

THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IMPLEMENTATION BY ENGLISH TEACHERS OF SENIOR HIGH SCHOOLS IN SIAK

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Abstract : *This study is aimed at investigating how authentic assessment has been implemented by English Teachers of Senior High Schools in Siak Regency. Specifically, the objective of this research are: 1) To investigate to what extent the teachers have implemented authentic assessment in teaching English at Senior High Schools in Siak, 2) To obtain data on how the perceptions of English teachers at High schools in Siak on the authentic assessment, 3) To identify obstacles and problems faced by English teachers in implementing Authentic Assessment as part of the 2013 Curriculum at High Schools in Siak. This is a mixed-method research. The sample of this mixed method research were all English teachers of Senior High Schools in Siak Regency selected by total sampling technique (n:39). In order to collect the data, a semi-closed questionnaire was used. The questionnaire was distributed online by using google form platform. The data then analyzed quantitatively and qualitatively. The study shows the authentic assessment implementation is in a good level and receive a good perspective from most of the teachers. Nonetheless, teachers still experienced several problems during the implementation: the lack of time and complexity of the authentic assessment.*

Keywords: *Authentic Assessment, Implementation, Senior High Schools.*

IMPLEMENTASI PENILAIAN AUTENTIK OLEH GURU BAHASA INGGRIS SMA DI SIAK

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Abstrak: Tujuan penelitian ini adalah: 1) Untuk mendiskusikan tingkat implementasi penilaian autentik oleh guru bahasa Inggris SMA di Siak, 2) Untuk memperoleh data mengenai pandangan guru bahasa Inggris SMA di Siak terkait penilaian autentik, 3) Untuk mengidentifikasi halangan dan rintangan yang dihadapi oleh guru bahasa Inggris SMA di Siak dalam implementasikan penilaian autentik sebagai bagian dari kurikulum 2013. Penelitian ini merupakan penelitian campuran. Sampel penelitian adalah semua guru bahasa Inggris SMA di Siak yang ditentukan menggunakan teknik pemilihan total (n:39). Dalam mengumpulkan data, kuisioner semi tertutup digunakan. Kuisioner disebarkan melalui online survei menggunakan Google form. Hasil dari kuisioner menunjukkan bahwa implementasi penilaian autentik dalam level baik dan menerima pandangan baik dari kebanyakan guru. Meskipun demikian, guru masih menemukan beberapa masalah dalam pengimplementasiannya seperti kekurangan waktu dan kerumitan penilaian autentik.

Kata Kunci : Penilaian Autentik, Implementasi, Sekolah Menengah Atas

INTRODUCTION

In the journey of education in Indonesia, the government consistently keeps making improvement and adjustment in the curriculum in order to improve the quality of national education. The curriculum in Indonesia has been changed and revised for at least ten times in the last seventy years of so (1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013). The latest change in curriculum was in 2013. This change is based on the new developments and changes in the environment, technology, economic globalization, as well as in the revival of creative industry and culture.

The objectives of the 2013 Curriculum based on *Permendikbud* no. 69 of 2013 is to prepare Indonesian to live as a faithful, productive, active, creative, innovative and affective individual and to be able to contribute to society, nation, state and world civilization. One of the differences in the latest 2013 Curriculum compared to the previous curriculum is in the assessment method. The current curriculum officially requires teachers to apply authentic assessment (*Permendikbud*, 2013). *Permendikbud* no. 66 of 2013 explains that authentic assessment is a comprehensive assessment starting from the input process and output learning, which includes the aspects of attitude, knowledge, and skills. Afrianto (2017) argued that authentic assessment as a comprehensive measurement to the learners' learning outcomes in the aspect of attitude, skill, and knowledge.

As an official assessment method in 2013 Curriculum, all teachers are expected to implement this authentic assessment in their classroom learning process, including English teachers. However, the authentic assessment is relatively new in the context of English teaching in Indonesia, therefore, most of the teachers still find some difficulties in the process of implementing this assessment. Kastina (2017) in her research about the implementation of assessment system in Curriculum 2013 of SMAN 2 Pekanbaru identified that the phenomena occur in the implementation of the 2013 Curriculum assessment system are; there is a rejection by learners as the assessment system is too complicated and burdened learners, teachers are not ready to apply the assessment and there's lack of communication between school as the implementor of 2013 Curriculum and government in terms of assessment system.

If these obstacles are not quickly identified, they will certainly give a bad impact on the process of teaching English in the field. What it is applied in the classroom may be different from what it is written in the curriculum document. In the long run, these obstacles can hamper the successful implementation of this 2013 Curriculum. More specifically, these obstacles are likely to reduce the effectiveness of teaching English in Elementary and Secondary Schools in Indonesia. Because of these considerations, the writer is highly interested in investigating the implementation of authentic assessment by English teachers in Siak. This has led the writer to write this research entitled "The Implementation of Authentic Assessment by English Teachers of Senior High Schools in Siak."

METHODOLOGY

This research used mixed-method: a method that combines both quantitative and qualitative methods of research. In the context of this study, the design was given more

weight to the quantitative findings, as the data processing dealt with more numerical data. The population of this research was all of the English teachers at Senior High Schools in Siak Regency which were 39 people. All of them joined the Subject Teachers Discussion (MGMP). Since the number of population was relatively small, the sample was taken by using total sampling technique. Sugiyono (2007) states that the total sampling technique is a technique determining the sample if all population is used as a sample. However, after waiting for several weeks, there were only 14 teachers responded to the questionnaire.

In order to get the data of this research, an online survey using the Google platform was used to collect the data. In this context, a semi-closed questionnaire related to how the teachers implement authentic assessment in their class was used. The questionnaire used in this research was basically adopted from Khafidzoh (2016). The questionnaire was divided into five main sections: 1) Planning; 2) procedures; 3) Instruments and Techniques of affective assessment; 4) Instruments and Techniques of cognitive assessment; and 5) Instruments and Techniques of psychomotor assessment.

In addition, the questionnaire consisted of 41 items which were divided into 38 close-ended questions and 3 open-ended questions. The link of the questionnaire was then distributed through WhatsApp group chat. The close-ended questions were tabulated for analysis: Ms. Excel was performed to compute and summarize means, standard, and percentage of the variables. In the close-ended question the researcher used 5 point Likert-scale: always = 5; often = 4; sometimes = 3; rarely = 2; and never = 1. The total score of all items in the questionnaire was calculated for each participant to find the mean. A higher mean indicates the quality of authentic assessment implementation done by the teachers. The quality was categorized into 5 category which was found by using formula by Mustafa (2009). The open-ended questions was analyzed by referring to the four steps introduced by Gay (2012): 1. Reading/ memoing, 2. Classifying, 3. Describing, 4. Interpreting.

RESULTS AND DISCUSSION

Results

A. The Analysis of Close-Ended Question (Qualitative Data).

1. Analysis Of Close-Ended Question In General

The close-ended questions were about the extent of the authentic assessment implementation by senior high schools' English teachers. The result was reported in the following table:

Table 1. The Summary of the Questionnaire

Total Participants	Mean Score	Mean	SD	Max	Min
14	149	3.9	8.0	178 (4.7)	124 (3.3)

Based on the calculation of the teachers' responses, the mean of the teachers' total scores in the present research is 149 and the standard deviation is 8.0. The mean scores of the participants were calculated as well, resulting in a mean of 3.9 indicated a good quality of authentic assessment implementation. The maximum score obtained is 178 (Mean = 4.7) and the minimum score is 124 (Mean = 3.3). The classification of how good the teachers' plan the authentic assessment can be shown in the following table:

Table 2. The Percentage of English Teachers' Authentic Assessment Implementation Level

No	Mean	Frequency	Percentage	Description
1	>4.2-5	5	35.7%	Very good
2	>3.4-4.2	7	50%	Good
3	>2.8-3.4	2	14.3%	Fair
4	>1.8-2.8	0		Poor
5	1-1.8	0		Very poor
Total means: 4.1		N=14	100%	Good

Table 2 shows the percentage of the quality of teachers' plan of the authentic assessment. It can be seen that from 14 teachers who filled the questionnaires, 35.7% of them (5 teachers) showed very good authentic assessment implementation. The mean scores of the other seven teachers (50%) range from 3.6 to 4.2, indicating good authentic assessment implementation. two teachers (14.3%) show fair authentic assessment implementation. The data also indicates a total mean score of 3.9, therefore, it can be concluded the quality of authentic assessment implementation by the English teachers, in general, is good.

2. Planning The Authentic Assessment

There were 10 items of the questionnaire discussed in this part. The purpose of this part was to find out how teachers planning the authentic assessment.

Table 3. The Summary of the Planning Questionnaire

Total Participants	Mean Score	Mean	SD	Max	Min
14	41.1	4.1	5.7	50 (5.0)	31 (3.1)

Based on the calculation of the teachers' responses, the mean of the teachers' total scores in the present research is 41.1 and the standard deviation is 5.7. The mean scores of the participants were calculated as well, resulting in a mean of 4.1. The maximum score obtained is 50 (Mean = 5.0) and the minimum score is 31 (Mean = 3.1). The classification of how good the teachers' plan the authentic assessment can be shown in the following table:

**Table 4. The Percentage of Authentic Assessment's Plan
By English Teacher**

No	Mean	Frequency	Percentage	Description
1	>4.2-5	5	35.7%	Very good
2	>3.4-4.2	7	50%	Good
3	>2.8-3.4	2	14.3%	Fair
4	>1.8-2.8	0		Poor
5	1-1.8	0		Very poor
Total means: 4.1		N=14	100%	Good

Table 4 shows the percentage of the quality of teachers' plan of the authentic assessment. It can be seen that from 14 teachers who filled the questionnaires, 35.7% of them (5 teachers) have very good authentic assessment plan. The mean scores of the other 7 teachers (50%) range from 3.6 to 4.2, indicating good authentic assessment plan. 2 teachers (14.3%) show fair authentic assessment plan. The data also indicates a total mean score of 4.1, therefore, it can be concluded the quality of authentic assessment plan done by the English teachers in overall is good.

3. Procedures of the Authentic Assessment

There were 8 items of the questionnaire discussed in this part. The purpose of this part was to find out how teachers the authentic assessment's procedures done by teachers.

Table 5. The Summary of the Implementation Questionnaire

Total Participants	Mean Score	Mean	SD	Max	Min
14	33.6	4.2	4.6	40 (5.0)	28 (3.5)

Based on the calculation of the teachers' responses, the mean of the teachers' total scores in the present research is 33.6 and the standard deviation is 4.6. The mean scores of the participants were calculated as well, resulting in a mean of 4.2. The maximum score obtained is 40 (Mean = 5.0) and the minimum score is 28 (Mean = 3.5). The classification of how good the teachers' authentic assessment procedures can be shown in the following table:

**Table 6. The Percentage of Authentic Assessment's Procedures Done By
English Teacher**

No	Mean	Frequency	Percentage	Description
1	>4.2-5	6	42.9%	Very good
2	>3.4-4.2	8	57.1%	Good
3	>2.6-3.4	0		Fair
4	>1.8-2.8	0		Poor
5	1-1.8	0		Very poor
Total means: 4.2		N=14	100%	Good

Table 6 shows the percentage of the quality of teachers implementing the authentic assessment. It can be seen that from 14 teachers who filled the questionnaires, 42.3% of them (6 teachers) show very good authentic assessment procedures. The other 57.1% of them (8 teachers) show good authentic assessment procedures. The data also indicates a total mean score of 4.2, therefore, it can be concluded the quality of authentic assessment's procedures done by the English teachers in overall is good.

4. Instruments and Techniques of Affective Assessment

There were 5 items of the questionnaire discussed in this part. The purpose of this part was to find out how teachers applying the instrument and techniques of affective assessment in the authentic assessment implementation.

Table 7. The Summary of the Affective Assessment's Instruments and Techniques Questionnaire

Total Participants	Mean Score	Mean	SD	Max	Min
14	18.3	3.7	6.7	24 (4.8)	14 (2.8)

Based on the calculation of the teachers' responses, the mean of the teachers' total scores in the present research is 18.3 and the standard deviation is 6.7. The mean scores of the participants were calculated as well, resulting in a mean of 3.7. The maximum score obtained is 24 (Mean = 4.8) and the minimum score is 14 (Mean = 2.8). The classification of how good the teachers' applying the instrument and techniques of affective assessment can be shown in the following table:

Table 8. The Percentage of the Affective Assessment's Instruments and Techniques

No	Mean	Frequency	Percentage	Description
1	>4.2-5	1	7.1%	Very good
2	>3.4-4.2	8	57.1%	Good
3	>2.8-3.4	4	28.7%	Fair
4	>1.8-2.8	1	7.1	Poor
5	1-1.8	0		Very poor
Total means: 3.7		N=14	100%	Good

Table 8 shows the percentage of the quality of teachers applied the instrument and techniques of affective assessment. It can be seen that from 14 teachers who filled the questionnaires, 7.1% of them (1 teachers) show very good instrument and techniques of affective assessment's implementation. the other 57.1% of them (8 teachers) show good instrument and techniques of affective assessment's implementation, furthermore, by the mean score range from 3.6 to 4.2. 4 teachers (28.7%) show fair instruments and techniques of affective assessment's implementation and 1 teacher (7.1%) shows poor instrument and techniques of affective assessment's implementation. The data also indicates a total mean score of 3.7, therefore, it can be concluded the quality of good instrument and techniques of affective assessment's implementation by the English teachers in overall is good.

5. Instrument and Techniques of Cognitive Assessment

There were 5 items of the questionnaire discussed in this part. The purpose of this part was to find out how teachers applying the instrument and techniques of cognitive assessment in the authentic assessment implementation.

Table 9. The Summary of the Cognitive Assessment's Instruments and Techniques Questionnaire

Total Participants	Mean Score	Mean	SD	Max		Min
14	20.4	4.1	8.6	23	(4.6)	17(3.4)

Based on the calculation of the teachers' responses, the mean of the teachers' total scores in the present research is 20.4 and the standard deviation is 8.6. The mean scores of the participants were calculated as well, resulting in a mean of 4.1. The maximum score obtained is 23 (Mean = 4.6) and the minimum score is 17 (Mean = 3.4). The classification of how good the teachers' applying the instrument and techniques of cognitive assessment can be shown in the following table:

Table 10. The Percentage of the Cognitive Assessment's Instruments and Techniques

No	Mean	Frequency	Percentage	Description
1	>4.2-5	3	21.4%	Very good
2	>3.4-4.2	10	71.4%	Good
3	>2.8-3.4	1	7.1%	Fair
4	>1.8-2.8	0		Poor
5	1-1.8	0		Very poor
Total means: 4.1		N=14	100%	Good

Table 10 shows the percentage of the quality of teachers applied the instrument and techniques of affective assessment. It can be seen that from 14 teachers who filled the questionnaires, 21.4% of them (3 teachers) show very good instrument and techniques of cognitive assessment's implementation. the other 71.4% of them (10 teachers) show good instrument and techniques of cognitive assessment's implementation, furthermore, by the mean score range from 3.6 to 4.2. one teachers (7.1%) show a fair instrument and techniques of cognitive assessment's implementation. The data also indicates a total mean score of 4.1, therefore, it can be concluded the quality of good instrument and techniques of cognitive assessment's implementation by the English teachers in overall is good.

6. Instrument and Techniques of Psychomotor Assessment

There were 10 items of the questionnaire discussed in this part. The purpose of this part was to find out how teachers applying the instrument and techniques of Psychomotor assessment in the authentic assessment implementation.

Table 11. The Summary of the Psychomotor Assessment's Instruments and Techniques Questionnaire

Total Participants	Mean Score	Mean	SD	Max	Min
14	35.6	3.6	8	47(4.7)	26(2.6)

Based on the calculation of the teachers' responses, the mean of the teachers' total scores in the present research is 35.6 and the standard deviation is 8. The mean scores of the participants were calculated as well, resulting in a mean of 3.6. The maximum score obtained is 47 (Mean = 4.7) and the minimum score is 26 (Mean = 2.6). The classification of how good the teachers' applying the instrument and techniques of psychomotor assessment can be shown in the following table:

Table 12. The Percentage of the Psychomotor Assessment's Instruments and Techniques Questionnaire

No	Mean	Frequency	Percentage	Description
1	>4.2-5	1	7.1%	Very good
2	>3.4-4.2	6	42.9%	Good
3	>2.8-3.4	6	42.9%	Fair
4	>1.8-2.8	1	7.1%	Poor
5	1-1.8	0		Very poor
Total means: 3.6		N=14	100%	Good

Table 12 shows the percentage of the quality of teachers applied the instrument and techniques of psychomotor assessment. It can be seen that from 14 teachers who filled the questionnaires, 7.1% of them (1 teacher) show very good instrument and techniques of psychomotor assessment's implementation. the other 42.9% of them (6 teachers) show good instrument and techniques of psychomotor assessment's implementation, furthermore, 6teachers (42.9 %) show fair instrument and techniques of psychomotor assessment's implementation, and 7.1% (1 teacher) show poor instrument and techniques of psychomotor assessment's implementation. The data also indicates a total mean score of 3.6, therefore, it can be concluded the quality of good instrument and techniques of psychomotor assessment's implementation by the English teachers in overall is good.

B. Analysis of Open-Ended Question (Qualitative Data).

The questions were to find out teachers' perception of authentic assessment, the problem or obstacles that the teachers experienced during the implementation, and teachers' suggestion for authentic assessment implementation. the results of the categorization are presented in a table below:

Table 2 The Categorization of the Open-Ended Questionnaire Data

No	Category	Sub-category
1	Teachers' perception of Authentic Assessment	Positive attitude
		Negative attitude
2	The problem during authentic assessment implementation	Lack of Time
		Complicated procedures
		Difficulties in adjusting the assessment
		Lack of Teacher comprehension
		Problem on affective assessment implementation
3	Teachers' suggestion for authentic assessment	Authentic assessment as added value for National Exam
		Practical authentic assessment guidance
		More authentic assessment training

a) Teachers' Perceptions of Authentic Assessment

Two sub-categories are formed for teachers' perception of authentic assessment, that are positive and negative perception. According to the responses, 11 (78.6%) respondents thought authentic assessment as a good assessment method. As R1 stated as follows: (R is for Respondent) (R13): Authentic assessment is an assessment procedure in teaching and learning with 5M those are observing (*mengamati*), experimenting(*mencobakan*), associating (*mengasosiasikan*) and communicating (*mengomunikasikan*). Authentic assessment is very good to be implemented to the students as it makes them keep active in learning. Authentic assessment is a good assessment method to measure all of the students' aspect such as affective, cognitive, psychomotor aspect. By implementing authentic assessment, teachers can find out what is needed by the students and how far the students can develop. Moreover, according to the respondents, authentic assessment results are more clear and reliable. On the other hand, the 3 other respondents thought that authentic assessment is a complicated assessment method and is hard to be applied.

b) Problems in Authentic Assessment Implementation

In problem during authentic assessment implementation category, the data reveal that there are seven problems mentioned by the respondents: lack of time, complicated procedure, difficulties in adjusting the assessment, lack of teachers' comprehension, and problem on affective assessment implementation. Among all of the problems, the common problems that respondents experienced were lack of time and complicated procedure. Three respondents claimed that it is hard to manage the time during the authentic assessment implementation since, as it is stated by R4 that:

(R4): In authentic assessment, there are many aspects to be assessed for each student so if the students are many, this things will consume much time.

Three other respondents exposed the problem during authentic assessment is the procedure is too complicated. R9 explained that during the authentic assessment implementation teacher has to assess the students one by one.

(R9): yes, because I have to know all of the students that I teach. Their behavior and their performance are processed during teaching and learning activity.

Three Respondents find difficulties to adjust some materials with the authentic assessment, as explained by R5 that:

(R5): Yes. Project assessment is usually hard to be adjusted with the basic competencies (KD), however, it just partially.

Two respondents implied the lack of teachers comprehension in authentic assessment becomes the problem of authentic assessment implementation.

(R3): The lack of comprehension and hard to be implemented in the field.

Moreover, one respondent wrote that students' lack of motivation made authentic assessment more difficult to be implemented, and one other stated that not only students' motivation but limited facilities also became the problem. Last, one teacher briefly mentioned that she got a problem with the affective assessment implementation.

(R6): The lack of students' motivation in the assessment activity

(R8): Students were not supportive so the assessment process becomes a little hard. The condition of the class was also not supportive, in this case, was the facilities.

In conclusion, among all of problems, the common problems that respondents experienced were lack of time and complicated procedure. Even though there are several other problems that mentioned, they were not major problems.

c) Teachers Suggestions on Authentic Assessment

Six responses were selected for this category, those responses are about several suggestions that teachers gave for Authentic Assesment, they are: the results from authentic assessment can be added value for National Exam, the practical guidance of authentic assessment should be provided, the teachers are given more authentic assessment training, the authentic assessment implementation should reffer to basic competencies and indicators of competencies achievement, deadline for assessment submission is provided, and teachers' shold make some efforts to motivate the students.

Each suggestion which was mentioned above was stated by one teacher except for the practical authentic assessment guidance suggestion. There are two teachers suggested that there should be a practical guidance of authentic procedures which can make them implement the authentic assessment easily. As R10 stated:

(R10): I hope there will be a simpler steps for the authentic assessment in the future.

Teachers have various suggestion for authentic assessmen. However, from the data that were collected in this study, it can be conclude that more teachers suggested that the authentic assessment are provided with a practical guidance.

Discussion

This study answers the research questions related to the implementation of authentic assessment by English Teacher at Senior High Schools in Siak. After analyzing the data, it was found that how the teachers implement the authentic assessment is linear with what they think about the authentic assessment. From the result of close-ended question analysis regarding how do the teachers implement the authentic assessment, the mean of the close-ended question in overall was 3.9 which indicated that the implementation of authentic assessment was in good level. Among the five main sections of the questionnaire, the authentic assessment procedure section got the highest mean (4.2). It might indicate that teachers understood and knew how to implement the authentic assessment properly.

Teachers' comprehension then proven by the result of open-ended question analysis regarding teachers' perspective on authentic assessment. Most of the teachers' claimed that authentic assessment is a good assessment method. From the explanation above, it shows that English teachers at Senior High Schools in Siak have positive perception about the authentic assessment. The teachers began to open their mind and accept the authentic assessment as an assessment method.

However, the section of instruments and techniques for psychomotor assessment was the lowest among the other three aspects. This was probably due to the lack of time problem that teachers stated in the open-ended question. One of the teachers even wrote that teaching duration for English class that was cut from 4 hours a week to only 2 hours a week makes it difficult for the teachers to implement the authentic assessment. Psychomotor assessment techniques such as presentation, storytelling, speech, and interview are individual tasks which are required more time to be assessed, so, if the teaching duration is only 2 hour a week it is indeed would be hard to apply. In line with the findings, O'malley and Pierce (1996) that there are three obstacles that implementer will probably encounter concerning the purpose, the fairness, and the grading process. The purpose of the assessment affects whether or not the students receive special language-based instruction, the type of instruction and the duration over which the instructions continuous (as cited in Fitriani, 2015).

Another most common difficulty that teachers stated in the open-ended question that authentic assessment was complicated. It was understandable since teachers got so many things to assess in the authentic assessment implementation. Not only there are three aspects to assess in authentic assessment: affective, cognitive and psychomotor assessment should be applied for each student but teachers also should find out what are the students' needs and how well they develop. All of those things will be even more difficult to handle if the class is large. This research also found that teachers need a clear and simple guidance of authentic assessment procedure so the authentic assessment can be implemented effectively. This finding is similar to the finding revealed by Zaim (2013) that the authentic assessment guidance provided for the

teachers was not sufficient, thus, the teachers should try really hard to comprehend the authentic assessment.

CONCLUSION AND RECOMMENDATION

Conclusion

It can be concluded from the findings that the authentic assessment implementation by English teachers of Senior High Schools in Siak was in good level (mean= 3.9) with the highest score is in the authentic assessment procedure section. In addition, most of the teachers have good perception regarding the authentic assessment. Most of the teachers understood how to implement the assessment and stated that it is a good authentic method. Nevertheless, teachers still encountered a number of problems during the authentic assessment implementation. Common problems that revealed in this research were the lack of time and the complexity of the authentic assessment.

Recommendation

From the findings that have been described in the previous section, a number of recommendations should be added to suggest some of the subjects in the following of this research:

1. The data has shown that the authentic assessment has been implemented successfully, however, there are a few teachers that still have difficulties to comprehend the method. Thus, the teachers should improve their knowledge of authentic assessment and improve the rate of the authentic assessment implementation by attending some training and seminars to develop teachers skill.
2. It is important for the government and policymakers to evaluate the guidance of authentic assessment procedure for the teachers so they are able to implement the authentic assessment effectively. In addition, the government should consider the English teaching duration in order to make the authentic assessment effectively implemented.
3. Due to some limitation of the methodology aspect of this study, the writer would suggest the next research to conduct a member check to improve the validity of the data.

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