

CHAPTER V

CLOSURE

A. Conclusion

Based on the research findings and discussion explained in the previous chapter, the researcher draws conclusion about authenticity of assessment for Public Speaking class.

1. The lecturer used two types of authentic assessment, namely performance assessment and observation in the form of rating scales. Specifically, individual oral presentation for middle test and creating Podcast for final test. Both of the assessments are not spontaneous and final test enables individual or collaborative work.
2. The lecturer applied principles of authentic assessment, they are the assessment is an integral part with the learning process, reflect real world problems, use variety of sizes, methods, and criteria, also cover cognitive, affective, and psychomotor. On the other hand, the lecturer designed assessments based on what really matters for professional requirements, injecting realism into the task, well constructed context, and assessing complex thinking. Involved problem solving, collaborative work, and simulating professionals work during the assessment. As a follow up, the lecturer gave feedback related to the aspects of public speaking skills to be improved.

3. The assessments have high level of authenticity for they satisfied the five dimensional framework (5DF), namely task, physical context, social context, assessment form/result, and criteria. Additionally, the observation assessment in the form of rating scales is appropriate with the scoring of speaking introduced by Brown, they are grammar, vocabulary, comprehension, fluency, pronunciation, and task.

B. Suggestions

Based on the data presented above, which were gained through observation, interview, and document, the writer has some suggestions that will be useful for the improvement of implementation of authentic assessment for Public Speaking class.

1. For the lecturers

The lecturer can use other types of authentic assessment and should hold evaluation to determine the completion of authentic assessment. It can obtain indicators of achievement, competence, and needs of students.

2. For the students

The students can develop an idea of thinking and topic related to real life context because this can obtain the skills useful for professional life. They also can increase the higher order thinking in speaking skills and provide good motivation to express their thoughts.

3. For the researchers

Descriptive research results on the authenticity of assessment for Public Speaking class can be followed up to produce better research. The researcher can develop this study with a better design of assessment authenticity for public speaking skills.