

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is the end of this research paper. There are two parts present here: conclusions, and suggestions. The first part presents the summary of the analysis based on the research questions. The second part, the suggestions hopefully can give contributions to two areas, which are pedagogical implications and suggestions for further research.

#### **5.1. Conclusions**

The aims of this study have been attained clearly in the previous chapter that is related to investigating roles of students' spoken language in a task-based language assessment with interview as its media. There are two conclusions which are drawn from this study, which are shown as follows.

Firstly, according to the first research question which aimed to find out what type of roles of students' spoken language appeared in speaking assessment, the result shows that students were indeed involved in both roles as producer and receiver.

In the receiver case, both satisfying and not-satisfying verbal answers can be found in all levels. As for relevant verbal challenge, only one level was found producing it, while the not-relevant verbal challenge could not be found anywhere in the interview. Moving on to non-verbal case, the students were found having both satisfying and non-satisfying reactions in doing something. Unfortunately, the nature of the interview made no chance for refusing act to show up during the whole process, thus leaving the students no choice besides trying to answer the questions. Unlike refusing act, the not-reacting reaction could be found regularly during the whole process.

Moving on to students' role as producer, both satisfying and not-satisfying answers were dominating the whole exchange. The researcher also found that some of them were responding in the shape of relevant and not-relevant

challenges; however, only the high achiever students was found without producing any response in the shape of not-relevant challenge. In the initiating act, considering the nature of the interview, it was understandable that none of stating and asking were found in the process. However, the researcher found that there was a not-relevant statement that coincidentally appeared in the interview. Even though the main purpose of giving interview was for students to answer the questions, there were a lot of repeating acts appeared in all levels. There are two types of repeating; the first was an act where the students misinterpret the questions; while, the second act was a follow up.

Secondly, the second research question was aimed to compare the previous research question's result between low, middle, and high achiever students. High achiever held the first position in producing satisfying reaction in verbal answer as receiver and also in responding with answer as producer. Meanwhile, middle achiever held the first position in doing satisfying non-verbal reaction as receiver and in responding with relevant challenge as producer. On the other hand, low achiever held the first position in all not-satisfying aspects, whether there were in verbal, non-verbal, and in responding with answer, not-reacting, and repeating. This can be interpreted as the higher their level of achievement, the higher the chance for them to produce satisfying reaction in both their role as producer or receiver.

## **5.2. Suggestions**

The results of the study are hopefully able to give some suggestions in two areas which are pedagogical implications and further research. Suggestions for each area are elaborated in the following points.

### **5.2.1. Pedagogical Implications**

The first suggestion is aimed for the teachers. As the result of the findings, it hopefully can build up teachers' awareness of the situation where the reactions from students between those in low achiever and those in high achiever level are having a very large gap in producing satisfying reaction. Therefore, the researcher suggests that the teacher can choose the most suitable method to equally build

students understanding towards the material given. Additionally, this research hopefully can help teachers make a deeper reflection towards their attitude in giving questions, especially in the specificity of the questions. Moreover, teachers can reflect to how they give feedback and help to assist students who are unable to answer the questions in the right way based on their achievement level.

### **5.2.2. Further Research**

The result from the research showed that there was a large difference between low and high achiever students. However, research regarding students' spoken language characteristic is still few. Therefore, the researcher gives several suggestions for the other research project who takes interest in students' spoken language characteristics.

The first suggestion is to narrow the focus of the research subject, for example by identifying the roles of students' spoken language characteristics as producer only. This will allow the researcher to focus on how the students try to answer the questions based on what type of question it is. Therefore, the analysis will be more in depth and the comparison can be more in detail. Focusing on the role of students' spoken language will not make it less significant than researching it as whole. In the research, the nature of the task-based language assessment (interview) itself limits students' movement in the roles of students' spoken language due to the fact that it does not let the students take the initiative to start the conversation.

Secondly, the research was carried out in a small group of number, only eighteen students from three classes. It will be better if the participants can be collected from different schools too. It is because the environment of the school usually affects students' performance. To make the research more valid and to improve the chance in proofing the theory found in this research, the large number of participants may also open the opportunity for researcher who wants to study content and representation of students' spoken language.

Lastly, it will be better to take into account the involvement of students' confidence as individual, considering the nature of the task-based language

assessment (interview) is part of speaking skill and the fact that they have to face the interviewer one by one need certain amount of courage. Thus, the next project can provide more reasoning for the reason behind certain unpredictable appearance in the roles of students' spoken language.