

CHAPTER I

INTRODUCTION

A. Background Of the Study

Language is very important in communication. This communication is possibilities to every person to adapt themselves by physical environment and social environment. English is one of the important languages that are needed by Indonesian society, because the aim of learning English are learned to communicate and to interact between people from other countries easily. English language skills are competencies that must be owned by the students, because with these skills those students can master English language.

In English language there are four abilities of language, such as speaking, listening, reading, and the last is writing ability. They are universal of language abilities that cannot be separated. The skill of speaking is one of the essential language skills to master students, because speaking is one of the ways to express ideas, feelings,

experiences and knowledge. Besides it speaking also helps the students to obtain or provide information to their friends. Speaking skill is not only critical for communication in the ESL classroom, they are necessary for communication in, and with the English speaking world. As a result, all ESL/EFL teachers will want to do whatever they can promote the development of speaking skill in their students.

Speaking is one of the ways to make the conversation between each other. How to use vocabulary, how to arrange words be a good statement, and how to remind spelling words in every vocabulary. So that it's the reason for students to increase their speaking ability.

Every one like to speak, and speaking as skill by far the most important reason for teaching speaking. Of course, that is a basic language skill, just as important as writing, listening, and reading skill. Student needs to know how to be a good speaker. However there are three problems in identified teaching speaking for junior high school students namely; 1) limited vocabulary which will make them unable to say words during teaching-learning process. 2) Limited grammar, they are also afraid in arranging the words into a sentence. The mistake of using grammar is a big problem for

the students to speak well. 3) lack of confidence, it will be an obstacle produce the speaking ability to students.

Thus, one of the way to solve all the above problems and to make disciples who mastered speaking well by knowing how the development of students' speaking. By the way a teacher should perform authentic assessments on the development of students' speaking. In the assessment the teacher enquires students to demonstrate achievement and learning outcomes of the ability in real life, in the form of performance or outcomes of learning. Examples of real life can be accessed from the attitudes and behaviors of students toward older people, and it does also can be accessed through observation when students talk to the guard and the guard of the school canteen. According to Hamzah B.Uno and Satria Koni said, that "Assessment is a process to obtain information in any form that could be used to base decisions about students, both concerning the curriculum, instructional programs, school climate and school policies."¹

In this paper, the writer focuses the research in speaking basic skill. Especially the speaking is specified in speaking assessment.

¹Hamzah B. Uno and SatriaKoni, *Assessment Pembelajaran*, (Jakarta: BumiAksara, 2012), p. 2.

According to Supardi said, “Assessment basically an activity assesses student learning outcomes as a follow-up of the measurement process. There are several terms related to assessment that is alternative assessment, authentic assessment, achievement assessment, performance assessment and portfolio assessment.”²

Teachers do assess students’ mastery of speaking, and they may do this by means of traditional paper-and-pencil tests, by oral recitations, or by observations as students discuss topics related to a lesson. But they also look at two more things. They assess students’ learning processes. That is, they observe carefully to see how well students can carry out the learning activities that they have been taught, and to find ways to improve their learning. They also assess the quality of students’ thinking. At the same time, teachers take care to assess in such a way that they teach students how to perform.

Based on the background above, the writer is more interested to research *“EFL Teachers’ Practice in Authentic Speaking*

²Supardi, *Tesdan Assessment*, (Jakarta: Hartomo Media Pustaka, 2013), p. 127.

Assessment) Qualitative Research at SMK Bina Mandiri Pamarayan.

B. Statements of the problem

The writer has explained more clearly about the background of the study. There are many problems in this research that have mentioned above by the writer. Based on the background of the study above, the problems are followed:

1. How is teacher practice in authentic speaking assessment in SMK Bina Mandiri Pamarayan?
2. What are the strategies of the teacher practice in authentic speaking assessment in SMK Bina Mandiri Pamarayan?

C. Purposes of the Research

In this research, the writer determines some purposes of this research. Back to background of the problem above and statements above the purposes of this research are followed:

1. To know teachers' practice in authentic speaking assessment.
2. To know the strategies of the teachers' practice in authentic speaking assessment SMK Bina Mandiri Pamarayan.

D. Previous Study

The Writer found some previous study dealing with EFL Teachers' Practice in Authentic Speaking Assessment on the subject. The some previos study has different area of being researched from what the writer conduct. There previous study are :

1. Durrotunnasihah, (2017) An analysis of classroom interaction in english as foreign language (EFL) classroom (A case study at second-grade of MA Daar El-Qolam jayanti Tangerang).³ This is study was aimed at knowing nteraction in english as foreign language (EFL) classroom. This is study was categorized as The kualitatif method type description, the writer analysis interaction EFL in classroom.
2. Muhammad Taupik Arip (2012) "The Strategy of EFL Teacher In Improving Student's Skills" (A case study at Pondok pesantren Daarul Mubtadiin jayanti- Tangerang).⁴ This is study what are strategies of EFL teachear that use in teaching english at Ponpes Darul Mubtadiin Tangerang. The method of this is

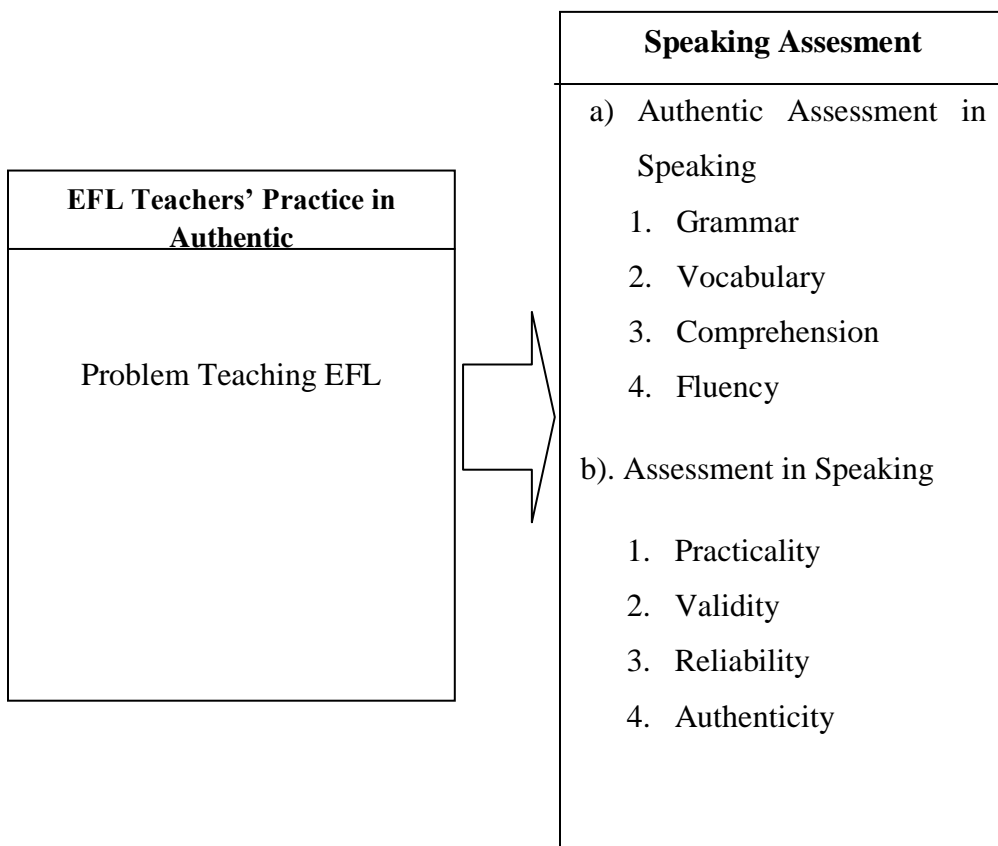
³ Durrotunnasihah, An analysis of classroom interaction in english as foreign language (EFL) classroom (A case study at second-grade of MA Daar El-Qolam jayanti Tangerang), (A Paper, Program Sarjana Degree UIN Banten)

⁴ Muhammad Taupik Arip, The Strategy of EFL Teacher In Improving Student's Skills" (A case study at Pondok pesantren Daarul Mubtadiin jayanti-Tangerang(A Paper, Program Sarjana Degree UIN Banten)

research is descriptive qualitative which used observation, interview. The result of this is reserach shows that the strategies Ponpes Darul Muftadiin Tangerang improving students speaking skill are (1). Make etabilished structure organization of language (2). Make language program, (3). Give the vocabularies every days.

The same of Durrotunnasihah and Muhammad taupik arip with the writer same in EFL and research method and the different the writer Practice in Authentic Speaking Assessment, Durrotunnasihah and taupik arip are classroom interaction, and strategies.

E. Conceptual Fremwork



F. Organization of the Writing

To enable the writer arranges the research paper and to make it easy to understand, the writer divides this research into five chapters as follows:

The first chapter discusses about introduction that consist of background of the study, statements of the problem, purposes of the research, and the last is organization of the writing.

The second chapter discuss about theoretical framework that the first consist of the EFL theory; there are the explanation of EFL, the problem of teaching EFL. The second consist of theory of teaching speaking; there are definitions of teaching speaking, some techniques in teaching speaking, teacher's role in teaching speaking, and problem of the students in speaking activities. The third consist of authentic assessment theory; there is the meaning of authentic assessment, characteristic of authentic assessment, and forms authentic assessment. The fourth consist of authentic assessment in speaking; there are speaking assessment, and authentic assessment in speaking.

The third chapter discusses is about method of the research, place and time, sample, instrument, technique of data collecting, and data analyzing.

The fourth chapter discuss about data description that the writer describes the research data and data analyses that she also counts and finds out the result of research.

The last chapter discusses is about conclusions and suggestions that are completed by bibliography and appendices.