CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

After discussing the findings of this study, it can be concluded that most of the respondents view that performance-based assessment is more appropriate to use to assess the students' speaking skills because it makes students use, demonstrate, and develop their communication skills which are useful for their success to communicate in real-life situations. Then, it is quite reasonable that more respondents prefer the performance-oriented assessment because through the performance-oriented assessment, teachers can make students directly use their skills and knowledge to perform a certain task. In the classroom, performance-oriented assessment was also applied by all the purposive sampling teachers in assessing their students' speaking skills. Despite most of the respondents have positive attitudes towards the performance-based speaking assessment, most of them do not provide their students with adequate speaking assessments.

Although most of the respondents perceive that it is necessary to use a properly-designed rubric, they still need to learn more about how to design and use rubrics in the performance-based speaking assessments. The rubrics, applied by the purposive sampling teachers, still have some limitations related to the elements of the rubrics, the marking criteria, the descriptions, the levels of performance, and the fairness and sensibility. It indicates that the English teachers still need more skills, knowledge, and understanding about how to design and use a good rubric in performance-based speaking assessments.

Almost all the respondents have positive attitudes towards the principles of speaking tasks that can be applied in performance-based speaking assessments; however, they admit that they apply the imitative speaking tasks, such as repetition and read aloud tasks, more frequently if compared to the other more communicative speaking tasks, such as oral presentation, interview, and so on. Imitative speaking

tasks require students to pronounce what they hear, but they do not require students to produce the language in a meaningful way. In the classroom, the purposive sampling teachers required their students to perform interactive speaking tasks (dialogue, role play) and an extensive speaking task (oral presentation) in pairs or groups. Among the three types of speaking tasks, only the oral presentation task is considered authentic and meaningful because the students performed it without memorizing any scripts.

Despite analytic rating scale is more helpful to provide detailed and useful information about the students' strengths and weaknesses in speaking, it is considered more complex and time-consuming for many teachers. Then, holistic rating scale is preferred by more respondents due to its practicality. Lastly, time constraint, the use of mother tongue, and teachers' inadequate skills and ability in conducting performance-based speaking assessments were the problems encountered in the assessment process. Large class was the main factor which caused the time constraints occurred in some of the observed classes.

5.2   Recommendation

Based on the research findings, some suggestions are proposed for the further research and for the practitioners of English language teaching.

This study investigates the attitudes of English teachers towards performance-based speaking assessments and how the English teachers carry out performance-based assessments to assess their students' speaking skills. Then, further research is recommended to investigate the students' attitudes towards performance-based speaking assessments. In addition, it is also worthy to conduct an experimental study which aims to investigate the impact of performance-based assessments on the development of the students' speaking skills.

This study also proposed some suggestions with regard to the practice of English language teaching (ELT), such as for teacher, school, and government.

There are some suggestions proposed for teachers. Considering the importance of speaking skills, teachers should conduct enough speaking assessments in their classroom. Then, to assess speaking skills, teachers are

recommended to apply the performance-oriented assessment. After that, before conducting a performance-based speaking assessment, teachers need to do some planning and preparation, such as determining the purpose of the assessment, the types and the format of the speaking tasks, the criteria, the rating scales, the rubrics, and so on. In addition, it is essential to make the students perform the task in an authentic and meaningful way, not just a form of memorization and repetition. Moreover, teachers should design and use a proper rubric, so the assessment can be more consistent and fair. Furthermore, before the assessment begins, teachers should provide the students an interaction outline and a task instruction and inform the students about the performance criteria used to judge the students' speaking skills. Finally, in conducting performance-based speaking assessments, teachers must take into account both the principles of language assessment and the characteristics of performance-based assessment.

For schools, the research findings indicate that schools play an important role in determining the success of implementing performance-based speaking assessments in the classroom. One thing that school can do is evaluating the number of students in one class. The findings indicate that the time constraints occurred due to the large number of students in one class. Moreover, schools need to provide teachers with adequate resources and facilities to help them succeed in conducting performance-based speaking assessment.

For the government, one of the problems encountered in the performance-based speaking assessments is related to the teachers' ability in designing rubrics and other related materials. Then, government should provide more trainings on how to design, create, and use a scoring rubric in performance-based speaking assessment.