

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section presents the conclusion of the study. They are drawn based on the data analyses which were discussed in the chapter 4. While the second section presents the suggestions that are relevant to this study. They are provided to give the information for further research related to this study.

#### **5.1 Conclusion**

Students' affective aspects are important since there are relations between students' affective aspects and learning achievement. Therefore, Curriculum 2013 put students' affective competence as one of the students' competences that should be measured in the teaching and learning process. Although Curriculum 2013 has proposed four methods that should be implemented, there are still some teachers find the problems in conducting it since they are not only doing the students' assessment, but they also deliver the material. Therefore specific affective assessment strategies are needed to support the good implementation of Curriculum 2013.

However, this study focuses on how students' affective assessment is conducted in the implementation of Curriculum 2013. It was addressed the question of what

strategies the English teacher in SMA BSS Malang uses in conducting the students' affective assessment.

The research question is answered by the data from interview, classroom observation and teacher's documents. It could be seen that there were some modifications in implementing students' affective assessment from what had been mentioned in Curriculum 2013. Those modifications were designed by the teacher as the strategies in implementing the students' affective assessment. Those modifications especially were made to the instrumentation, methods and the score processing.

In the context of instrumentation, to save the time the teacher makes some modifications in the format of the sheets. The different format from Curriculum 2013 is used by the teacher in the observation sheet. The teacher prefers to integrate all students' affective aspects in a form of basic indicators in an observation sheet.

Although it is easier implemented while teaching and learning process and with the use of that observation sheet, the teacher can save the time but there were some points that is missed. The observation sheet is lack of students' behavior as the indicator since it only provides a few indicators. For the self-assessment and peer-assessment sheets, although there are some modifications in the term of indicators but it quite clear because the teacher puts many behaviors as the parameter of students' indicators. Meanwhile, for the journal sheet it is different with the format that is mentioned by Curriculum 2013 since the teacher uses students' learning journal which is focused to know the students' attitude during the teaching and learning

process. Therefore, the journal which is used by the teacher belongs to self-assessment method. As mentioned in Curriculum 2013, journal supposed to be the teacher's note related to the teacher's observation of students' affective aspects in the teaching and learning process.

However, in the context of students' affective assessment methods, the teacher implements various methods which are proposed by Curriculum 2013. The teacher puts some considerations in order to implement the students' affective assessment efficiently. That teacher's considerations are related to the managing time allotment, instrumentation, developing the way based on the other sources and theories, understanding IT and the necessary to conduct the various methods and the consistency in conducting it. Although the teacher gives the same weighing to all methods but all methods are implemented with the different portion. Observation and students' learning journal methods are conducted regularly in all meetings while peer-assessment and self-assessment are conducted minimally one time in a semester. The teacher applies the students' affective assessment method only in the classroom while teaching and learning activity is conducted since she has never conducted the assessment out of the classroom whether by indirect observation or another.

Furthermore, most of the methods for processing the students' score have already provided by the school in a form of Microsoft Excel formulas. Therefore, the teacher only needs to input the data in a form of Microsoft Excel program which is given by the school and manage the result as the report. Different from what is mentioned by Curriculum 2013 in which the teacher has to collect the result of

students' score to the main teacher. In SMA BSS, the teacher has to collect it to the school administrator section before the main teacher collected it and gave it to the students as the school report.

As the summary, it is shown that there are teacher's innovations in implementing the students' affective assessment by proposing some modifications. The innovation is made as the way to overcome the students' affective assessment problems that are commonly faced by English teachers.

## 5.2 Suggestions

Based on the findings of this study, the writer realizes that there are still many things that need to be explored in the implementation of students' affective assessment. Thus, the researcher proposes several suggestions. Hopefully, these following suggestions will enhance knowledge for the English teacher in conducting the students' affective assessment in the implementation of Curriculum 2013.

### a. Teachers should increase their professional development.

They have to keep improving their ability in teaching by reading books that relevant to their profession. They can attend some seminars or workshops that discuss about the implementation of Curriculum 2013 especially students' affective assessment strategies. They also have to be more get involved in peer-discussion that may help them in improving their knowledge of students' affective assessment. On the other hand, the English teachers can use this study as their reference in conducting

the students' affective assessment or in developing other strategies in assessing the students' affective aspects.

**b. Further researcher**

Along with the development of English educations, it is needed to develop the methods and instruments that are used in conducting the students' affective assessment. Therefore, by using this study, further researcher can develop the ways and methods in assessing the students' affective aspect since there will be possible to find other new methods in assessing the students' affective aspect.

