

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and suggestion are described below:

A. Conclusion

Based on the statement of the research problems, this research answers the challenges and opportunities of formative assessment through self- and peer assessment under the 2013 curriculum and teacher responses to such challenges.

The conclusions of the research results can be determined as follow:

1. Challenges and Opportunities of Formative Assessment in Self- and Peer Assessment under the 2013 Curriculum

The researcher found seven challenges and three opportunities of self- and peer assessment in classroom when conducting the observation, students' interview, and teachers' interview. The challenges and opportunities can be determined as follow:

a. Challenges of Formative Assessment in Self- and Peer Assessment

1) Purpose of the Assessment

The biggest challenge of conducting formative assessment is to identify and adherence the clear and focused purpose. Both of English teachers of SMP Wachid Hasyim 7 gave explanation to students about

the purpose of the lesson, but some students were confused about the purpose of assessment.

2) Commitment of Resources

Teachers have limited resources to conduct formative assessment. Although there is a book of the 2013 curriculum, teachers still need additional resources material.

3) Preparation in Assessment

Lack of preparation appeared to both of the teachers in the first meeting of classroom observation. Although student's book and teacher's book had been prepared for the 2013 curriculum by the government, and the designs of those books were very good, teachers had to prepare their teaching.

4) Reliability and Validity of Assessment

Students felt tired if the assessment was conducted at the end of the lesson and English lesson was not scheduled at the beginning of school hour. Those made assessment unreliable.

Teachers of SMP Wachid Hasyim 7 used the additional book to support the learning process, but for the assessment in that book there were many exercises, tasks, and assessment that was not suitable to the material. Thus that was the challenges of the teachers not to choose all the materials from that book to design valid assessment. Teachers

asked help to their colleague to check the validity of the test. Both of teachers shared their opinion about the validity.

5) Consideration Investment in Time

The period between when the teachers collected the information and when they used it for planning instruction were not too long. If they were not designed carefully, they made some important information that would be lost.

6) Defining the Task Clearly

Before getting students to complete the task, teacher had to explain the instruction clearly. Based on the condition in the class, students sometimes were disturbed by the noise of other classes or the vehicles. It made students loss of concentration.

7) Encouragement Impartial Evaluation of Performance or Ability

Students sometime did not admit that they did not achieve the standard. Thus Teacher should encourage impartial evaluation of performance or ability.

b. Opportunities of Formative Assessment in Self- and Peer Assessment

1) Teachers are able to Train Students Becoming Self-Regulated Learners

Self-regulated learner appeared when students tried to check their understanding, prepared question that should be asked and assessed their own progress. Self-regulated learning was an interesting and full

energy process of achieving to meet learning goals. Self-regulated learner would be easily to get success in learning and achievement.

2) Students are able to Tell the Teacher about Their Strengths and Weaknesses

Both self- and peer-assessment provided information about strengths and weaknesses of students to teachers. The effective students' self-assessment was present when students can tell teacher about their strengths and weaknesses.

3) Students' Effort can Make Improvement.

Students showed their effort to make improvement based on their self- and peer- assessment. They were aware about their mistakes that they found after completing self- and peer- assessment.

2. Teachers' Response to such Challenges of Formative Assessment in Self- and Peer Assessment

The teachers' response to such challenges that appeared are as follow:

a. Purpose of the Assessment

To respond such challenge, teachers provided investment time to share their planning to colleague. Teachers shared their purpose of the assessment to check whether the assessment matches to the lesson or not.

b. Commitment of Resources

To respond this challenge, teacher decided to divide the job to their colleague to design materials that support self- and peer- assessment.

c. Preparation in Assessment

To respond the lack of preparation, teacher used questioning to check students' understanding. Another response, before coming to the class, teachers designed the materials of the week by preparing them in the beginning of the week.

d. Reliability and Validity of Assessment

To respond reliability of assessment, before conducting the test, teacher gave ice breaker activities to the students to raise students' spirit and gave appropriate number of task. In addition, to respond the challenge of valid assessment, teachers checked whether or not the evidence of the task was appropriate to what they wanted to measure. It could be helped by their colleague to check the validity.

e. Consideration Investment in Time

To respond this challenge, teachers put timing in the lesson plan.

f. Defining the Task Clearly

To respond this challenge, teachers provided guidelines and models to help clarifying the procedures and used well skilled questions that were used to check students' understanding.

g. Encouragement Impartial Evaluation of Performance or Ability

To respond impartial evaluation, teachers encourage students to be honest to evaluate themselves or their partner. It would make students felt enjoy to tell their weaknesses. In addition to respond this challenges,

teacher shown students' result of assessment. That made students could not tell partial evaluation because the teacher had evidence about what their weaknesses.

B. Suggestion

In the light of the results of this study the researcher recommends some suggestions to the following:

1. For the Teachers.

Regarding the result of this research, for the teachers who have implemented formative assessment through self- and peer- assessment under the 2013 curriculum and faced the challenge to conduct self- and peer assessment will not worry because the challenges of self- and peer-assessment could be solved by taking proper responses. Therefore, for the teachers who have not faced those challenges, at least, they will have effective responses if these challenges immediately appear in the classroom when the teaching and learning process. In addition by understanding the opportunities of self- and peer- assessment, teachers are able to implement formative effectively in order to raise their students' achievement and to be self- regulated learner.

2. For the English Teacher Education Department

The finding of this research shows that there have been challenges and opportunities in conducting formative assessment under the 2013

curriculum. Considering to the result of this research, the department will have special program to teachers and students to develop formative in order to increase their professional development to be professional and effective teacher.

3. For the Further Researcher

The findings of the study are expected to be used as a consideration for other researchers who plan to conduct the study related to the formative assessment under the 2013 curriculum. It is also suggested to the further researchers to conduct another study to the assessment that is considered as formative assessment under the 2013 curriculum, for instance portfolio assessment, observation assessment, and student performance.