

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the data gained of teachers' questionnaire, students' interview and checklist document analysis, it can be concluded that EFL teachers from nine different vocational schools in teaching marketing students practice authentic assessment for assessing students' output. The type that teachers chose is intensive. It means teachers concern with students' vocabulary and grammar. Then the technique that they provide for assessing students' writing is essay. Essay is a technique that teachers very often practice to assess students' writing. All of respondents from document claimed that students write about their experiences or events, for examples holiday experiences and favorite idols.

The writer has found that EFL teachers of VHS practise authentic assessment particularly following the literature and policy. Most of them have already practiced the purposes, types and techniques. However, teachers were not truly while answer the questionnaire. Based on the findings, teachers claimed they have practices all of statements about purposes, types and techniques. Nevertheless, after the writer conducted students' interview, many misconceptions appeared. Such as teachers claimed that they used portfolio to monitor students' process but while the writer conducted interview with students, there are 2 groups of students did not know what

portfolio is. They thought portfolio as an essay which written in folio paper. Teachers have good percentage for questionnaire while lower percentage in students interview. Moreover, after the writer matched with lesson plans, there were also found several unbalanced data percentage. Some teachers also have the same lesson plans even in same school. Because of this study only focus on marketing program, the writer collected the data from EFL teachers who teach marketing VHS students. However, in the real situation when collecting the data, all teachers used same lesson plans if they taught same grade. Most of teachers provided the same techniques of authentic writing assessment. They do not have more time to provide all of techniques. This study found that several teachers only gave essay and multiple choices in every single time.

5.2 Limitation of the Study

The writer has found the limitation while conducting this study. Only nine vocational schools participated in this study. This study only used questionnaire, interview and lesson plans as document. It will be better if students' worksheet or exercises related to the topic of this study is conducted as well and classroom observation to supply more data about teachers' authentic writing assessment practices. Nevertheless, the limitations occurred because of the writer's expertise, resource, power and time.

5.3 Recommendation

The writer gave suggestion relate to research question of this study. The purpose of authentic assessment that teachers chose for assessing students' writing is to assess students' output. Teachers should be reminded other assessment purpose such as monitoring students process, improving the effectiveness of teaching and learning and grading individual students. Then teachers concern about how to provide assessment to serve those purposes.

Teachers commonly used intensive type for assessing students' writing. It means teachers concern with students' vocabulary and grammar instead of students' words and mechanics, how students organizing their sentences and paragraph, and how students developing their ideas logically. Teachers should try to explore other type while assessing students' writing.

Essay is preferred techniques used by teachers. Teachers should provide more techniques to enhance authentic writing assessment in EFL classroom. Lastly, every faculty of education should provide additional course on assessment for teacher candidates. So they can implement classroom assessment based on the curriculum.

