Chapter Five

Conclusion and Suggestions

Conclusion

In this chapter, the researcher conveys the conclusion of this research. The researcher has two questions for this research. The first is 'What kinds of oral tests commonly take place at English Education Department UMY, and the second is 'How do the students perceive oral tests at English Education Department UMY. The research revealed the following findings.

The kinds of oral tests commonly took place at EED UMY. The lecturers of English Education Department UMY applied different kinds of oral tests. There were four activities applied in oral tests, namely interview, role-play, oral presentation, and group discussion. These kinds of oral tests were used to assess the students' speaking skills.

Students' perception on oral tests at EED UMY. An oral test in the class is important to do in the class. An oral test makes the students speaking English. All of the participants mentioned the strengths of oral tests at English Education Department UMY. The strengths of oral tests covered that an oral test motivated the students to speak in the class. The students got feedback for the lecturer. An oral test also improved students' speaking skill because there was interaction directly in the class. Therefore, an oral test developed the students' communication. Then, an oral test improved the students' self confidence to speak in the class. Thus, an oral test gave ideas in speaking because the student would share their opinion if the lecturer asks them to speak.

In addition, based on the findings of the research, there were two weaknesses of oral tests in the class. The first, an oral test provided less time to speak so that it made the students cannot answer the questions well. The second, an oral test made the students nervous when they spoke English in front of the class.

The researcher analyzed some categories of oral tests based on the answer of the findings of the research. The researcher analyzed the personal attributes including that an oral test motivated the students, enabled students to get feedback, improved students' self-confidence, provided less time, and made students nervous. The categories of oral tests about knowledge and understanding including an oral test improved students' speaking ability and gave ideas in speaking. The categories of oral tests about problem and application included that an oral test developed students' communication and gave ideas in speaking. The category of oral tests about interpersonal skills included that an oral test developed students' communication.

Suggestions

From the findings presented in chapter four, there are some suggestions that can be useful for students, teachers, and future researcher.

For students. The students should to be more active to speak the class and to be brave to share ideas. Therefore, they can perform well during oral tests. The students should be aware of their weaknesses so their weaknesses can be minimized.

For teachers. The teachers can apply in the class by giving simple topic to make the students speak in the class. The teacher can make self-reflection about the test.

For future researchers. The future researcher can use a similar topic in this research, but with the different samples or more variables. The future researchers' are suggested an observation that they use to gather the data.