

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions and suggestions, concluding the whole of the study and presenting the findings and the observer suggestions for the next paper related to the study. At first, this chapter presents conclusions of the study related to the theories used. In addition, this chapter presents suggestion for further researchers who are interested in doing study that is in the same field, speaking assessment techniques using Project- Based Learning in elementary school.

5.1. Conclusions

Assessment is an essential part in teaching and the learning process because it can show information about children's knowledge, ability, understanding, attitudes, and motivation (Georgiou, et.al in 2003:4; Pinter in 2006:131; Cameron in 2005:220). Also, feedback is needed to help children in improving their learning and to compare the current performance against the target performance (Cameron in 2005: 238; Gipps in 1994 as cited in Cameron 2005:238).

First finding that we can see from the chapter four, there were four speaking assessment techniques in assessing the students' speaking skill which were used by the three teachers, there are: project work/ projects, traditional tests, take-home tasks, and observation/ assessment during classroom activity. In using

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Project- Based Learning approach, the project work/ project is needed because the students worked independently within their group, the teachers only as the facilitators. With their peer the students can practice and work together to do the project. Traditional tests are also needed to determine how far the students have developed their vocabularies as their basic material and ability to speak up in Project- Based Learning class, where students are expected to act independently. Take-home tasks are also needed in Project- Based Learning because it helped the teachers to give a clue to the students what will they do or learn in next meeting. So, take-home task functions are for reminding to the students of what they have learnt and as a bridge or a link to know the next meeting's lessons. Observation/ assessment during classroom activity where teachers record everything that happens in their class was studied. Observation/ assessment helped the teachers in assessing the students' performance especially in assessing their speaking skill especially during busy periods. The use of video-taping helped the teachers to assess the student performance already good or not, and to see the students' reaction or response of the activities. Thus, the teachers could motivate students to improve their performance on the next job.

From the first findings, it can be concluded that the four assessment techniques were used by the teachers were appropriate for Project-Based Learning and for young learners. This is because the assessments support to fulfil Project-Based Learning's criteria. If the criteria are completed so the teachers can achieve the Project-Based Learning goals.

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Second finding that we could see from the chapter four, there are three types of feedbacks according to Cameron (2005:239) which were used by the teachers, there are corrective feedback, evaluative feedback, and strategic feedback. The teachers used corrective feedback to correct students' performance, especially their pronunciation of saying several target languages. Evaluative feedback is used to inform the students whether their answer/ act/ pronunciation were right or still wrong. The strategic feedback is used to evaluate also but in this case the teachers also gave some suggestions in order to improve the students' performance. All of the feedbacks are to give the students motivation to have better performance.

5.2. Suggestions

Focus on observer's support generally. With regard to this, those are the suggestions for further study:

1. The observation should be conducted in a longer period. It is hoped that the observer can gather more data and have enough time to analyze the data.
2. The observation should observe the students' response of knowing their response with the assessment techniques and feedbacks which were already used by the teachers. It can give more accurate analysis how far the teachers support the learning process.

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