

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the findings and discussion most respondents implemented reading assessment methods and techniques in their classroom but not all of them were treating information resulted from reading assessment as its purposes. The common purpose served in reading assessment is to indicate students level and informing stake holders about students' ability. Further, there are some of techers that only used monotonous techniques in assessing their students while the other techniques are les attention and rarely implemented. Although, mostly teachers elaborated that they are agree of those purposes on the questionnaire, the interview' findings proved the opposite. Teachers might be know those purposed but not all of them really implemented an assessment based on those purposes. The commonly used method is selected response, followed by extended response. Teachers usually used selected and extended method or known as formal method in terms of multiple choice and essay. However, there some teachers used personal communication method with the aimed to give feedback and comment of students' task or performance. Some of the teacher also still used the reading skill by using performance assessment which the students are asked to present what have they learned.

Multiple choices, reading comprehension, matching and skimming are preferred techniques used by the teachers. In practicing reading assessment techniques some

teachers have already know various techniques that can be used in reading. Unfortunately, not many teachers use these techniques consistently. Some of them usually used only monotonous techniques such as multiple choice, matching and fill in the blank but some others have tried to implemented various techniques to bulit effective teaching and learning process.

In conclude, overall EFL teachers in Public Senior High School in East Jakarta were seemed having proper understanding and practices of reading assessment. However, there are some teachers who still have confused about the concept of assessment itself. It was found that they couldn't do it because schools not provide them to do it. As told by those teachers, the formal education system must follow the role of education policy and governer. Further, they are sometimes not enough time to practiced all techniques in limited times.

This study also confirmed the previous study and statement as mentioned in Jakarta post (2010) that the tendencies of choosing methods and techniques is influenced by their knowledge and skill of reading assessment. It means that the there are indication the teachers have lack knowledge when their still using monotonous techniques. In addition the other factors that contributed in choosing reading assessment methods and techniques are school regulation and time allocation. Both factors are also influenced why the teachers preferred using some techniques and methods than the others. For example, multiple choices which the technique is always used in the exam due to school regulation.

5.2 Recommendation

Problems appear in reading assessment would hinder its benefits to development. One of the respondents in the interview stated that the teachers need more training opportunity to enhance their understanding and knowledge about how to teach in effective ways. Based on the findings it is recommended that teachers should be introduced or reminded about the other assessment purpose and how to conduct assessment to serve those purposes, teachers should try to explore using performance communication and teachers should incorporate more techniques to promote reading skill. This finding also implies that every faculty of education should make improvement for preparing pre-service teachers or teacher candidates better. It is intended to make the teachers well prepared to assess students' learning. The result of this study also provides information of reading assessment practice that can be used as input or guideline for the teacher and policy makers to improve the quality of learning process in the classroom.