

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer concludes the result of the research. This chapter is divided into two parts. They are as follows:

A. Conclusion

Based on the research result and the discussion of the finding the writer finds some conclusions, namely:

1. The writer finds that there are some ways used by the teacher in implementing authentic assessment. The ways the teacher assesses the student ability in writing are by classroom tasks, homework tasks, and written test. Portfolio is not used by the teacher yet. The ways the teacher assesses of writing skill are by using aspects of authenticity. They are: classroom task and written test. They cover the aspect of the authenticity because the students do the task spontaneously at that time when the instruction is given. Then, homework task is not included the aspect of authenticity. Because the students do the task in out of the classroom session. It is used to an enrichment of knowledge and an exercise for the student.
2. The writer finds the techniques the teacher used to score students' writing tasks a teacher should use rubric score. An ideal rubric score should cover the aspects, criteria, and the score. The teacher implements some rubric score that is different rubric score for different type of texts. In assessing the student writing task, there are three ways to assess; classroom task,

homework task, and written test. In classroom task and homework task the teacher gives the student task through student worksheet or teacher's instruction which the student does the task based on instruction. The teacher score the student's writing based on the student worksheet and teacher instruction. The students do the student's worksheet confirm based on the syllabus. In syllabus, the students write the student's writing for short functional text. The teacher asks the students to write short functional text that is; announcement, and congratulation card. For long functional text, the teacher asks the students to write long functional text that is descriptive text and recount text. In scoring the students' writing there are two criteria. The student's writing is appropriate with the minimal achievement standard (*KKM*) determined by that school that is 80 and some others student's writing is not appropriate with it.

B. Suggestion

From the observation of the implementation of authentic assessment in scoring writing task for the student of 8th grade at SMPN 1 Surakarta, the writer presents some suggestions as follow:

1. To the teacher of English

The writer hopes that this research can give benefit to add teacher's knowledge how to evaluate the student's writing.

2. To the student of English Department

The writer hopes that this research can be useful as references for studying authentic assessment especially in scoring writing skill.

3. To the future researchers.

The writer hopes that this research can help other researchers in conducting the next research in order to be better and perfect.

4. To the readers

The writer also hopes through this research paper, the readers can understand more about authentic assesment especially about scoring student's writing in teaching-learning process.