

CHAPTER IV

CONCLUSION AND SUGGESTIONS

This chapter is the summary of the whole research with describing the conclusion of the research, answering research questions asked in the beginning of the research (Chapter I). The conclusion also leads to suggestions and recommendations given for related sides.

4.1 Conclusion

Questions raised in this research were two questions. The first is asking about characteristics of guidelines in speaking assessment. The second is questioning about the development process of the guideline.

Regarding the first research question, it was found out that characteristics of guideline for speaking assessment 21st century senior high school students includes seven main components. The first is the characteristics of developing. The characteristics of developing involve growing or becoming stronger or more advanced in innovation through the progressive stages. The second component is the characteristics of English language. The characteristics are English is an international language that essential attended and used all over the world as a means of universal language. The third component is speaking characteristics. The characteristics of speaking is involving mental, articulatory, and social process belong to aspects of fluency, grammar, vocabulary, and comprehension, involves some elements such as speaker, listener, feedback, message, channel, interference, and situation with the characteristics of connected speech, expressive devices, lexis, and grammar, and negotiation language. The fourth component is assessment characteristics which are an ongoing process, not something that is done after the fact to monitor students that encompasses a wide range of methodological techniques of gathering data. The fifth component is guideline characteristics itself. The characteristics are complete advice and accurate collection of clearly stated standards on how to act in a given situation based on

current theories. The sixth component is the 21st century characteristics which has three sets of abilities are in high demand such as life and career skills, learning and innovation skills, information, media, and technology skills. Then the seventh component is the characteristics of senior high school students. The characteristics are the 15–18 years old teenagers comprising the three highest grades namely grades 10 to 12 who prefer to reflect their personality, aesthetics, interests, passions, knowledge, and expectations.

About the second research question, the process of developing the guideline as the product of this study comprises some elements. The elements are cover, foreword, table of contents, introduction chapter, theoretical chapter, activities and its stages chapter, conclusion and references. The data shows that for chapter 1 comprising the understanding of speaking, assessment, 21st century skills, and senior high school students' overviews. For chapter 2, the data shows the four concerns to make a speaking assessment for 21st senior high school students, such as choosing the sources about assessment, types of assessment, form of assessment, and teenagers' preferences. For chapter 3, the data explains how to make a speaking assessment and shows the rubric speaking assessment. In the chapter 4, the data describes some activity that can be used in speaking assessment with the complete guide, stages, and example. The next part is about the conclusion of the whole guideline chapters. The last part of the guideline shows the references of the book.

In sum, the research question one provides a basis for the development of the product. Then, research question two was developed based on data framed by literature reviewed in chapter 2. Afterword, the product takes the result of the questionnaire and interview as references in chapter 3.

4.2 Suggestions and Recommendations

4.2.1 Suggestions

This research was completed in such a short period of time, the research and development sequences were not completed completely. Experimenting with or

testing out the product is required for further research. Furthermore, no user feedback was gathered.

The establishment of comprehensive research instruments was limited by a lack of literature. For improved instrument development, additional research might be directed to a more extensive literature study.

4.2.2 Recommendations

A. For teachers

For teachers in senior high school students, the guidelines should be implemented in given ways to fulfill the students' needs.

B. . For student

For students, the guideline should be followed for reaching the indicators of assessment and obtaining a good result.

C. For other researchers

For other researchers, the guideline can be references to literature study and a benchmark to create a better research and product.

