

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions the conclusions are based on the analysis of the data mentioned in the previous chapter. Thus, the suggestions were also made based on the result found in the research. They must be inline with the conclusion. They are made to give input or advice that should be done based on the findings.

5.1. Conclusion

Considering the theories that stated above and the result of data investigation and analysis, the writer can answer the problems and draw the conclusions. The first problem which asked about the speaking assessment tasks used by the teacher, the answer is speaking assessment tasks used by the teacher included discussion, conversation, and describing picture. Speaking assessment task was conducted to assess speaking ability and it was done in group, in pair or individually.

The answer of the third problem, that was how the teacher implemented the speaking assessment in class, is in conducting the speaking assessment the teacher had some different procedures to conduct the assessment tasks.

In conducting discussion, the teacher applied some procedures like the discussion was conducted in group. Each group was consisted of five members or more. The topic that had to be discussed was given by the teacher. On the other hand, each group had to find the materials, which were needed for discussion. In

the day of assessment the teacher asked the group to come forward and sat on chairs which were arranged in circle form and then they could begin the discussion. The teacher offered some questions to the students. Then each student had to share his / her argument or opinions freely, but it must be in line with the topic. The teacher gave at least 10 minutes for each group to discuss. The teacher would score directly while the discussion was running.

In conducting conversation the teacher also applied some procedures like conversation was conducted in pairs. It was a dialogue between two students. The topic is about usual conversation in daily activities, such as conversation in restaurant, bank, school and etc. The students could choose one of those titles and then they had to make preparation in pair. After that, they learnt it and performed it. In this case, the teacher scored directly. If the conversation was finish, another group could take the turn.

Moreover, in conducting describing picture the teacher also had some procedures like the students had to tell some thing based on the picture. In this case, the teacher gave a picture of map of certain places and then each student would come forward and answered teacher's questions about the picture. The students were recommended to talk actively as clear as possible to answer the questions.

The answer of the second problem which asked about the competences measured by the teacher is there were three competences measured by the teacher. The three competences are grammatical competence; includes the mastery of grammar, vocabulary, pronunciation, accuracy and fluency, discourse competence which related to the coherence of the meaning of utterances and strategic

competence is included into analyzing the expression. Therefore, the teacher did not measure the sociolinguistic competence. In addition, the teacher did not examine the students' performance. He just measured the competences only.

The speaking assessment in this class includes performance assessment and portfolios assessment. The performance assessment is proved by applying the assessment tasks which include performance assessment, such as discussion, conversation, and describing picture. Moreover, portfolio assessment is proved by checking the students' writing of the script of conversation and the recording of conversation in cassette.

5.2. Suggestion

As mentioned before that this study is aimed to identify the speaking assessment tasks used by the teacher, the competences measured by the teacher, and the way of the teacher in implementing speaking assessment, the writer has some suggestion for the teacher, the school, and the next researcher.

The teacher should give more tasks to assess speaking ability such as performing drama, delivering speech, demonstration and etc. Therefore, the students will obtain new experience and knowledge in different speaking context and the teacher can assess the speaking ability accurately. Moreover, it is important to assess sociolinguistic competence in which covers the appropriateness of using language in different social context, because this competence is the crucial things as knowledge for each people to make communication which occurs in different society or different culture background. The teacher should examine the students' performance in class setting.

In addition, the teacher needs an effective instrument and a scorer in scoring in order the competences can be scored in detail.

The school should make better plan to encourage the quality of teaching and learning and also the assessment, especially in assessing speaking.

Finally, the writer suggest to the next researcher to investigate the implementation of any speaking assessment as good as possible by reviewing of the theories.