

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter is divided into two parts. The first part presents the conclusion of the study as the answers to the research problems; teachers' understanding of classroom-based reading assessment, techniques employed by teachers in classroom-based reading assessment, and the way the teachers construct classroom-based reading assessment. The second part deals with the suggestions which are relevant to this study. The suggestions are addressed to further research, teacher, government, and textbooks writer.

#### **5.1 Conclusions**

This research focuses on how English teachers at a Madrasah Aliyah Negeri in Makassar carry out the classroom-based assessment for reading comprehension. It addresses the questions to what extent the teachers understand the classroom-based reading assessment, what techniques the teachers employ in assessing their students' reading comprehension, and how the teachers construct classroom-based reading assessment.

It is firstly found that in terms of teachers' understanding of classroom-based assessment, the teachers are well-informed on the assessment. Concerning the purpose, the teachers claim that there are two purposes in assessing their students' reading comprehension, i.e. (1) to know how far the students have understood the reading text which has been taught and (2) to attract the students in

order that they pay more attention to the materials in this case as a motivation for the students. To know whether the purposes are achieved, the teachers used standard score. The teachers also claim that the purpose of classroom-based assessment is different from the purpose of large scale standardized test in assessing reading comprehension. The teachers believe that the classroom-based reading assessment will better enable the students to have good ability in reading comprehension than the large scale standardized test.

In terms of assessment timing, the teachers carry out reading assessment periodically, i.e. after teaching one topic (daily test), in mid-semester, and in final test. The teachers believe that conducting reading assessment frequently will be better for the students because it will train them more in constructing meanings in the texts. Through frequently reading assessment, the students may do more interaction with the printed texts.

In assessing the students' reading comprehension, the teachers tend to assess some reading skills, i.e. vocabulary, sentence translation, sentence structure, identification of both explicit and implicit information, and drawing the content of the reading text (literal and interpretive comprehension). From the six reading skills, the teachers are very familiar to assess vocabulary.

Second, this research reveals that the teachers employ various techniques in assessing the students' reading comprehension. The techniques are multiple choice questions, short answer questions, matching test, and cloze test (teacher-made method), and retelling, summary, and free recall test (student-conducted method).

Third, this research shows that in the way the teachers construct classroom-based reading assessment, the teachers claim to take assessment instruments from other sources and they modify them. Nevertheless, based on observation and document analysis, the teachers mostly assess their students' reading comprehension by having the students do various exercises or tasks provided on the textbooks. The teachers hardly made any attempts to design different tasks as other assessment instruments. The teachers seem to lack creativity in designing assessment instruments for classroom-based reading assessment. The teachers give feedback to students after carrying out reading assessment in the form of student's conference, checklist, and score.

Based on the findings above, it can be concluded some points, i.e. it seems that the teachers theoretically know well the purpose of the assessment. Nevertheless, it seems that they do not employ the assessment maximally. This because they lead the students to achieve the standard score. In other words, their purpose in assessing reading is score-oriented. The score becomes an indicator to measure the success of the teachers' teaching and the students' learning. In conducting reading assessment, the teachers seem to rely on the textbooks. The teachers mostly assess the students' reading comprehension by having the students do various exercises or tasks provided on the textbooks. They hardly had any attempts to design different tasks as other assessment instruments for classroom-based reading assessment. Whereas, in recent years trend in language teacher development has been changed from the teacher as a passive recipient and

an implementer of other peoples' creation towards the idea of the teacher as an active creator of his or her own materials, classroom activities.

In assessing students' reading comprehension, teachers are familiar with multiple choice questions and short answer questions. This happens because the respondents have endeavored to make students accustomed to do multiple choice questions so that the students will be familiar with the technique in the future National Examination.

## **5.2 Suggestions**

This section offers both methodological and practical suggestions. These suggestions are expected to improve the area of teaching reading, especially on the process of assessment. First, the methodology suggestions concern the sample and focus of this study. The present study only involves three English teachers from one school. Further research may include more than three teachers from different schools. The focus of the present study only on investigating how the teachers carry out classroom-based reading assessment. Further research is expected not only investigate the way teachers carry out classroom-based reading assessment but also investigate either students' responses towards the such assessment or the impact of the assessment in improving students' achievement in reading comprehension.

Second, the present study also suggests some practical implications. For the teachers who play a prominent role in teaching reading in schools, they may be the only source of students' exposure towards the language. Therefore teachers

should realize their professional development. It is important that they keep improving themselves by reading books, attending seminars or workshops that discuss how to teach reading including the assessment procedures that is suitable for increasing students' reading comprehension.

The practical suggestion is also addressed to the government. To obtain the utmost outcome in the program of teaching reading at Senior High School generally and at Islamic Senior High School particularly, it needs to be professionally managed and implemented. Hence there should be standard criteria that must be fulfilled by the teachers who are going to teach English at Islamic Senior High School. The criteria is hoped to be achieved through teachers and lecturers' certification. It is hoped that the national examination is not only one assessment to judge students' successful especially in teaching reading. Thus teachers teach reading not for the sake of leading their students to pass in the national examination. But they teach reading in order that the students may construct meanings of what they read.

The last suggestion is also practically aimed at textbook writers. Textbooks are the main source in process teaching-learning in schools. One of factor that influences students' success in process of teaching-learning is the availability of textbooks. The qualified textbooks will help students to master easily and practically learning materials taught by the teachers. In English subject, the teachers tend to teach students based on the textbooks including assessing students through various tasks or exercises provided on the textbooks. The more tasks or exercises provided on English textbooks, the more they will make easy

for teachers to choose the appropriate tasks as assessment instrument for students. Thus, the English textbooks, especially in reading materials, should be equipped with various forms of task or exercise. The more the students do various tasks or exercises in reading, the more the students will do interaction with the reading texts.

