

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and suggestion following the finding of the research that entitled "Exploring English Foreign Language Speaking Assessment in 21st century". The first section is the conclusions and the second is the suggestion.

4.1 CONCLUSIONS

Based on the data analysis in chapter II and chapter III, this research uses journal research or critical literature review research. The researcher conducts journal research related to the topic. The researcher draws the conclusions based on the research questions. *What are the characteristics of 21st century assessment?* and *What are the needs of speaking assessment in 21st century?*. The first research question focuses on the criteria of assessment in 21st century. The second research question focused on the needs of speaking assessment area.

From the first research questions, it can be conclude that there are eleven characteristics of 21st century assessment and followed by the needs of speaking assessment in the 21st century including: (1) showing validity, information, and affectivity to achieve the objectives/goals (2) showing reliability and objectivity in students work based on agreed-criterion, (3) adapting to the setting and level of the students, (4) responding to the students' performance into everyday learning, (5) promoting integrated assessment into day-to-day practice rather than as add-ons at the end of instructions or during a single specified week of the school calendar, (6) involving technology and use a multiple strategies / methods, (7) communicating the data of assessment to all stakeholders, (8) presenting modifications and improvements to accommodate the needs of the students and to ensure fairness, (9) allowing students to create portfolios of their work and designed to promote improvement at all levels, (10)

promoting the feasibility and a balanced approach that includes high-quality standardized assessment, and (11) contributing/create a test that can motivate students to learn.

From the second research question, referring to the first conclusion, it can be conclude that the needs of speaking assessment in 21st century. First criteria, in speaking assessments should consider several types of validity includes; (1) face validity, (2) content validity, (3) concurrent validity, and (4) construct validity. In the context of informative speaking assessment needs, the goals of speaking should be clearly stated and taught. In the context of effective, assessing speaking skill should consider three elements includes; (1) students words selection, (2) students' voice, and (3) student other non-verbal communication.

Second criteria, in speaking assessment in the context of reliable, speaking assessment needs to assess the performance of students from occasion to occasion and reliability in scoring. In the context objectivity, in assessing speaking skills the teacher are required to being objective to all the students without any reason. Third criteria, in the context of adapting to the students' setting and level of speaking assessment needs to require to be flexible and addressing the students' differences. Fourth criteria, in speaking assessment needs to; (1) designed in a variety of speaking tasks and exercises, (2) learners work together to communicate their thoughts, questions, ideas, and (3) solutions through speaking activities.

Fifth criteria, in speaking assessment suggest that there are three components; (1) before watch, (2) while watch, and (3) after watch. Six criteria, in speaking assessment need to involve technology in assessment activities such as YouTube and other kind of technology. Seventh criteria, in speaking assessment need to be transparent data of speaking assessment that useful for teachers' improvement in designing the test or any kind of assessment. Eighth criteria, in speaking assessment needs to (1) promote

fairness; (2) topics should be based on common experiences shared by all students, regardless of gender, financial status, or racial/ethnic background.

Ninth criteria, in speaking assessment should consider that in conducting portfolio assessment there are seven steps namely, (1) planning, (2) preparation for students, (3) evidence collecting, (4) progress monitoring, and (5) improvement of performance, (6) reflection, and (7) displaying the works. Tenth criteria, in speaking assessment should consider that assessment should be practical and realistic. Eleventh criteria, in speaking assessment should consider that there are three aspects to improving students' motivation namely (1) self-confidence, (2) experiencing success and satisfactions, and (3) teacher have a good relationship with students.

4.2 SUGGESTIONS

This research has only been examined in terms of theory or findings from observations through critical literature reviews. Based on the result of the research, the researcher puts some suggestions to the following:

4.2.1 Suggestions for language-test maker

Based on the research findings, there are eleven characteristics of 21st century assessment. Hopefully, these researches are able to guide language test-maker in designing assessment especially in speaking skill.

4.2.2 Suggestions for future research

This research only focused on speaking assessment, the researcher suggest for the next researcher to conduct the similar research but in other language skills such as listening, reading, and writing