

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion for EFL teachers' perception of authentic reading assessment had by 30 teachers from 10 different vocational secondary schools in Central Jakarta.

#### **4.1 Data Description**

The data of this study were gained through two instruments; they were the questionnaires and interview. The questionnaires were spread to 30 teachers from 10 different schools in Central Jakarta (SMKN 1, SMKN 3, SMKN 14, SMKN 27, SMKN 31, SMK Al-Makmur, SMK Jayawisata, SMK PSKD 1, SMK Muhammadiyah 10, and SMK Taman Siswa), while the interview was conducted by ten selected teachers from thirty EFL teachers above.

The finding of data respondents shows that there are eight males and twenty-two females who come from different background education. Twenty-seven teachers have completed Bachelor degree of English education, while two teachers are still in the progressing of Master degree of English education, and one teacher is from military school of USA since he came to Indonesia as a native.

Moreover, they also teach different number of students. Based on the result, twenty teachers teach 20 up to 30 students each class, while ten

teachers teach around 30 and 40 students each class. Their teaching experience are also diverse, two teachers have taught less than 5 years, while twenty-one teachers have teaching experience for 5 up to 10 years, two teachers have taught between 10 and 15 years, and others have taught for more than 15 years.

For the professional truth, twenty –three teachers have been certified as professional teachers from Indonesian government; meanwhile seven teachers have not retrieved the certificate of teaching license. In addition, since the study is conducted in the Vocational educations, the majors found in this study are as follow as: (1) hospitality, (2) tourism, (3) accountancy, (4) secretary, (5) management, (6) culinary art, and (7) cosmetology.

#### **4.2 Findings**

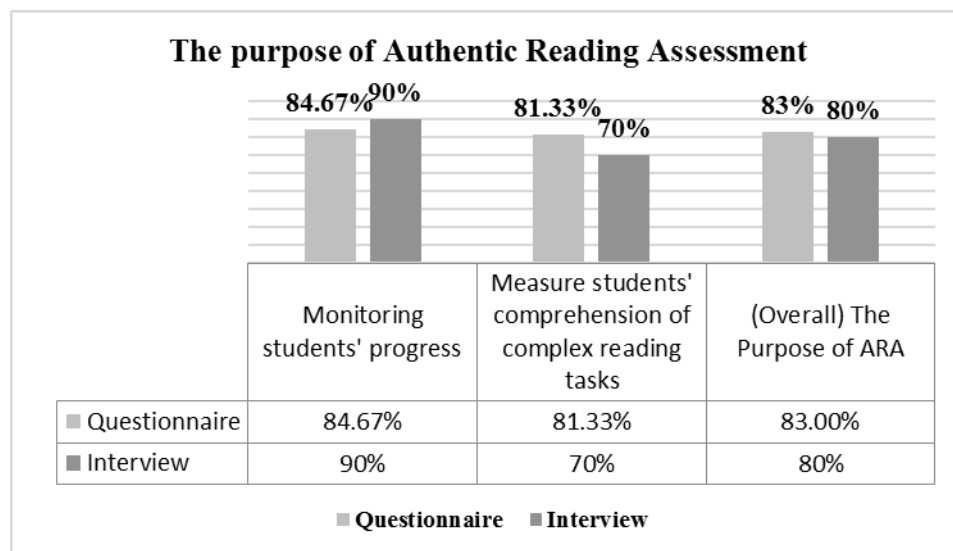
Followings are findings of this study, which were obtained through questionnaire, interview, from thirty EFL teachers from ten Vocational secondary schools. Therefore, the research questions of this study are as followed:

1. How do Vocational Secondary School EFL teachers in Central Jakarta perceive authentic reading assessment?
  - a. What do they perceive as the purpose(s) of authentic reading assessment?

- b. What do they perceive as the criteria(s) of authentic reading assessment?
- c. What do they perceive as the method(s) of authentic reading assessment?
- d. What do they perceive as the technique(s) of authentic reading assessment?

#### 4.2.1 Authentic Reading Assessment Purposes

The result of this section is destined to answer the first sub question on “**What do Vocational Secondary School EFL teachers perceive as the purposes of authentic reading assessment?**”. The questionnaire part is consisted of two statements, which reflect each purpose of ARA. Below is the chart of ARA purposes:



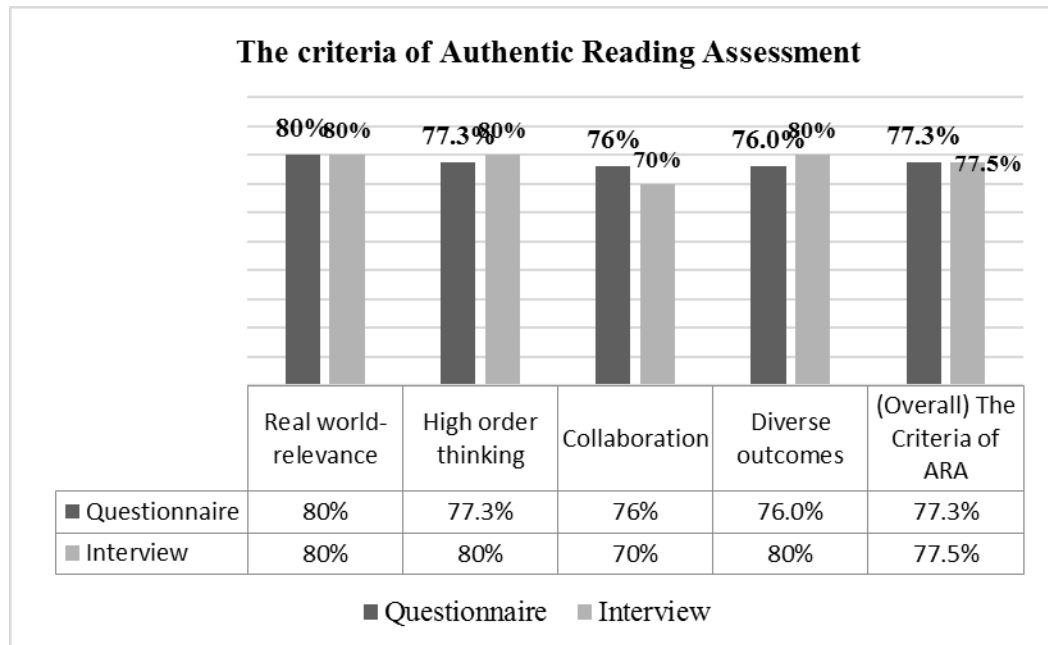
*Figure 1 Percentage of Teachers' Perception of Authentic Reading Assessment Purposes*

**Monitor students' progress** – Based on the data resulted from the questionnaire, 84.67% teachers perceived properly on monitoring students' progress as the purpose of authentic reading assessment. Meanwhile, interview result received higher percentage with 90% of teachers' response.

**Measure students' comprehension of complex reading tasks** – The questionnaire result indicates that 81.33% of 30 EFL teachers agreed measure students' comprehension of complex reading tasks as one of purposes of authentic reading assessment as the literature review stated, while in the interview section, it only reaches 70% of 10 EFL teachers.

#### **4.2.2 Authentic Reading Assessment Criteria**

The result of this section is destined to answer the first sub question on **“What do Vocational Secondary School EFL teachers perceive as the criteria of authentic reading assessment?”**. The statements are consisted of 4 statement, which reflect each criterion of ARA. The following chart is ARA criteria result as follow:



*Figure2 Percentage of Teachers' Perception of Authentic Reading Assessment Criteria*

**Real world-relevance** – According to both questionnaire and interview result, it shows that 80% of teacher responded that they perceived real world relevance as one of authentic assessment criteria. Teachers comprehended the first criteria properly as they did in the classroom.

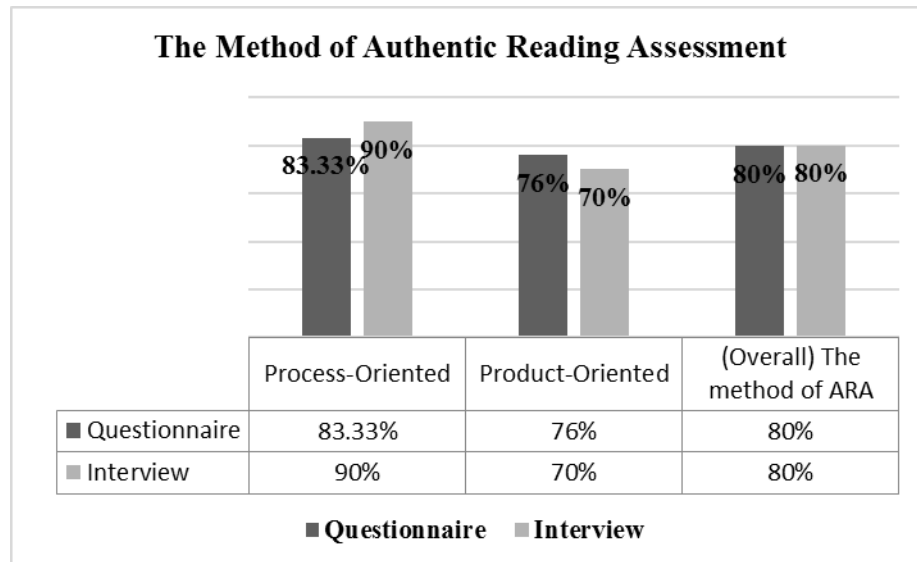
**Higher order thinking** – The result from questionnaire data shows that 77,3% of 30 teachers obtained better understanding of this criterion. However, the interview result indicates that 80% of 10 teachers got higher perception towards high order thinking as the criteria.

**Collaboration** –. Based on questionnaire result, collaboration got 76% of teachers' response. Meanwhile, in the interview section, 70% of ten teachers perceived this criteria as the literature stated.

**Diverse outcomes** – Based on questionnaire result, this criterion receives 76% of 30 teachers who perceived diverse outcomes as criteria of authentic assessment. In other words, 80% of 10 interviewed teachers perceived better understanding on how students finish their task in variant model based on the topic.

#### **4.2.3 Authentic Reading Assessment Methods**

The result of this section is destined to answer the first sub question on **“What do VSS EFL teachers perceive as the methods of authentic reading assessment?”**. This part consists of two statements, which require respondents to respond on five-point scale: strongly agree, agree, undecided, disagree, and strongly disagree. The results are shown on the chart below:



*Figure3 Percentage of Teachers' Perception of Authentic Reading Assessment Methods*

**Process-oriented** – According to the questionnaire result, 83,33% from 30 teachers apprehended process oriented as a method of authentic reading assessment. Surprisingly, the interview result shows that they perceived properly towards process-oriented method with the rate of 90%.

**Product-oriented** – In the questionnaire result shows that 76% of 30 EFL teachers perceived the process-oriented method as the literature review stated. Different from questionnaire, the interview result has lower rate with only 70% from 10 teachers' responses towards process-oriented as one of method of authentic reading assessment.

#### **4.2.4 Authentic Reading Assessment Techniques**

The result of this section is destined to answer the first sub question on “**What do Vocational Secondary School EFL teachers perceive as the**

**techniques of authentic reading assessment?**“. This part consists of six statements, which require respondents to respond on five-point scale: strongly agree, agree, undecided, disagree, and strongly disagree. The results are shown on the chart below:

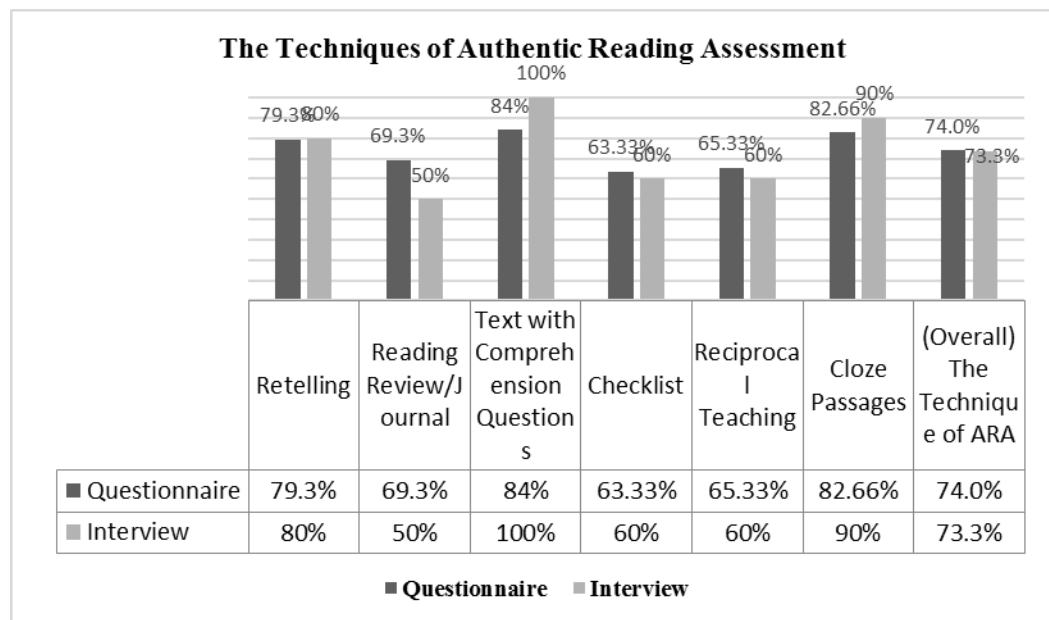


Figure 4 Percentage of Teachers' Perception of Authentic Reading Assessment Techniques

**Retelling** – Questionnaire findings shows that 79,3% of 30 teachers perceived retelling as the technique of authentic reading assessment. Moreover, the result of interview reveals that 80% teachers agreed to employ retelling in the classroom.

**Reading Review/Journals** – According to the questionnaire result, 69,3% of 30 teachers perceived this techniques as one of authentic reading assessment techniques. Otherwise, only 50% interviewed teachers



apprehended this technique, while others did not understand on how to assess students' reading review or journal.

**Text with comprehension questions** – Based on the questionnaire result, it shows that 84% teachers perceived with this technique, meanwhile all interviewed teachers concurred that this technique was mostly used in the classroom.

**Checklist** – Based on questionnaire result, 63,33% of 30 teachers perceive checklist as technique for assessing reading strategies as well as the interview result which got almost equal interval with the rate of 60

**Reciprocal teaching** – In the questionnaire result, reciprocal teaching got 65,33% of teachers' agreement. Moreover, interview result has similar interval as the questionnaire result with rate of 60% of teachers' response.

**Cloze passage** – Questionnaire finding shows that 82,6% teachers agreed this as technique for assessing reading skill and 90% of them also agreed seen from interview data. Only one interviewed teacher who do not agree to use cloze passage.

### **4.3 Discussion**

The discussions in this study elaborate the findings on the purposes, the criteria, methods, and the techniques of authentic reading assessment. The discussions are also connected to the research questions, instruments findings and literature review of this study including the related study. The previous

finding indicates that overall teachers understood the concept properly since the sum of both questionnaire and interview result reaches 78,3%. The following are the further discussion to answer four sub-research questions formulated before.

#### **4.3.1 Authentic Reading Assessment Purposes**

**Monitor students' progress** – The questionnaire and interview result got the greatest understanding on how teachers monitor students' progress in the classroom. They strongly understood that authentic reading assessment is intended to capture students' learning towards authentic reading lesson. Mostly teachers claimed that it is needed to recognize the extent to which they understand regarding a lesson that has been learned. This view is stated in the teachers statements below:

“Pada intinya dek kalau menilai itu buat melihat kemampuan siswa dalam membacanya atau paham dengan teksnya dek.” (Teacher 3)

“...penilaian otentik dalam membaca itu biasanya digunakan untuk mengukur sejauh mana siswa memahami suatu bacaan, mengontrol proses belajar mengajar dikelas” (Teacher 4)

**Measure students' comprehension of complex reading tasks** – Based on the questionnaire result, teachers perceive the second purpose properly as the literature stated. Meanwhile, 3 of 10 teachers have less understanding about the concept of the second purpose because they responded inappropriately as they claimed in the interview below:

“Saya mah melihat apa adanya siswa saya aja, kalau dalam membaca nih, yang jelas itu untuk melatih pronunciation nya siswa gimana bisa melafadkan kata atau kalimat dengan benar.” (Teacher 3)

“... mengukur pengetahuan mereka,...” (Teacher 4)

“Untuk mencari data sebenarnya, untuk mengevaluasi juga harusnya. Jangan kan mengenai penilaian, kalau bahan otentik kan gampang” (Teacher 9)

### 4.3.2 Authentic Reading Assessment Criteria

**Real-world relevance** – This criteria got the highest percentage since they assume that real world relevance is needed to fulfill students’ need in real life condition. However, there only one teacher in the interview section who did not perceive since she was supposed to keep pace with the current curriculum and government’s syllabus as she stated:

“Yah kita acuannya tetap silabus lah. Dari silabus, kemudian RPP, yah itu semua. Dari situ kita ambil baru nanti kita ambil sendiri materinya yang berkaitan dengan silabus dan RPP.” (Teacher 10)

**Higher order thinking** – According to both interview and questionnaire result, teachers have better understanding on this criterion. Most of teachers revealed that this criterion is required to build students’ logical thinking. They also claimed that teacher should provide cases to provoke students’ opinion about the topic. Furthermore, the result of questionnaire and interview is almost equal, and overall most of teachers understood with this criterion.

**Collaboration** – Many teachers agreed with this criterion since one of the characteristic of 2013’s curriculum requires students to work in collaboration. However, interview result shows three teachers do not agree

with this criterion because they argued that collaboration is not effective to be used since the responsive participation while doing the study in collaboration.

This evidence is supported by teachers' claimed as stated below:

“Saya biasanya lebih menekankan ke individual dibanding pembelajaran secara kelompok atau kolaborasi. Karena mereka kalau dikasih berkelompok yang aktif hanya itu itu saja dan yang nggak bisa hanya memperhatikan saja mbak.” (Teacher 4)

Meanwhile, those who did not perceive this criteria properly responded doubtfully as they stated:

“Kalau itu conversation bisa aja berkolaborasi, kalau text procedure itu harus individual. Tapi saya enakan yang individual gampang nilainya” (Teacher 8)

“Ada mungkin... yang kolaborasi kelompok.” (Teacher 10)

**Diverse outcomes** – The questionnaire result shows that most of teachers perceive diverse outcomes properly as in the interview result. 80% of 10 interviewed teachers have well perception on how students complete their work in various kind of answers' model based on the topic provided. Many teachers argued this criterion is one of assessment aspects to assess skill, knowledge, and attitude because they can diagnose how students perceive the lesson well.

### 4.3.3 Authentic Reading Assessment Methods

**Process-oriented** – Based on both questionnaire and interview result, most of teachers comprehend this method as in the literature stated. Many teachers assumed this method becomes useful to monitor teaching and learning process as well as students' advances in the classroom. They also

agreed to observe and assess students' learning in the classroom. This view is supported in the interview below:

“Karena penilaian itu tidak hanya dari satu sisi saja dan mustahil anak langsung bisa pasti ada proses dan itu pasti di nilai.” (Teacher 5)

“Kalau prosesnya sih iya. Jadi misalnya kalau selama proses itu kita kasih contohnya, terus latihannya dulu, misalnya menyusun suatu reading kan, harus disusun, bagaimana cara menyusunnya.” (Teacher 9)

**Product-oriented** – In the questionnaire result shows higher than interview result. 3 of 10 teacher have less understanding about product-oriented as a method of authentic reading assessment. They seemed not aware that actually they employed product-oriented as the method of authentic reading assessment as stated below:

“Ya harus dua-duanya dek. Secara formatif iya sumatif juga iya... Kan ada penilaian sikap, keterampilan dan pengetahuan dek.” (Teacher 1)

“Kalau ngambil nilai uts atau uas aja kadang nggak memenuhi KKM sekolah dek.” (Teacher 3)

#### 4.3.4 Authentic Reading Assessment Techniques

**Retelling** – The result of questionnaire and interview reveals that mostly teachers agreed about retelling as a technique to assess authentic reading. However in the interview finding, some teacher who do not perceive so comment that retelling needs much time and has less efficiency to be practiced. This evidence is supported with teacher statement below:

“Iya kadang – kadang. Menceritakan kembali itu tidak terlalu sering yah. Kenapa? Karena it takes much time. Mereka pemahamannya lama, karena target kita adalah memahami isi teks aja. Jadi kalau menceritakan kembali mungkin..yaah twice in a month itu saya suka nyuruh. Kalau yang pemahamannya jelas, setiap kali kita membahas teks yah pasti harus paham dulu intinya dengan main ideasinya, detailnya. Seperti itu.” (Teacher 6)

**Reading Review/Journals** – Based on the questionnaire and interview findings, many teachers have less understanding on how to use students' reading review or known journal. 50% of 10 interviewed teachers do not perceive properly about the journal itself. They believed that journal is just for the complementary to summarize students' activities.

“Punya sih. Tapi itu lebih ke buku tugas sih mbak. Nanti saya periksa ketika diakhir pelajaran biasanya. Soalnya mereka biar belajar mengingat materi-materi sebelumnya.” (Teacher 2)

**Text with comprehension questions** – This technique is assumed as the highly frequent technique used to assess reading comprehension. It shows that teachers perceived this technique; meanwhile all interviewed teachers asserted that this technique is very significant for students' reading comprehension because it affects their knowledge towards the text given. It is claimed by teachers below:

“Pernah pastinya kan di buku ada tuh teks pemahaman berikut soal-soalnya nah soalnya saya bahas apakah mereka sudah memahami soalnya kalau sudah baru mereka menjawab pertanyaan terkait dengan teks itu. Itu saya lakukan ketika selesai membaca.” (Teacher 4)

“Iya, kebetulan saya jarang memberi teks yang baru dan saya adopsi dari buku yang ada. Jadi teks yang ada saya manfaatkan biasanya didalam teks juga sudah ada pertanyaan-pertanyaan yang terkait. Paling saya guide arti dari pertanyaan nya apa, tujuan nya apa dan sebagainya.” (Teacher 5)

**Checklist** – Based on questionnaire result, some teachers perceive checklist as technique for assessing reading strategies but only 60% of them perceive so in interview result. From the interview result, four teachers pleaded that the form of checklist is not provided in the school, and they do

not have many time to create their own form. They also stated that checklist form was not only used for one certain skill as they stated below:

“Ga punya dek. Saya cuma memberi nilai secara keseluruhan dengan satu nilai.” (Teacher 1)

“Iya memang harusnya sih punya apalagi untuk bahasa Inggris. Tapi kan sekarang harus..tidak hanya fokus di reading saja. Harus 4 skills kan jadinya.paling cuma hanya mengamati aja.” (Teacher 9)

**Reciprocal teaching** – In the questionnaire result, reciprocal teaching got low percentage from teacher agreement. Likewise, in interview result, it does not show better finding as in the questionnaire. Some teachers admitted that they are just familiar with the usual discussion, which is no questioning and predicting activity. This evidence is claimed below:

“Waaah saya sih belum pernah ada kegiatan recipro itu dek. Yah kalo kegiatan diskusi biasa sih ada paling saya kasih bahan atau topik diskusinya, nggak hanya membaca aja dek.” (Teacher 3)

“Suka. Malah kadang – kadang sebelumnya. Kadang – kadang sebelum dibaca, saya suka tanya ke mereka kenapa kita bahas ini. Apalagi kalau cerita religi yang biasanya saya pake. Jadi not only English. Kalau saya kasih tau mereka belajar bahasa Inggris tuh gampang.” (Teacher 7)

**Cloze passage** – Based on both questionnaire and interview result, many teachers comprehend about this techniques. They also claimed that they employ this technique to generate students’ vocabulary. From interview section, only one teacher admitted that she never applies this technique as stated below:

“Teks rumpang..untuk latihan – latihan sih gak pernah yah.” (Teacher 10)