

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

1. The researcher analyzes and describes the data using Frey's Characteristics of Authentic Assessment theory to answer the first research question. The assessments presented in the textbook were reflected in tasks. There are 77 appearances of character authentic assessment in the speaking task, which consisted of Realistic Activity or Context (18), Cognitively Complex (15), Performance-based (8), Collaborative (16), Defense is Required (7), Multiple Indicators or Portfolios (5), and Mastery Expectation (8). Meanwhile, the indicators of formative assessment and criteria known by students were not found in the speaking assessment.
2. To answer the second research question the researcher calculated all frequencies of authentic assessments contained in the English Textbook “Think Globally Act Locally”. Then, the researcher can conclude that the most authentic assessment criteria used in the English Textbook Think Globally Act Locally are “realistic activity or context.” Meanwhile, the indicators of formative assessment and criteria known by students were not found in the speaking assessment.

## **B. Suggestion**

The researcher acknowledges the thesis's imperfections and admits it is far from perfect. It is expected to be useful for readers. Then, the researcher provides some suggestions from this research, such as:

### 1. To students

This thesis contains a lot of lessons and information about authentic assessment, and nowadays, students have to be critical about the sources and media they use to learn. With this thesis, it is hoped that it can help students identify questions relevant to their daily activities.

### 2. To English Teachers

Teachers should provide and prepare appropriate materials and assessments during teaching and learning activities. The textbook is an essential resource that the teacher can use as a guide. A good teacher must prepare and select an appropriate textbook for their students. Hopefully, the results shown in this thesis can help teachers choose good textbooks that contain authentic assessments.

### 3. Further Researchers

For future research, the researcher would like to present some suggestions for conducting further research on this topic. Future research may analyze this topic using data from other kinds of English textbooks,

other school subject textbooks for junior or senior high schools using more proficient textbooks, and the most recent curriculum based on precisely what is implemented in schools.