

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and several suggestions regarding future research also offered.

5.1 Conclusion

This research offers a new work concept related to the developed rubric assessment. A learning innovation in assessment rubric, to strengthen the aspect of literacy learning. This rubric is specifically developed to see aspects that have not been discussed by the standard assessment practices that we usually use at school. To determine one type of learning task learning, this research combines several fundamental things in this assessment such as; Multisensory aspects, aspects of multiple intelligence, aspects of bloom taxonomy, so that they are compatible with standard levels at CEFR.

As we know assessment is an important part of learning design. In the concept of learning, we know that teachers must complain about the curriculum but must develop learning materials, develop pedagogy learning, learning activities, and even learning tasks. The 21st-century teachers must be able to develop assessments, the ideal assessment can be 2 dimensions or 3 dimensions, in this research developed an assessment rubric and self-assessment can be used by teachers and students. The assessment Rubric here requires self-assessment because neuroscience says "self-assessment is powerful more than the teacher's evaluation". Self-assessment is very much needed to support (student-centered pedagogy). Pedagogy must pivot in students, therefore self-assessment. also must be based on students not only the teacher.

This assessment rubric was made complex, because "integrated mechnism using multiple sensory in the memory". Good learning that must help students activate all sensors, when we are called smart or we are called

critical, we are integrated multiple sensory. For example, if according to the eye is good but according to the ear or nose is not necessarily. Therefore humans are multisensorial learners. Humans also process integrated information by using many sensors on their body, and learning is a multisensory activity where physical facilities are active.

This multisensory is basically general must be adjusted to the learning activities. For example in people who (seeing) are good, he will have the ability to "decoding". Multisensory is also the basis for development in the category in the rubric, not directly combining. We must remember that assessment is multi -dimensional, while multisensory is actually to measure performance. This performance assessment is used for learning activity. As decided from the context of the 2022 prototype curriculum, the type of assessment that will determine the type of pedagogy. This means that there must be a match between assessment and pedagogy. If other researcher create a reading, writing, listening, and speaking multisensory pedagogy. As a result, created a multisensory assessment component.

5.2 Suggestion

Based on the conclusions of the research above, this study proposes recommendations related to people related to this research, as follows:

5.2.1 For Teachers

Based on the concept of learning, we know that teachers have to complain about the curriculum but must develop learning materials, develop learning pedagogy, learning activities and even learning tasks. 21st century teachers must be able to develop their own learning materials and learning activities. Teachers must also be able to create and implement an assessment tool activity (reading learning process) at each stage of learning to read. By optimizing the use of rubrics, the assessment of the reading process can be structured and at the same time become the most effective way to determine students' reading abilities as a whole and accurately.

5.2.2 For Students

A rubric is a tool for teachers to set grading criteria for assignments. Not only useful for teachers, this tool is also useful for students. The rubric defines in writing what is expected of students to get a certain grade on an assignment. For students this rubric is very effective in helping them improve their reading by paying attention to the shortcomings and weaknesses in aspects of the assessment. Besides that, they can also know the language skills they have learned.

5.2.3 For Future Researchers

For future researchers, the researcher suggests continuing similar research by using other research instruments, for example developing a multisensory assessment rubric on learning English in reading activities and by expanding other factors related to the multisensory assessment rubric.

Considering that this research is still in the development stage and eventually produces an output in the form of an assessment rubric for junior high school students, other researchers who are interested in continuing this research should try out this rubric on a larger scale to further prove the accuracy of the rubric in assessing student reading more objectively. The research here hopes that this research can contribute to the teaching of reading skills, especially in the assessment of student literacy outcomes.