

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 the assessment of psychomotor domain in speaking performance of English teaching at SMPN 24 Surabaya and the way the English teacher follow-up the result of psychomotor domain in speaking performance assessment. These are following explanations:

1. The English teacher assessed psychomotor domain in speaking performance based on the types of speaking performance activities. The English teacher just assessed four of five aspect of psychomotor domain in speaking performance assessment. There were imitation, manipulation, precision, and naturalization. Therefore, she did not totally assess all aspect of psychomotor domain in speaking performance assessment. The rubric, which was used by English teacher, was one aspect for all the aspect of psychomotor domain in speaking performance assessment. Thus, it is needed to make the rubric for each aspect of psychomotor domain in speaking performance assessment because she used one rubric for all aspect of psychomotor domain.
2. The follow-up activities, which has been done by English teacher, were remediation and enrichment activities. Giving task particularly and implementing of Peer Tutoring were indicated as remediation activities, which were done by English teacher. Therefore, there were two kinds of four remediation activities, which were found by

the researcher. Otherwise, the English teacher did one kind of four-enrichment activity. There was giving material which teacher had not been taught before. As a result, the English teacher follow-up the result more focused on improving students' skill through remediation activities than enriching student's skill through enrichment activity.

B. Suggestion

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

1. To the English teacher

It will be better if the teacher assess all aspect of psychomotor domain in speaking performance, which was appropriate with the level in psychomotor domain. It makes students to learn by the level of difficulties of competences through assessing the psychomotor domain from low level to high level. Thus, when students learn in the high level of psychomotor domain they will not find difficulty. It will be better when the teacher assess psychomotor domain level by level. Although, the teacher cannot assess all the aspect of psychomotor domain at least she assess form low level to high level. Therefore, students can master each competence well. The English teacher also should give more activity for the students who had reached the indicator of learning. Hence, they will enrich their ability.

2. To the students

The students should know about the level of psychomotor domain in speaking performance assessment. The students will know about what is psychomotor domain, which had been reached. The students evaluate their selves based on the follow-up result of psychomotor domain in speaking performance assessment. Therefore, students will know which aspect of psychomotor domain that needs to be improved. The students will have ability to master each level of psychomotor domain well.

3. To the next researcher

The researcher had known that to assess the psychomotor domain in speaking performance should pay attention to the types of speaking performance, the activity of psychomotor domain which indicated in speaking performance, and the process of assessing through the rubric in each aspect of psychomotor domain in speaking performance assessment. Besides, the researcher found that English teacher faces some difficulties to assess the psychomotor domain in speaking performance. As mentioned in the scope and limit of the study, the researcher only focus on the assessment of psychomotor domain in speaking performance and the follow-up result to the assessment. Therefore, the next researcher should conduct the research about the difficulties of assessing each aspect of psychomotor domain in speaking performance, which did not covered by the researcher in this research.

