

CHAPTER V

CONCLUSION

This chapter will summarize the findings of the research and offers some suggestions based on those findings. Researchers make conclusions based on chapters II, III, and IV.

5.1 Conclusion

A teacher must consider assessment as an important aspect of every learning process. The reason for this is that learning is closely related to a planned and measurable process to achieve the objectives and content of the curriculum being used, regardless of the curriculum used, whether competency-based or previous curriculums. A teacher must be able to apply the learning process according to what is designed in the lesson plan in order to develop students' ability to use English in their daily lives. The assessment process is intertwined with the learning process. This means that we cannot conduct the assessment process if the learning process has not been completed. Conducting an interactive reading assessment is required for a teacher to complete the previously completed research. By utilizing all of the characteristics supported by KD and guiding the teacher in developing an interactive reading assessment for students. An effective reading assessment should be performed to learn about students' reading abilities.

According to research question 1, there are several sub-indicators from previous studies and literature that can be used to conduct an interactive reading assessment. An interactive reading assessment will be conducted by reading aloud and sharing reading that all assessment participants will practice. Then, in addition to reading aloud and sharing reading, the researcher discovered several characteristics based on the respondents' interviews, such as reading accuracy, fluency, pronunciation, intonation,

reliability, and validity. Then, as respondents, the teacher adds some advice for developing reading assessment to pay attention to students' daily activities in whole class, because success assessment comes from good assessment in whole class, or namely formative assessment. This study only looks at summative assessments of reading skills. Then, coordinate with all teachers to discuss all of the students' learning needs in order to create perfect assessments.

The point that should be done on interactive reading assessment can be concluded from several discussions on chapter 3 based on research question 2. First, the researcher must spill all of the characteristics on the table, and then create a narrative text that the students will read. And, according to many experts, the entire characteristic should be done on five characteristics. There are a) interactive reading assessment strategies that are conducted bottom up and share reading; b) aspects that are assessed are comprehension, fluency, and accuracy; and c) specific texts are comprised of a narrative text. By utilizing all of the characteristics supported by KD and guiding the teacher in developing an interactive reading assessment for students. An effective reading assessment should be performed to learn about students' reading abilities.

Based on some discussion in chapter 4 about the third research question, interactive reading assessment is built from their activity with the text through their understanding and thinking. Then, Reading accuracy is assessed when the child reads in accordance with the text provided, and this accuracy is also measured by the text's truth. Reading English accuracy is also judged based on how English sounds, which has its own characteristics and differs from the mother tongue (Indonesia). In reading and communication, intonation is crucial because it conveys information aside from the basic meaning of the words.

5.2 Suggestion

The researcher acknowledges that this study is far from ideal. However, the researcher suggests that the study be used as a resource or set of guidelines for teachers, learning materials developers, and future research. Here are some suggestions for teachers, instructional designers, future research, and English students.

5.2.1 To The Teacher

Regarding Teachers play a role in providing an interactive reading assessment, one of which is expected to know the students' reading ability more effectively. If students improve their reading skills, it will have a significant impact on their reading ability.

5.2.2 Research for the Future

This study will be used as a reference for future research. This study is concerned with the development of reading assessments using an interactive method, and the researchers hope that this study can be used as a reference for assessment, particularly reading skills that are superior to this and useful for learning or the general public.