

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

The all-encompassing aim of the study was to document the design and development of the AA model for EFL teachers in the Indonesian secondary education sector where the school adapted a school-based curriculum named 2013 Curriculum. This study was guided by the following research questions:

- 1) What are the current conditions of EFL authentic assessment practice in secondary education in Indonesia?
- 2) What are the processes of design and development of EFL authentic assessment model through participatory design-based research?
- 3) What changes are observed in English teachers' knowledge and practice of authentic assessment after participatory design-based research project?

This chapter summarizes and discusses the findings of the study drawing on these questions. The findings of the study provide insights into how the model was developed through a participatory design-based research project. This chapter also addresses the limitation of the study, along with suggested directions for future studies.

5.1 Summaries of the Findings

The first research question aimed to paint a picture of language policy and classroom practices situated in an Indonesian vocational high school regarding AA. This activity of context analysis serves as the basis for the design of the AA model developed in this study. The result of analyses shows that the national curriculum guideline dealing with assessment has provided a general guideline of how to conduct the assessment. The national curriculum provides the standard in the form of core competencies and basic competences of English subject for every level. These competencies covered attitude, knowledge, and skills. However, when inquiry moved on to report the realities of English lessons through classroom

observations to understand the interaction between teachers and students, the English teachers only focus on knowledge and skills. The knowledge was assessed using a one-shot test while the skills were assessed through performance assessment. The performance assessment as one of the AA techniques was not appropriately conducted since the absence of the use of a rubric. Then the investigation towards the teachers' knowledge and beliefs about AA were also examined. This revealed several categories which covered underpinning theories, language learning goals and outcomes in relation to assessment, roles of assessment, and benefits and challenges of AA used. Lastly, the student voice in relation to English learning and assessment revealed their experiences in English learning, perspectives on the assessment, and their previously ignored or marginalized voices.

Meanwhile, to address the second research question, Chapter 4 reports the findings of how the English teachers, the students, and the researcher as facilitator designed the model of AA. The design of the project was participatory in nature because it was a staged process of negotiated collaboration between teachers, students, school administrator, and researcher. This negotiated collaboration took a sustained dialogue and engagement, in which all stakeholders were involved in the entire design and development process which revealed the process of negotiating the design of AA model, collegial training and mentorship, and decision making about the AA. These findings offered some evidence of the extent to which the AA model was created through collaboration, dialogue, and negotiation.

The third research question was intended to investigate the process of the enacted model jointly constructed by the researcher, English teachers, and students reported in Chapter 4. The findings regarding the positive change in teacher knowledge and beliefs about AA was also documented in Chapter 4. The data yielded key findings in relation to English teachers' insight into the value of model development which includes the value of model development as the effectiveness of the model, teacher knowledge, belief, and practice after model development, and their knowledge of the development as pedagogical innovation. These findings

demonstrate the overall evaluation of the effectiveness of model developed through participatory design-based research in the school context.

Taken together, this study provides empirical evidence of how the school communities covering English teachers, student, and school administrator were supported and engaged in the design and implementation of the AA model. This study concludes that the management of change plays a crucial role in creating conditions for implementing AA as pedagogical innovation. In addition participatory design-based research in which school leadership and support, collegial training and sustained mentorship enabled the English teachers to understand the theories and concept of which increase their language assessment literacy so as they can implement the assessment in a better way. Therefore, the findings of the study underline two important elements which are the contribution of AA model development and assessment development and curricular innovation through design-based research.

5.2 The Contribution of Authentic Assessment Model Development

The study demonstrates how the AA model development can improve the teachers' teaching and students' learning. In detail, this study investigated the changes in teachers' knowledge, beliefs, and practice after participatory design-based research embracing a professional learning community (PLC) to develop an AA model. This process of development broadened the teachers' understanding of language assessment literacy and AA practice. The project motivated the teachers to reflect on their assessment practice and arouse their awareness and eagerness to make a change. Therefore, collegial training and mentorship in the process of AA development conducted in this study boosted the teacher to improve language assessment literacy. This is important since language assessment literacy is the starting point to the better implementation of assessment in the classroom. As Herrera and Marcias (2015) remark that teachers with an appropriate level of language assessment literacy connect instruction and assessment, criticize large-scale tests, and design and choose from an available repertoire of assessments. There is also contribution in the form of the empowerment situation to the teacher

agency in which their capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues were enhanced.

In addition, the major contribution of this study is in the form of the outcomes. These outcomes cover the design principles (see Appendix 10), model drafted in a guideline (see Appendix 11), and theory. The design principles as the rationale of developing the model guideline can contribute to the development of strategy in accommodating teachers' needs in terms of pedagogical practices, especially the assessment. Meanwhile, the model drafted in the guideline can provide insight into the implementation of AA in the Indonesian context. Although this model was developed in a specific context, the applicability can be enhanced due to the process of validation and refinement in the study. Lastly, the theory developed based on the implementation of the model suggest that the teachers should be accommodated with the proper dissemination system of pedagogical innovation to develop their agency in implementing it in their practice. The collegial training and mentorship as the PLC activity of model dissemination can be an avenue to enhance their agency which is defined as the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues. Rather than responding passively to learning opportunities, teachers who have agency will be aware of their part in their professional growth and make learning choices to achieve their goals of as teachers.

5.3 Assessment Development and Curricular Innovation through Design-Based Research

Throughout the study, the participants, including English teachers, school administrator, students, and researcher experienced the development of the AA model through participatory design-based research. The nature of a participatory research approach requires them to collaboratively design and develop the model. The collaboration resulted in the professional learning community (PLC) in the school context.

Through the design-based research, the assessment development as part of curriculum enactment is participatory because it involves all school community members in the process. The involvement of the school administrator demonstrates school leadership and entrust teachers as agents of change to proceed with pedagogical innovation. The participation of English teachers and students builds an insight to recognize the capacity to decide what to learn and assess. This closes a gap between instruction and learning. In this study, both instruction and learning are mutually complementary because both teachers and students engage in explicit, ongoing negotiations regarding the content of the subject and assessment. In other words, the success of development rests on the shoulders of teachers and students because they experience or engage with the materials in classrooms as learning environments. Therefore, participatory design-based research serves as a platform for participatory assessment development.

5.4 The Implication of the Findings

The findings emerging from the AA model development provide some implications for future work. Firstly, there is a need for English teachers to understand the theory and concepts of assessment, especially AA, in order that they can transform their understanding into good practice. This issue is related to the capacity of teacher language assessment literacy, which refers to knowledge, skills, and principles in language assessment. The researcher argues that language assessment literacy is needed among in-service language teachers and that pre-service language teaching programs should raise the bar to provide quality of assessment literacy opportunities for teacher development. This demand is essential to improve teachers' competences in fulfillment to the standard of teachers in Indonesia (see Suherdi, 2016).

Secondly, the in-service teacher training at a school level should be sustained. This training can be in the form of collegial training and mentorship as has been conducted in this study. It is because, as has been reflected by the findings of the study, the project fostered the teachers' eagerness to explore and apply various assessment tasks or techniques in their teaching and assessment practice. In

addition, as evident in their reflection, the teachers explained that the PLCs project helped them to realize the importance and necessity of assessment which could give positive impact to improve teachers' teaching and students' learning. This implication can also become a suggestion for policy refinement in terms of the existing training system. By replacing the traditional training with PLC, it is believed to provide more opportunity for teachers to improve their agency.

Thirdly, since several stakeholders should be engaged in language assessment, the picture of what exactly assessment literacy means becomes more complicated. Thus, a general consensus of language assessment literacy is that research needs to be ongoing and welcomed (Coombe, Troudi, & Al-Hamly, 2012; Fulcher, 2012; Taylor, 2013).

5.5 Limitation of the Present Study and Directions for Future Studies

There are still some limitations of the present study, although it offers findings in relation to the AA implementation model development. Certain limitations resulting from the complex nature of the DBR methodology should be mentioned. The fundamental problems with the conduct of a DBR study include discriminating among the various different roles of the researcher, coordinating the numerous research and design activities, and the need for consistency. Related to these are the issues of the overwhelming amounts of data and the need for consensus-reaching and interaction among the many actors involved in the study (Dede, 2004). Hence to ensure, as much as possible, the thoroughness of data collection and credibility of the findings, procedures have to be put in place in terms of the soundness of data collection, regular communication with all stakeholders, appropriate data analysis techniques, as well as findings documentation and reporting. Accordingly, a DBR study is most productive when a variety of different data collection processes, techniques, and tools are used.

Moreover, the scope of typically lengthy and multilayered DBR projects requires a sound conceptual framework, clear deadlines, and deliverables, "flexible" adjustments to academic schedules, as well as substantial project

management efforts. To a large extent, all the above problems can be addressed by forming a collaborative DBR research group combining complementary expertise and diverse perspectives. Both students' and teachers' voices should be represented in such a DBR team. Team effort is necessary in order to share the tasks of a DBR project and to ensure its rigor: "If a researcher is intimately involved in the conceptualization, design, development, implementation, and researching of a pedagogical approach, then ensuring that researchers can make credible and trustworthy assertions is a challenge" (Barab & Squire, 2004, p. 10). From the experience of this AA model development study, therefore, it became clear that the many roles that were fulfilled by the researcher would be better split among a group of members of a team. These roles would ideally include investigator, research processes coordinator, instructional designer and theorist, designer and developer, evaluator and implementer, subject matter expert, negotiator, and project manager. The resulting participant engagement would achieve higher levels of agency and ownership, which are invaluable for the attainment of the project goals.

Taken together, the present study has documented the unique experiences of the participants. Methodologically speaking, the study demonstrates how participatory design-based research engages both participants and the researcher in making sense of the experiences to develop the AA model. Theoretically, the application of AA contributes to the improvement of teachers' language assessment literacy, which can be transferred into the good practice of assessment. Pedagogically, this application stresses the importance of theory and practice basis for a better way of implementation of AA. Therefore, this study opens up the opportunity for the use of the developed model for the Indonesian context and beyond.