

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and offers the suggestions for related studies. The conclusions of the study are made based on the findings and discussions in the previous chapter.

5.1 Conclusions

Based on the discussions in the previous chapters, there were at least three conclusions that can be drawn. First, there were seven speaking assessment tasks used by the teachers in assessing students' speaking skill, namely retell, role play, picture-cued story telling, discussion, picture-cued task, read aloud and games. Those assessment tasks were believed to help students to demonstrate their linguistic ability. It also shows teachers' awareness of various type of speaking assessment tasks in assessing students; speaking skills.

Secondly, practicality, efficiency and authenticity were the reasons behind the use of speaking assessment techniques by the teachers. It can be seen from the order of assessment tasks that are mostly used by the teachers. which belong to principles of language assessment also. Teachers' awareness towards the principles of language assessment can be shown through the three reasons mentioned before . Moreover, it can be used to find out whether the assessment is effective, appropriate and suitable for the students.

Thirdly, there were three difficulties in implementing the assessment techniques that mostly came from the students. It includes students' limited vocabulary, students' motivation, and students' willingness to speak. The difficulties were found out mostly through students' performance in the classroom where assessment techniques were conducted by the teachers.

In this study, teachers were still not able to overcome all the difficulties, especially in raising students' willingness to speak. However, teachers already found a treatment to overcome students' limited vocabulary.

5.2 Limitation of the Study

This study focuses only on some of the assessment techniques used by teachers in assessing students' speaking skill, because it conducted in a short period of time, through four times observation. Therefore, in order to reveal all the assessment techniques that can be used by teachers in assessing students' speaking skill, observation in a longer period of time is needed.

5.3 Suggestions

Based on the research findings of this study, two suggestions in assessment techniques used in assessing students' speaking skill are offered for teachers and further researchers.

For teachers, since there are various speaking assessment tasks that can be used in assessing students' speaking skill, it would be better if they try each of them in order to familiarize students with variety of tasks. Teachers also need to recognize the strength and effect of each type of speaking assessment tasks, in order to find the most suitable one in assessing students' speaking skill. On the other hand, teachers also need to optimize the assessment task that they usually use to assess students before. However, they need to overcome the difficulties mentioned in the research findings first. Hopefully, it helps students to do well in their speaking performance and teachers can easily assess them.

For future researchers who are interested in speaking assessment tasks and techniques, research in the related topic needs to be conducted. Since present research was carried out in senior high school, future researcher can do the same research in other level or they can expand the research by finding out students' responses toward the speaking assessment techniques used by teachers.