

CHAPTER V

CLOSURE

The conclusions of an analysis of washback using performance-based assessment on speaking class for ninth-grade students and teacher at SMP Citra Madinatul Ilmi in 2021/2022 are discussed in this chapter. This chapter also includes researcher-related suggestions for students, teacher, and upcoming researchers.

A. Conclusion

The researcher concludes from the findings and discussion that the conclusions drawn from the two research questions significantly different between teachers and students.

The following is the conclusion:

1. The washback effects for students who use the performance-based assessment in learning speaking class are having both a negative and positive washback effect. Where the negative effect arises from students' anxiety, confidence, hard to remember the word and lack of motivation to practice English fluently. Meanwhile, the positive effect arises from what students receive about the advantages related to the tests provided. Such as the student want to get high score, can speak English confidently, and some student said it was beneficial if they get a chance to study abroad someday.
2. The washback effect for teacher who uses performance-based assessment in teaching speaking class is a positive washback effect that benefits from using

the test. Because the teacher's assessments were also completed successfully by students, and the teacher's tests were able to measure how well students understood the content that had previously been taught. The way teacher uses the facilitated media creatively. The use of the assessment she applied in speaking class.

B. Suggestion

Based on the result of this research, the researcher provides some suggestions to those involved the issue of this washback term. This suggestion is designed to encourage the student, teacher and upcoming researchers.

1. The Students

When self-confidence is a bad effect of what students believe when the self-confidence suddenly goes, try not to be anxious and not to be afraid of being incorrect on test day. Take the dictionary when the teacher tells you to always carry it. The dictionary you're using nowadays is definitely more flexible. When taking a practice test, remember to speak entirely English. As already said, the purpose of speaking is to focus on the purpose of speaking instead of the grammar pattern. The functions of speaking are to inform, entertain, understand, and discuss. Enough test preparation is also required, as the test will be scored based on results that students experience.

2. The Teacher

The teaching and learning process will improve if English is used in all classroom activities so that students become familiar and comfortable with and enjoyable with the language. It would be preferable if the teacher implemented

the role-play or demonstration method, whether divided into groups or individuals so that students could be prepared and apply their speaking skills when presented with a test that required them to speak in front of the class. Try her best to interact closely with their students in order to mediate how to avoid them from feeling anxious before doing a test in front of the class. In other words, teacher must be able to boost students' test-taking confidence.

3. Upcoming Researcher

The results of this research are meant as a reference or extra information for upcoming researchers, as well as a consideration or review for other research and use the same context (washback) but with different research content.