### **CHAPTER V**

# **CONCLUSION AND SUGGESTION**

In this chapter, the conclusion of the research and suggestion are described below:

# A. CONCLUSION

Based on the findings of the whole research questions which have been presented above, the conclusion of the research results can be determined as follows:

# 1. The Teachers' Procedure in Designing Oral Test Instrument under 2013 Curriculum

The researcher found that there are six steps of teachers' procedure in designing oral test instrument, as follows:

- a. Determining appropriate knowledge competence which is assessed through oral test
- b. Determining learning indicator of knowledge competence that will be assessed by oral test
- c. Determining the specific criteria to achieve attainment of learning indicator
- d. Creating questions
- e. Creating key answers and rubric
- f. Making scoring sheet to write the students' score when doing oral test.

# 2. The Conformity of Teachers' Oral Test Instruments Based on 2013 Curriculum Criteria

The teachers' oral test instruments were appropriate with the criteria of 2013 Curriculum. The conformity of teachers' oral test instruments for eighth grade students at SMP Al-Islam Krian was 90% conformity. Therefore, the teachers' oral test instrument was categorized in very good level conformity. The detail explanations about the teachers' oral test instruments conformity based on 2013 Curriculum criteria were as follows:

- a. Criterion of indicator which shows the competence that can be implemented in oral test was 100% appropriate.
- b. Appropriate questions with competence achievement indicator were 100% conformity.
- c. Questions which are not out of the instructional material provided achieved 100% conformity.
- d. Questions which are able to encourage students in constructing their own answers achieved 100% conformity.
- e. Questions which are arranged from simple questions to more complex questions got 83,3% conformity.
- f. Questions which are simple and easy to be used in oral test got 100% conformity.

- g. Clarity of questions and answers limitation which are expected got 66,7% conformity.
- h. Key answers which exist achieved 100% conformity.
- i. Scoring guide which exists achieved 100% conformity.
- j. Clarity of score allocation and description for different types of question got
   50% conformity.

# 3. The Teachers' Purposes to Conduct Oral Test under 2013 Curriculum

The researcher found several teachers' purposes to conduct oral test as knowledge assessment technique, as follows:

- a. To assess students' comprehension about materials that they have learned.
- b. To find out and to train the students' communicative skill which is useful for their future, such as: in facing public or in doing job interview.
- c. To find out and to train students' speaking ability. Because by doing oral test, students got more chance to show off their idea orally which useful to improve their speaking ability.
- d. To assess students' ability in giving and maintaining opinion.
- e. To train students in saving them-selves without others help in answering questions, like cheating. Simply, oral test was aimed to avoid students' deceitfulness.
- f. To assess students' critical thinking ability.

### **B. SUGGESTION**

After analyzing the teachers' procedure in designing oral test instrument, the conformity of teachers' oral test instrument based on 2013 Curriculum criteria and the teachers' purposes to conduct oral test, there are several matters to be suggested. The suggestion is addressed to the teachers who teach eighth grade students at SMP AL-Islam Krian, to the students and to the next researchers who may want to continue the research. Some suggestions are explained as the following below:

# 1. For The Teacher of Eighth Grade at SMP Al-Islam Krian

Regarding the result of the research, the teachers should do the procedure as the 2013 Curriculum procedure suggestion to design oral test instrument. Basically, the teachers have done the procedure like 2013 Curriculum suggestion, but there is one step that should be notice by the teachers. It is about creating rubric of assessment. Rubric should be created first before creating questions guide.

Furthermore, the teachers should maintain and improve the skill in creating oral test instruments because they have created appropriate oral test instruments like the 2013 Curriculum criteria. Although their oral test instruments are categorized as very good conformity level, the teachers should improve their skill in arranging questions. The questions should arrange from simple to more complex questions. In addition, the teachers also should

improve their skill to give limitation of questions and answers expected. Therefore, students will not be confused to understand question asked and to produce the answers proportion which expected by the teachers. The next suggestion is that teachers should create the clarity of score allocation and description for different types of question. Thus, the assessment will be objective and oral test instrument designed by them have function well for students.

### 2. For The Students

The students should be careful in answering the questions. If they found statement or question that is vague and make the students confused, the students can ask to the teacher to make it clearer.

# 3. For Further Researcher

The findings of this research are expected to be used as a consideration for further researchers who plan to conduct the study related to the teachers' oral test instruments under 2013 Curriculum criteria. It is suggested to further researchers for conducting the research to find out why such inconformity in designing oral test exists. Moreover, they can do further research with different element of this research. For example: using different kind of instrument assessment. In addition, it could be conducting the research in different focus. It can be focused on how students' ability in doing oral test or how students' responses for the implementation of oral test.