CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion. Based on the result of findings and discussion on the previous chapter, the researcher draws the conclusion. Some suggestions also proposed by the researcher which are related to the study.

A. Conclusion

Based on the findings and the discussions in the previous chapter, the researcher concludes the result of the research problem. In purpose to answer the question, the researcher found out whether the teacher's rubric for speaking assessment of hospitality students at State Vocational High School 1 Buduran is compliant to the characteristic of Analytic Scoring Procedure or not as these following explanations:

In conclusion, these rubrics are compliant enough with the characteristics of analytical rubric based on Allen's theory in both created process and the natures. In particular, based on the created process' indicators, rubric for presentation is compliant by having 70% compliance with the characteristic of an effective analytic rubric; and based on the natures' indicators, it is compliant by having 60% compliance with the characteristic of an effective analytic rubric. Additionally, based on the created process' indicators, rubric for conversation is

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compliant by having 70% compliance with the characteristic of an effective analytic rubric and based on the natures' indicators rubric for conversation is compliant by having 100% compliance with the characteristic of an effective analytic rubric. Specifically, further explanation can be seen in these following points:

1. From the created process' point of view, the rubric for assessing individual presentation is not based on the standards, it is not design to assess created authentic task and it does not have Assigning point values to performance on each criterion. On the other hand, it has number of criteria is the essential elements of the task, everything on every task is not always assessed, Numbers of criteria are based on the kinds of assignment, and the same number in levels of performance for each criterion within a rubric. In addition, there are equal intervals between the point values in a rubric and checking the rubric.

2. Based on the natures' point of view, this rubric does not help to examine efficiently complex products or behaviors and does not help to precisely define targets or expectations. The ratings cannot be done by students to assess their own work or others and it cannot give formative feedback to students. However, it is criterion-referenced, gives diagnostic information to teacher, easier to link to instruction than holistic rubrics, accessible for

formative assessment, adaptable for summative assessment, and can be combined when overall score for grading is needed.

3. In the created process' point of view, the rubric for assessing short conversation is also not based on the standards, it is also not design to assess created authentic task, and not all of the number of criteria is the essential elements of the task. On the other hand, everything on every task in this rubric is not always assessed; numbers of criteria are based on the kinds of assignment; it has the same number in levels of performance for each criterion within a rubric, and additional descriptors to each level of performance. Additionally, it has assigning point values to performance on each criterion, equal intervals between the point values in a rubric, and checking the rubric requirement.

4. The natures of second rubric are completely compliant with the natures of effective analytic scoring rubric. It helps to examine efficiently complex products or behaviors and it helps to precisely define targets or expectations. The ratings can be done by students to assess their own work or others and it can give formative feedback to students. Moreover, it is criterion-referenced, gives diagnostic information to teacher, easier to link to instruction than holistic rubrics, accessible for formative assessment, adaptable for summative assessment, and can be combined when overall score for grading is needed.

B. **Suggestion**

The researcher proposes some suggestions to the students, teachers, and next researchers. They are as these following points:

1. To the English teacher

It will be better if the teacher makes a standart for creating analytic rubric of assessing speaking. The teacher should complete the teachers' scoring rubric with the comprehensive explanation about the assessment score in speaking. Teacher should have some discussion agenda for creating the standart for teaching analytic rubric of assessment speaking. The teacher also should have to give the students' feed back from previous students' activities by using teachers' scoring rubric. Therefore,students can evaluate their own result from the scoring rubric in assessing speaking that complied with the characteristic of analytic procedure.

2. To the students

The students should know about the teachers' scoring rubric that used by the teacher. The students can evaluate theirselves based on the result of teachers' scoring rubric. Therefore, students will know which language component that need to be improved. Not only for assessing their own result, the students also should use the teachers' scoring rubric for their pair assessment. The students should give about students' feedback for designing the standar of teacher's rubric for speaking assessment.

3. To the next researcher

The researcher had known that the teacher's rubric for speaking assessment has complied with the characteristic of analytic scoring procedure. Otherwise, the researcher found there are two approaches in the scoring procedures on speaking test. As mentioned in the scope and limit of the study, the researcher only focus on Analytic approach of the teacher's rubric assessing speaking. Therefore, the next researcher should condact the research about the impressionistic approach of the teacher's assessing speaking as onother approach of scoring procedure for speaking test which did not covered by the researcher in this research.