

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study has revealed that 30 VSS EFL teachers perceive authentic reading assessment (ARA) concept with the percentage of 78,35%. It indicates that nearly teachers comprehend appropriately the concept of authentic reading assessment as in the literature review stated.

As the conclusion for the first sub-research question shows that purposes of authentic reading assessment received the highest percentage with the rate of 82,5% from teachers questionnaire and interview result. The first purpose got the highest since those respondents who perceive so claimed that these proposes are necessary because it relates to the 2013's curriculum policy. Overall, mostly respondents comprehend these purposes properly.

The finding of the second sub-research question indicates that many respondents perceived authentic reading assessment criteria with the rate of 77,4%. Real-world relevance becomes the highest percentage, while others got around 70% of respondents' agreement. The first criteria becomes necessary to improve students' ability after they graduated from the school.

The finding of third sub-research question shows that methods of authentic reading assessment reaches 80% with process-oriented as the highest percentage. This method is aligned with the result of ARA purpose.

Meanwhile some respondents have less understanding regarding on the second method.

The last finding shows that the techniques of authentic reading assessment received the lowest percentage than others. It is only 73,6% of teachers' responses towards the techniques. However, many respondents perceive the concept well. They also concurs text with comprehension questions is most frequent technique used in the classroom.

The result of both questionnaire and interview covers the concept of ARA including ARA purpose, with 82,5 % of agreement; ARA criteria with 77,4% of agreement, ARA method with 80% of agreement, and ARA technique with 73,6% of agreement. Accordingly, the concept of authentic reading assessment has obtained quite satisfactory as the literature review and government policy.

In the other hand, most of teacher reported that they understand about the concept, yet they do not implement it at the classroom since they have adversity towards the facility and the time allocation. They admitted that they still need more time to have certain activities such as reciprocal teaching, or usual discussion, and retelling.

Moreover, some of teachers complained on government policy towards reduction of lesson hours for English subject in the class. They also

claimed that they need more training of authentic assessment perceptions and practices in the classroom.

5.2 Limitation of the Study

Regarding to the present study, there are around fourteen public vocational schools while the private vocational schools reaches more than fifty in Central Jakarta and yet thirty EFL teachers from 5 public vocational schools and 5 private vocational schools participated in this study participated in this study as the respondents.

Meanwhile, there were some schools refused to participate because they were fully occupied with some works and some schools were unwilling to be investigated. This study has also committed in limited time due, so that it lessened the effectiveness of this study. Moreover, this study is the lack of data from observation in the class due to the time limitation as mentioned above. The writer collected the data within two months only from April 2015 to May 2015 to gain the data from 30 teachers as respondents. They were taken from 10 Vocational secondary school spread in Central Jakarta. The writer realized that the instruments used in this study were still far from perfection to obtain stronger evidences concerning teachers' perception.

5.3 Recommendation

This study is needed since teachers' perceptions influence the implementation in the real context at the school. Based on findings and discussions, it is suggested that teachers should explore assessment purposes and match the objective with appropriate authentic reading activities. Moreover, many teachers are less of training opportunities especially in assessment so that the educational government in Indonesia needs to provide more training on authentic assessment in depth as well as the practice to strengthen them in apply in the school context and concrete a real model of 2013's curriculum with authentic assessment as an advance issue.

In the other hand, with the training itself, teachers can re-prioritize their job and manage their time in the classroom by cutting unnecessary activities. So that, they are aware to have an innovation while they teach and assess the students in the classroom.

Furthermore, this study is expected to expand teachers' insight towards authentic assessment need, especially for Vocational Secondary schools' teachers because their students are required to have certain ability when they meet the real world of work. In addition, this study is considered as preliminary research so that further study in the authentic assessment area will be feasible to do to obtain better survey result.