CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The preceding chapter discusses the findings and discussion in further detail. This chapter presents the study's conclusion, implication, and recommendation based on the data reported in Chapter IV. The conclusion section discusses the results of the present study by briefly summarizing the essential parts related to the research questions. The implications section covers the relation between the research findings and the implication for teaching and learning practice. Finally, the recommendations section provides recommendation for stakeholders, principals, teachers, and researchers for further study in the similar field.

5.1 Conclusion

This study was more specifically intended to investigate English secondary school teachers' literacy levels in classroom-based assessments and understand how they practice classroom-based assessment. Based on the data acquired listed and discussed in the previous chapter, there are some points that could be highlighted in this study.

In regard to the first research question, it is summarized that the EFL teachers perceived that they are at procedural and conceptual literacy levels in which they understand the core concepts of classroom-based assessment. This is based on teachers' self-rating scale in the questionnaire. The teachers also perceived having high skill in practicing that knowledge of classroom-based assessment concepts based on their self-rating responses. However, having knowledge of the concepts of classroom-based assessment does not mean that the teachers are skilled in using it. Despite the fact that having adequate knowledge can be a useful starting point for practicing classroom-based assessment. To wrap it all, with the predominance of high-skill responses in CbA practice (47.77% of teachers), it indicates that all teachers have partially performed a classroom-based assessment in their daily practice.

Although the teachers perceived that they are highly skilled in practicing classroom-based assessment, there are two major findings that the teachers need to concern with. First, teachers were problematic in identifying achievable, concrete, and

specific learning targets and hence it impacts teachers' instructions and choices of appropriate assessment methods to achieve the goals. Once the teacher could determine the achievable students' learning targets, the teacher expectedly would design a teaching-learning process to help their students to achieve those targets. As suggested by Emilia and Hamied (2015) that teacher instruction should be more explicit about what is to be learnt and how it is to be learnt.

Second, the teachers do not harness the power of assessment by involving students in the assessment decision-making as part of their learning. This current study did not find that the students engaged in any kind of self and peer assessment. It indicates that the teachers did not carry out a subset of Assessment for Learning (formative assessment), namely Assessment as Learning (AaL). That is involving students in the assessment decision-making as part of their learning in classroom practice. The students can learn more when they take the time to participate in assessment (Davies, 2011). From this result, to keep in mind is that the assessment is done with students, not to the students.

In addition, the findings of this study imply that despite the teachers having more than ten years of teaching experience, some teachers neither remain prepared well for their instruction plans to help their students reach the learning targets nor design appropriate assessment methods. Regrettably, a multidimensional literacy teacher in this study is no better than other levels, it is almost the same as procedural and conceptual literacy teachers. This phenomenon illustrates that having sufficient knowledge of the concepts of classroom-based assessment does not mean the teachers are proficient in practicing it. Under this principle, more can be done to empower teachers to be assessment literate.

On the other hand, the teachers in this study were good at implementing Assessment *for* Learning (AfL), which can be called as a Formative assessment to plan their future instruction. The formative assessment information is used as feedback to reflect and improve learning effectiveness. The teachers in this study also used the assessment results in formative assessment perspectives to determine their students' strengths and weaknesses. In summary, these results show that the teacher used the assessment results as a guideline for their teaching plans, feedback to increase students' learn better and also as a criterion for students' learning achievements.

5.2 Implications of the Study

The findings of this current study have a number of important implications for developing teachers' assessment practice within the classroom. The results of this study support the idea of Stiggins (1995) who proposed the five basic competencies of a teacher in practicing classroom-based assessment. They include why to assess, assess what, assess how, communicate how, and involve students how. Taken together, the results suggest that teachers need to involve students in the assessment processes. This activity emphasized the ability of students to review, reflect, and improve their learning (Lam, 2019). As a result, the students could be involved in tracking, reflecting, and sharing their own learning progress through self-assessment, self-reflection, and peer assessment. This type of assessment positions students as competent who learn more about what they are learning and what they want to learn.

The findings of this current study may also help teachers understand that learning targets, classroom instructions, and assessment methods are inherently connected. It was in line with the results of the second research question that assessment reflects clear learning targets. Once the learning targets are clear, the assessment information gathered yields accurate results (Stiggins, 1995). Once the teacher could determine the achievable students' learning targets, the teacher expectedly would design a teaching-learning process to help their students to achieve those targets, and plan for the appropriate assessment methods.

In addition, the aforementioned results suggest that the teacher could write learning targets which are specific, concrete and achievable in a language that is easy for students to understand and clearly describe what they will learn and can do at the end of the lesson, unit, or project. The teacher might begin with the "I can", "We can", or "I am learning to" statements and are posted to the classroom. It deliberately tells the students that they are aiming for something specific. As suggested by Chappuis, et al. (2014) that translating learning targets into student-friendly language make students clear their learning goals. Once learning targets are clear to the teachers, they need to ensure the learning targets are clear to their students.

Further, an implication of this study that should be taken into account is the use of multiple assessment methods to better measure students' performance for getting

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accurate results. As clarified by McMilan (2000) that good assessment uses multiple methods. Brown (2003) and Ewell (2008) also reiterated that multiple methods would always be preferred to any single assessment strategy. In other words, the use of multiple assessment methods such as standardized tests, portfolios, teacher-made tests, and journals provide a clear evidence of students' performances that reflect their abilities. The greater the variety of assessment methods, the more confident the teachers can infer that the students have actually learned what the teachers expect them to do (Suskie, 2018). Hence it provides a more reliable and valid grade (Zulaiha, 2017). It means that the more various assessment methods used, the more reliable and valid the results will be.

5.3 Recommendation

As stated previously, some recommendations can be made in order to conduct more comprehensive and meaningful research in this area. The researcher offered some recommendations to facilitate the development of classroom-based assessment literacy.

To begin with, a recommendation is pointed out to several stakeholders, especially in the government of Riau province. Conducting more training for English secondary school teachers focused on developing knowledge and skills in classroom-based assessments is essentially needed. Teachers in this study were also recognized the need for more language assessment training, thus they could make informed decisions about their classroom-based assessment practice. So, the government hopefully could be concerned about improving teacher professional competencies in the assessment area.

Second, principals can support English secondary school teachers to explore different forms of assessment, e.g. students' self-reflection in portfolio work, observation of students' surrounding environment, or peer review and feedback. All of these initiatives require additional funding, teacher relief, and professional training. Without providing space, support and autonomy, the teachers may find it difficult to develop teachers' classroom-based assessment literacy in the broadest sense.

Third, as the results show, Rahayu Saputra et al. (2020) have proposed that involving PLC (Professional Learning Community) activities will be a step forward. Building professional dialogue could enhance teachers' knowledge and share best

assessment practices with peers. Therefore, increasing teacher expertise through well-trained could implement all assessment types; Assessment *of*, *for*, and *as* Learning.

Hereinafter, it is essential for teachers to mainly focus on designing the teaching-learning process due to its effectiveness in achieving learning targets and hence gaining the desired outcomes. Teachers' awareness in selecting and developing assessment methods, administering, scoring, and interpreting results, using assessment results for day-to-day decisions, communicating results to others, and considering ethical use of assessment significantly impact their abilities and performance. Once the teachers have skills in managing their classroom-based assessment, it can significantly affect their instruction and hence help students to attain their achievements.

Finally, as this study was conducted to investigate teachers' classroom-based assessment literacy in a province in Indonesia, future studies are needed to include a wider coverage of different regions to get a better picture of English secondary school teachers' assessment literacy in Indonesian context. Hereafter, the data of this study were obtained from questionnaire, interviews, and documents. It would be meaningful for future researchers to investigate in classroom observation to get a comprehensive picture on how the teacher practice classroom-based assessments.

5.4 Concluding Remarks

This chapter has presented the conclusion of the study to conclude the research findings, pedagogical implications to explain the research implication particularly for the educational field, and recommendations to provide better improvement.

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