

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is proposed to depict the summary of the study. The conclusions and suggestions for further studies on the findings and discussions from the previous chapter will be elaborated in this chapter.

5.1 Conclusions

The aims of this study were to analyse the implementation and implication of interview as a technique to assess the students' speaking ability. The findings and discussions in Chapter IV have elaborated the data related to the study.

The implementation of interview had been proper based on the stages suggested by Underhill (1987). The interview had followed the stages started from introduction and warm-up until the feedback and wind-up level. Interview had also covered the components of speaking as stated by Harris (1969) in the form of the IELTS-Adam and Frith speaking assessment criteria. The interview lasted for 115 minutes. It covered the time for giving instruction, asking and answering questions, and giving compliments.

Regarding the result of TOEIC speaking test, it showed that the speaking proficiency level of students were at the scale of 3 to 6. One student obtained the score of 3 and two students gained the score of 4 in TOEIC speaking test. Furthermore, four students obtained the score of 5 in TOEIC speaking test and the highest score was gained by three students. From the result, it could be stated that the students' proficiency level was adequate and the students were able to communicate successfully.

After conducting the interview test, the score of students were obtained. The interview test scores were at the scale of 3 to 5. Generally, most of the students obtained the score of 5. Meanwhile one student obtained the score of 3 and two students gained the score of 4 in the interview test.

The implication of interview was based on the computation of the correlation coefficient between the students' TOEIC speaking test score and the interview test score, it was found that the correlation was 0,7. It indicated that the correlation was strong and positive.

Therefore, this study showed that interview is a proper technique to be administered in order to assess the students' speaking ability. However, some consideration should be made in the relation of time, setting, and the topic of the interview.

5.2 Suggestions

From the findings that have been elaborated, some suggestions are drawn to the teachers in general, as well as to the future researchers who conduct a topic related to the speaking assessment technique. The suggestions are listed in the following.

1. The teachers should prepare the time to administer the spoken test. The teacher must pay attention to not only the time for asking and answering questions, but also the time to give instructions and comments. For that matter, the spoken test will take a longer time than the written test. It means that with the amount of students in Indonesian class, the school should prepare more than a day to conduct the spoken test.
2. The teachers should take notes during the students' performance instead of directly scoring them. After that the teachers can score the students'

performance based on what the teachers have felt and witnessed and what the teachers have written during the students' performance.

3. The future researchers can focus on other issues in speaking assessment techniques, such as analysing role-play or presentation to assess the students' speaking ability, analyse the discourse of speaking assessment, and so on. In addition, the future researchers can also analyse the implementation and implication of interview to assess the students' speaking ability in depth to get the better result of this research.