

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborates the conclusion of the research. The conclusion was arranged base on the problems of the study: (1) How teacher implements performance assessment on students' oral performance of speaking ability to his students. (2) How is students' speaking ability after the implementing of performance assessment. (3) What the students' responses on the implementation of performance assessment in their speaking class.

A. Conclusion

1. The implementation of performance assessment on students' oral performance on speaking ability in the class X-1 of MAN Sidoarjo applied open-ended or extended response. It contains of exercises, questions that require students to explore a topic orally or in writing. It means in MAN Sidoarjo, especially in class X-1 have applied performance assessment appropriate with O'Malley theory where the teacher conducted performance assessment on students' oral performance to his students, by asking them to perform in front of the class. But, it was not maximum conducted. There were some factors that made it was not maximum conducted, they were limited time, teacher's instruction was unclear that made the students less concern and the result was many students said *'I'm sorry my friends, I'm not ready at now, I will perform later'*. It is ironic with teacher's opinion who said that the implementation of performance assessment on students' oral performance was run well. It was

appropriate with teacher's expectation. It can be proved; most of students' scores were more than Minimum Standard of Mastery (KKM). But, the successful of the implementation of performance assessment is not only looked from the scores but also how the teacher conducted it. Because we ever hear '*mistrusting test*', it means students' true ability is not always reflected in the test scores that they obtain.

2. To know the increasing or the result of the implementation of performance assessment, the researcher analyzed students' score of one assessment to the next assessment. Then analyzed it became 3 parts, they were increasing, constant and decreasing. In the first assessment to the second assessment, the results were 18 students or 52,94% were increasing, 15 students or 44,12% were constant, and 1 student or 2,94% was decreasing. It can be concluded, the grade of the result performance assessments were Mastery. It was known from the result of performance assessment, where 52,94% (increasing) plus 44,12% (constant) are equals 97,06%. And in the second assessment to the third assessment, the results were 4 students or 11,76% were increasing, 15 students or 44,12% were constant and 15 students or 44,12% were decreasing. It can be concluded, the grade of the result performance assessments were No mastery. It was known from the result of performance assessment, where 11,76% (increasing) plus 44,12% (constant) are equals 55,88%. The researcher also analyzed students' score by describing the aspect of assessment, by making phenomena. There were 2 phenomenon that analyzed;

they were general phenomena and special phenomena. The result shows that most students were in special phenomena. It means that the aspects of students' speaking ability are not on the average level, for example; grammar: 4, pronunciation: 3, vocabulary: 2, and fluency: 1.

3. Students' responses on the implementation of performance assessment in their speaking class were on good responses. It was known from the result of data questioners that shows that students' interest in English was high, because 23 students or 69,70% answered like with English and 10 students or 30,30% answered less like with English, and no students answered dislike with English. And most of students or 23 students (69,70%) said that they agree with the implementation of performance assessment on speaking ability in their class, and 9 students or 27,27% answered less agree about that, and 1 student answered disagree with the implementation of performance assessment.

B. Suggestion

Here, the researcher would like to give some suggestions to the teacher and the students who want to conduct performance assessment on students' oral performance of speaking ability.

a. Suggestion for the teacher

- 1) The teacher should manage the time as efficient as possible for conducting oral performance. Because it wasted the time when the teacher didn't able to manage the time well.
- 2) Teacher's instruction should be clearer, in order to make the students concern and motivate to perform.
- 3) Most of the students agree with the implementation of performance assessment, so the teacher should more active to conduct performance assessment and prepare it well.
- 4) There are many advantages of the using performance assessment to increase students' speaking ability, such as everyday life practice English. But, based on this research, the implementation of performance assessment are not maximal. It can be concluded that the implementation of performance assessment on students' oral performance of speaking ability didn't work. There are some problems in conducting it, such as timing management. The teacher gives the time to rehearse. It means that it is not reflect the real performance. Basically, the teacher should prepare their students before conducting performance assessment, such as using L2 in English class. The teacher and the students have to use L2 in their class as daily language. So, when the teacher conducts performance

assessment, the students not only memorize the materials but also they have capability to speak English.

b. Suggestion for the students

- 1) For the students who are conducted in assessing of oral performance, they should prepare it well. They have to prepare the material well and understand it, in order they are ready when they get in turn to perform in front of the class.
- 2) The students should practice English in their speaking class, in order their speaking become better and better. So when the teacher asks or conduct to assess oral performance, they are ready and able to speak fluently.
- 3) Actually the students able to perform, but their score were up and down. So, they have to commit by themselves when they are conducted to perform, they have to prepare it well. And when the teacher gives time for preparing, they have to use it well.