

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The researcher will offer a conclusions and recommendations regarding the research findings and discussion in this chapter.

A. Conclusions

Based on the results of the discussion in the research on the type of speaking assessment in the English for Nusantara textbook above, the researcher outlined several conclusions as follows:

1. From the results of the research and data analysis, the researcher found that there were four types of speaking assessment in English for Nusantara textbook of five types of speaking assessment based on Brown's theory. The four types of speaking assessment were intensive, responsive, interactive and extensive. The intensive type was the most common type of speaking assessment found in the textbook with a total of 12 assessments which found in all chapters, while the responsive type was the least common type of speaking assessment found, which is only 1 and only found in Chapter 4. This was accordanced with the understanding of the problems that must be studied by Junior High School students based on the merdeka curriculum.
2. Speaking assessment in the English for Nusantara textbook published by the Ministry of Education, Culture, Research, and Technology was compatible with the merdeka curriculum. The researcher used two indicators listed in the merdeka curriculum to analyzed the textbook namely learning outcomes (CP) and English learning objectives for Junior High School students. The results of the analysis showed that the English for Nusantara textbook has developed it very well because the speaking assessment in the book start from chapter 1 until 5 meets or compatible with the indicators of learning outcomes and learning objectives based on the applicable curriculum, namely the merdeka curriculum.

B. Recommendations

1. For English Teachers

The findings of this study indicate that the indicators contained in the Merdeka curriculum for grade 8 were developed very well in the "English For Nusantara" textbook, this implies that the book can be used in learning, but in order to keep learning interesting and help students comprehend the content better, teachers must still incorporate it with other instructional materials.

2. For Other Researchers

The researcher acknowledge that there were some limitations to this research. Firstly, this research only analyzed the speaking assessment tasks in English language textbooks and not analyzed other assessment tasks like listening, reading, and writing. Therefore, future research can conduct a more in-depth analysis to obtain a more complete picture of the assessment practices described in this textbook. Furthermore, futuress research can be conducted to compare the assessment tasks in English For Nusantara textbooks with other English textbooks in order to gain a better understanding of the practice of speaking assessment that can used as a teaching resource in Indonesia.

