community around the students and involving them on the lesson as well. On top of that, the lesson given to the students are open ended, encouraging the students' to be more confident, and not focusing on one skill but enforce their knowledge by combining English competency with another subjects, thus will help to sharpen the students' critical thinking.

Second, the students' response toward the implementation of authentic assessment during the lesson showed that they have bigger interest in doing performance tasks rather than written tests. The students liked group works and active learning such as presentation, project works, or role play, thus they showed higher spirit during active learning process rather than when they just have to sit and watch. Beside of that, the students are more interested with the lesson materials that are familiar with their daily life or easily represent the real world.

B. Suggestions

Based on the data presented above, which is gained through observation and interview, the researcher has some suggestions to give which hopefully give a new idea regarding future research of this topic. The first suggestion is for teachers. Because of curriculum 2013 is basically applied in every part of Indonesia, the use of authentic assessment could not be separated as well. The teachers should consider to give the students more chance to be active in the classrooms, give them more performance assessment in order to enhance their confidence to perform in front of other people, and provide a learning environment where the students can explore more rather than just the given lesson.

The second suggestion is for the students. The researcher expects them to keep the positive attitude such as take dhuha, zuhur, and ashar prayer on time, recite Al Qur'an diligently, stay active during the lesson, and ask more questions about the topics. Other than that, the researcher hopes that they will pay more attention during the lesson in order to increase their English proficiency, mainly in listening, speaking, reading, and writing. Furthermore, the researcher hopes that they will not think that English is difficult to learn and will eventually like English at the end.

The next suggestion is for future researchers who take authentic assessment as the research topic. The researcher suggests them to explore more, on broader and deeper range about this topic. Furthermore, the researcher hopes that the future researcher will conduct more detail and complete researches that will provide more information to help the teachers understand the implementation of authentic assessment and prepare the lesson materials that

are suitable for the students, as well as enhance the educators' ability in developing authentic assessment.