

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

As well as the importance of English as a second language, not a few people who want to learn more about it. Even just to find out a little bit. So we need to know where we will begin to learned it of the four skills, they are speaking, listening, writing, and reading. Boletta says that “English is not a mystery or secret. Anybody can learn is as a second language, and millions of people do every year, but if you want to learn to speak English, you must be willing to do two things: Make mistakes and take chances.”<sup>1</sup> The writer will focuses on speaking skill. According to Sari Luoma, “Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.”<sup>2</sup> Speaking according to Scott Thornburry is so much a part of daily life that we take it for granted. The average person produces tens of thousands words a day, although some people – like auctioneers and politicians – may produce even more than that.”<sup>3</sup> In other hand, Robert Barrass states that “Good communication skills are needed in everyday life, in study at

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<sup>1</sup> William Boletta. *Fast Fluency Communication In English For International Age*(---: Logos International, ---), xiii.

<sup>2</sup>Sari Luoma.*Assessing Speaking*, (---: Cambridge University Press, 2004), 1.

<sup>3</sup>Scott Thornburry.*How To Teach Speaking*, (---: Longman, ---), 1.

college or university, and in any career based on such studies.”<sup>4</sup>.

Scott Thornburry added:

Research – and common sense- suggests that there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them. For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically place in real time, with little time for detailed planning. In these circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks.<sup>5</sup>

Most of people meet some difficulties when they try to speak English, even they that often listening English through watching movie, listen to English music or English radio broadcast do not guarantee they will be able to speak English easier. Absolutely there are some vocabulary that easier to say it by our own way. Sometimes beginner learners can not separate their mother tongue style to speak English, and it can make our interlocutor confused, so they should learned it in order to get easier to speak English fluently through more practice, i.e, they join to English course, chatting with friends in our daily activity by using English or meet tourists that use English as a first language, may be those ways can help the beginner learners to speak English. Of course, we are definitely not going to speak too much without knowing its accuracy or not. So the beginner learners should not forget to assessing their speaking through test and some technique

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<sup>4</sup>Robert Barrass. *Speaking For Yourself*, (London: Routledge, 2006), 1.

<sup>5</sup>Scott Thornburry. *How To Teach Speaking*, iv.

of speaking assessment. We also should know that assessment will be necessary for every learning process, certainly on speaking skill. Brown states on his book *Language Assessment Principles and Classroom Practice* that “Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.”<sup>6</sup> Rahmawati says that “Assessment of speaking skills often lags far behind the importance given to teaching those skills in the curriculum.”<sup>7</sup> It means that every teacher should be more carefully when they do learning process and give more attention when they convey the material as well as doing assessment. Matin adds that “Assessment is the final step where the learners get feedback of what they have been taught and how much they have learned.”<sup>8</sup> Then we will see how far we have practice our speaking skill from the speaking assessment technique. However, assessment is not always at the ending of learning process or it occurred when the final test is done, but it also can be conducted when the learning process takes place.

Learning speaking is not as easy as we imagine and not too difficult, there is pronunciation the one of speaking focus that we

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<sup>6</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice*, (---: Longman, 2004). 4.

<sup>7</sup> Yenny Rahmawati & Ertin, ‘Developing Assessment For Speaking’, Vol. I, No. 2, (2014), 200.

<sup>8</sup> Zakia Noor Matin, ‘Speaking Assessment at Secondary and Higher Secondary Levels and Students’ Deficiency in Speaking Skill: A Study to Find Interdependence’ *Stamford Journal of English*, Vol. VII, No. -, (- - -, 2012), 1.

have to study if we want to speak English better and bring meaning fluently. In speaking assessment both the assessment technique and some aspect that will be assess in this discussion. Teachers should know what are the criteria that should be assessed, because teachers should not teach and deliver learning material without knowing what are the indicators that should be conveyed and will be assessed later. If this situation is happened, the teachers will only waste time. Moreover, assessment speaking skill needs more accuracy than when teacher is assessing other skill there are some tools and preparation to make teachers assessing students' speaking skill easier. These are some of the teachers' problems in doing assessing speaking skill.

Besides, teachers should be able to know who is student that have better skill in speaking and who is student that need more attention in learning speaking. it can be applied to any other skill lesson but especially in speaking assessment, because in every class there will always be some student who need more attention in learning speaking and also in the assessing. Furthermore, teachers can not generalize the ability of each student. It will be difficult for both students and teachers. Based on the problem above, the writer will conduct research in speaking spesific on speaking assessment technique that used by teacher in assessing students' speaking skill. In this sense, the writer will propose the research entitled: *Investigating Speaking Assessment Technique at The Second Grade of Mts Miftahul Huda Pasirangka (A Case Study at The 2<sup>nd</sup> – 1 of MTs Miftahul Huda Pasirangka Tigaraksa).*

## **B. Limitation of The Problem**

Based on the background of the study above, the writer limits the problem that concerned about the implementation of speaking assessment technique that conducted by 2<sup>nd</sup> - 1 grade students at MTs Miftahul Huda Pasirangka Tigaraksa.

## **C. Statement of The Problem**

Based on the description on the previous part, there are some problems that can be identified as follows:

1. How does the teacher assess students' speaking skill at the 2<sup>nd</sup> - 1 class of MTs Miftahul Huda Pasirangka?
2. What are the aspects of speaking assessment?
3. How does the teacher implement the assessment technique at the 2<sup>nd</sup> - 1 class of MTs Miftahul Huda Pasirangka?

## **D. Objective of The Study**

Based on the statement of the problem above, the writer makes the objectives of research as follow:

1. To know teacher's assessment on students' speaking skill at the 2<sup>nd</sup> - 1 class of MTs Miftahul Huda Pasirangka.
2. To know the aspects of speaking assessment.
3. To know teacher's implementation the assessment technique at the 2<sup>nd</sup> - 1 class of MTs Miftahul Huda Pasirangka.

### **E. Significance of The Study**

Through the research result is expected that can be useful for teachers in assessing speaking and it also be able to have significant effect for students especially for they which still facing the difficulties in speaking English.

In generally, the research result is expected to give information and knowledge in order to be able for measure speaking skill, it is also be useful especially both readers and the writer.

### **F. Previous Study**

In this study there are two related studies, which is similar with this present study.

1. First study is written by Zahara Ramadani, 2014. The title of her thesis is “Assessment Techniques Used By Teachers In Assessing Students’ Speaking Skill ”(A Case Study of English Teachers in One Senior High School in Tasikmalaya)<sup>9</sup>

This research aims to explore the various of techniques in assessing students’ speaking skill as well as teachers’ reasons and difficulties in implementing those assessment techniques. The research findings indicated that the assessment techniques used by teachers in

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<sup>9</sup><http://repository.upi.edu/13580/> accessed on 24<sup>th</sup> of August 2016

assessing speaking skill are as follows: retelling, role play, picture-cued storytelling, discussion, picture-cued task, read aloud, and games. Based on the findings, it can be concluded that various speaking assessment tasks can be used in assessing students' speaking skill.

2. Second study is written by Arini Isnaen Meilyaningsih, 2015. The title of her thesis is Improving The Students' Speaking Ability Through The Use of Role Playing Technique For Grade VIII Students of SMPN 1 Banguntapan In The Academic Year Of 2013/2014.<sup>10</sup> Her research is designed to improve the students' speaking ability through the use of role playing technique. The results of this research showed that the use of Role Playing technique was successful to improve the students' speaking ability. It is proved by the mean scores for the speaking skill improved from 8.25 in the pretest to 14.20 in the posttest.

From the previous study about assessment technique above, the writer can take a conclusion that there are the differences from both researchers. First, there is more than one speaking assessment technique as has been explored by the first researcher. She has found some of speaking assessment technique on her research and it can be concluded that various speaking assessment can be used in assessing students' speaking skill. Besides, the second

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<sup>10</sup><http://eprints.uny.ac.id/16171/1/Arini%20Isnaen%20Meilyaningsih%2010202241044.pdf> accessed on 24<sup>th</sup> of August 2016

researcher was successful to improve the students' speaking ability by using Role Playing technique.

### **G. The Organization of Writing**

The writer divides it into several chapters and section with the systematic of writing in detail as followed :

Chapter I is the introduction which consist of the explanation of the background of the study, limitation of the problem, statement of the problem, objective of the study, significance of the study, previous study and the organization of writing

Chapter II describes the research theorist. The part contain of literature review which proposed by some expert to support the research and basic for investigating the problem.

Chapter III is a research procedure. This chapter deal with kind of research, research instrument, data collecting and data analyzing.

Chapter IV is explain about the result of the research. That are the description of data and analysis data.

Chapter V is closing, the writer gives the conclusion and the suggestion.



## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Speaking

##### 1. Definition of speaking

Speaking is how we convey a matter, both our thought, opinion about some case, criticism on an incident, idea on a problem, and another situation. It also to show what we feel in words, without speaking we can not understand every purpose of people around us and ourselves will get difficulties how to make other people or the interlocutor understand what we want to convey and what our purposes. There are so many opinions and states about speaking from experts. Here the writer will takes some opinion they are:

Brown stated that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>11</sup>Then Fromkin added that “Speaking is part of linguistic performance”.<sup>12</sup>

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<sup>11</sup>H. Douglas Brown.*Language Assessment Principles and Classroom Practice*, (---: Longman, 2004). 140.

<sup>12</sup>Victoria Fromkin.*An Introduction to Language*, (USA: CBS College Publishing, 1983):99.

Based on the explanation above, it can be conclude that through speaking, we can convey our intent and the purpose of expression, a short dialogue, conversation or even discussion with the people around us with phrase into sentences and even paragraphs, besides from looking to the written text so we have to read it first. So speaking become very important skill than three other skill, they are listening, writing, and reading. This is because if we pronouncing a phrase in English and we wrong when we pronounce it, so it would give the wrong meaning to the interlocutor and its meaning will be difficult to understand.

## **2. The purposes of speaking**

The definition that the writer explained above shows clearly that speaking related to the pronunciation of words that aims to deliver what will be delivered either feelings or ideas. The main goals of speaking is to communicate, then communication is transmission and acceptance message or news between two person or more till the message could be understand. Therefore, in order to be able convey the message effectively, speaker should understand what would they convey or communicate.

La Forge states that communication is more than just message being transmitted from a speaker to a listener. The speaker is at the same time both subject and object of his own message. Communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its other. Communication

is an exchange which is incomplete without a feedback reaction from the destinee of the message.<sup>13</sup>

Furthermore, speaking is used in many different purposes and each purpose involves different skills when we use casual conversation. For examples, our purposes maybe to make social contact with people, to establish rapport or engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, the other hand, the purposes maybe to express opinions, to persuade someone about something or clarify information. In some situations, we use speaking to give interactions or to get thing done. We may use speaking to describe things, to complain about people's behaviour, to make polite requests or to entertain people with jokes and anecdotes. Each of different purposes for speaking implies knowledge of the rules that account for how spoken language reflects to context or situation in which speech occurs.

Speaking is skill that enables us to product utterances and product information. The other hand, speaking is saying something not only to another people but also to him/herself.

Moreover, according to Burns and Joyce that speaking coming up with:

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<sup>13</sup> Jack Richard and Theodore. *Approaches and Methods in Language Learning*, (New York: Cambridge University Press, 2001), p. 91

- a. Telling children to get ready for school
- b. Chatting with a neighbor about that nice weather
- c. Calling the garage to book a car in for a service
- d. Discussing holiday plans with workmates
- e. Gosipping with friends about a common acquaintance
- f. Discussing your son's progress with his teacher
- g. Answering a sales inquiry at work
- h. Ordering new passport
- i. Discussing promotional prospects with a supervisor at work<sup>14</sup>

These states are not only emphasize that speaking is be able to ensuring listener, to inform, to persuade, and to entertain. Then also to influence listener or the interlocutor on what we conveyed when we speaking. But speaking is happend on every situations, it also necessary in our daily activity, and so close our activities.

### **3. Elements of speaking**

Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

- a. Language features; The elements necessary for spoken production, are the following:
  - 1). Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or

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<sup>14</sup>David Nunan. *Second Language Teaching And Learning*. (USA: Heinle & Heinle Publishers ,1999), 229.

weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

- 2). Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.
- 3). Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- 4). Negotiation language: effective speaking benefits from the negotiators language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates such as:

- 1). Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

- 2). Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 3). (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.<sup>15</sup>

#### 4. Types of speaking

According to Douglas Brown, there are five types of speaking skill :

- a. Imitative: at one end of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
- b. Intensive: a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, and so on.
- c. Responsive: that include interaction and test comprehension but, at the somewhat limited level of very short conversations, small talk, comments, and the like.
- d. Interactive: the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

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<sup>15</sup> Jeremy Harmer. *The Practice of English Language Teaching*, (---: Longman, 2001), P 269

- e. Extensive (monologue): extensive oral production task include speeches, presentations, story-telling, during which opportunity for oral interaction from listeners is either highly limited (perhaps nonverbal responses) or ruled out together.<sup>16</sup>

## 5. Characters of successful speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.<sup>17</sup>

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<sup>16</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (---: Longman, 2004), P 144

<sup>17</sup> Penny Ur. *A Course In Language Teaching: Practice And Theory*, (---: Cambridge Press, 1995), p 120

## B. Assessment Technique

### 1. Definition of Assessment

In our daily life, around us, sometimes we do things. It starts from important things till not important at all. Then how can we know that what we do is important or no is assessment. Assessment may be necessary in certain situations and conditions as well as on how the scope itself. Besides, assessment is needed in education, because it should give results or an appropriate score as the measurement of the learning process that has been conducted.

Assessment of student learning requires the use of techniques for measuring students achievement. Assessment is more than a collection of techniques, however, it is a systematic process that plays a significant role in effective teaching. It begins with the identification of learning goals, monitors the progress students make towards those goals, and ends with a judgment concerning the extent to which those goals have been attained.<sup>18</sup>

Meanwhile Anthony states from educational view that “Assessment is a broad term defined as a process for obtaining information that is used for making decisions about students, curricula and programs, and educational policy.”<sup>19</sup>Anthony

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<sup>18</sup>M. David Miller, *Measurement and Assessment in Teaching*,(USA : Pearson, 2009), 26.

<sup>19</sup>Anthony J. Nitko, *Educational Assessment of Students* (USA: Prentice-Hall, 1996), 4.



stated that assessment has a broad term. In short, assessment can be defined as a process to determine or decide the consideration of something.

Then assessment on education is a measurement of teaching learning process that can help teachers to know how far the students understand the lesson. So teachers can give the appropriate score for the students and teachers also can try to solve students problem when they cannot reach the assessment criteria.

According to Khan, assessment is a term that is sometimes mistaken as a synonym term of test, but they are not a synonymous term. In the arena of education.<sup>20</sup>

Meanwhile Pinter added that as a part of learning and teaching process, assessment is classically claimed as a way to find the result of learning process in a period of time. In learning and teaching process it plays an important part as the informer for both teachers and learners about how effective teachers' teaching and how well learners' performance and progress.<sup>21</sup>

## **2. General principle of assessment**

According to Miller, there are five general principle of assessment as follow :

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<sup>20</sup> R. Khan. *English Language Assessment In Bangladesh: Developments And Challenges. Language Assessment In Asia: Local, Regional, Or Global?.* (Seoul: eduKLC, 121-157. 2010), 121.

<sup>21</sup> A. Pinter. *Teaching Young Language Learners.* (Oxford: Oxford University Press, 2009), 131.

a. **Clearly specifying what is to be assessed has priority in the assessment process.**

The effectiveness of assessment depends as much on a careful description of what to assess as it does on the technical qualities of the assessment procedures used. Thus specification of the characteristics to be measured should precede the selection or development assessment procedures. When assessing students learning, this means clearly specifying the intended learning goals before selecting the assessment procedures to use.

b. **An assessment procedure should be selected because of its relevance to the characteristics or performance to be measured.**

Assessment procedures are frequently selected on the basis of their objectivity, accuracy, or convenience. Although these criteria are important, they are secondary to the main criterion.

c. **Comprehensive assessment requires a variety of procedures.**

No single type of instrument or procedure can assess the vast array of learning and development outcomes emphasized in a school program. Multiple-choice and short-answer tests of achievement are useful for measuring knowledge, understanding, and application outcomes, but essay tests and other written projects are needed to assess the ability to organize and express ideas.

d. **Proper use of assessment procedures requires an awareness of their limitations.**

Assessment procedures range from highly developed measuring instruments (e.g., standardized aptitude and achievement tests)

to rather crude assessment devices (e.g., observational and self-report techniques).

e. **Assessment is means to an end, not an end in itself.**

The use of assessment procedures implies that some useful purpose is being served and that the user is clearly aware of this purpose. To blindly gather data about students and then file the information away is a waste of both time and effort. Wasting time and effort of the students, teachers, and other users of the information will have negative effects on later assessments. Motivation to take assessment seriously will be influenced by the teachers and students understanding the reasons for the assessments and their appropriate use. Assessment is best viewed as a process of obtaining information on which to base important educational decisions.<sup>22</sup>

### 3. Purposes of Assessment

Many acts of assessment are related to a very specific purpose: a pupil has done some homework and wants feedback about it; the school is involved in a national testing programme; a child seeks entry to a school which has a competitive entrance examination. There are numerous categories into which various kinds of assessment can be fitted, including the following list, which is not exhaustive.

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<sup>22</sup>M. David Miller, *Measurement and Assessment in Teaching*, (USA : Pearson, 2009), 29.

Wragg states on his book, *Assessment and Learning in the Secondary School* that assessment has six purposes, they are:

a. **Knowledge of Results (feedback)**

Feedback is sometimes seen as part of a behaviourist approach to learning, where it is part of the sequence ‘stimulus–response–reinforcement’. It is, however, a feature of many approaches to teaching, and is often regarded as an essential adjunct to learning. Feedback is also seen as important for teachers, as it reveals what pupils appear to know or not to have learned, a matter taken up under the heading ‘diagnosis’ below.

b. **Support and Encouragement**

Some teachers even inflate their assessment in order to encourage, a practice that is not always welcomed by the pupils themselves. The risk is that assessment may reveal little or no progress, and discourage students, hence the need for it to be handled judiciously.

c. **Motivation**

The motivational effects of assessment vary according to individuals and circumstances. Important formal examinations where much is at stake for the individual may well motivate many pupils, but equally some pupils will strive to answer questions in class, or be eager to reveal their knowledge and competence to their teacher. Others may be driven more by intrinsic motivation, so assessment may play only a minor role if they enjoy their study anyway.

d. **Diagnosis**

Some tests are mainly designed for diagnostic purposes. A mark out of twenty on its own tells us relatively little about what children can and cannot do, unless teachers peruse every item on each test paper. A diagnostic profile, however, might reveal that a pupil can handle monosyllabic words, but not words of two or more syllables, or that he tends to guess at words largely by looking at their initial letter. This should put both teacher and pupil in a better position to move ahead. There is often a shortage of good diagnostic tests for specific subjects and topics, and so teachers may devise their own procedures.

e. **Selection**

This is a word with immense political significance. Yet assessment is often linked with selection, whether anyone likes it or not. Some pupils apply for entry to schools that have entrance tests; many schools have higher and lower sets based on ability in particular subject fields.

There are two key concepts that cannot be ignored when assessment is linked to selection. The first is 'fairness'. Children dislike teachers who are unfair (Wragg, 1999), and if they feel that a selection has been made on unfair grounds, this can leave a deep and long-lasting sense of resentment, which people are still able to recall and recount with bitterness well into adult life.

The inescapable dilemma for teachers is balancing the need for accurate, realistic and honest decisions, where selections have to be made, against the likely effects on the learner. Handling

such matters with intelligence, sensitivity and integrity lies right at the heart of professional competence.

f. **Measurement and comparison**

Another controversial use of assessment is for purposes of comparison of individuals or groups. This is often seen as a central part of public accountability. One pupil, one class, one teacher, one school, one local authority, one country, or one particular year group, may be compared with others. The purpose of norm-referenced tests, for example, is to place a pupil at a point that has been determined by comparing large samples of children with one another.<sup>23</sup>

4. **Types of Assessment**

According to Wragg, types of assessment consists of five types as follow :

a. **Formal or Informal**

A more formal assessment of achievement, or some kind of collecting of judgements, is necessary. On the other hand, if a teacher wants to know whether pupils have understood instructions about what clothing to bring for a school trip, the easiest and most natural approach is informal – simply to ask them, as a group or as individuals.

b. **Continuous or Final**

Continuous assessment is often thought to be good for pupils who are more anxious than their fellows, but Child (1977) points out that this can depend on the nature of the tasks,

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<sup>23</sup>E. C. Wragg, *Assessment and Learning in the Secondary School* (London: RoutledgeFalmer, 2001), 27.

because pupils who are faced with a series of appraisals that they cannot manage particularly well, may become demoralised. Continuous assessment, by offering regular feedback, may help to maximise concentration and attentiveness. If the subject of study is seen by pupils in a negative light and motivation is low, however, it may reduce time and effort spent on the programme of study. Where continuous assessment contributes to the final overall grade, it is much more similar, in its external importance and the way it may be perceived, to final assessment.

**c. Coursework or Examination**

One major concern when coursework and examinations are discussed is the matter of security and integrity. Badly monitored coursework is open to abuse, especially in the form of *plagiarism* – that is, passing off someone else’s work as your own. Coursework must be carefully monitored if it is to be taken seriously. The issue for society is very much concerned with the integrity of the award on offer.

Nonetheless, most people have to be able to recall information, or demonstrate their knowledge and skill instantaneously, at some time or other. Formal examinations may be unreal in daily life but, if well conceived, they do offer the opportunity to check pupils’ own learning and their ability to apply it. If the results of coursework and examination evaluation are feed back to children, then both can be valuable sources of information for future learning.

d. **Written or Oral**

There are two considerations when written and oral assessments are being undertaken. The first is the nature of the knowledge or skills being appraised. If certain aspects of subject areas such as spoken language in the first or second language, musical performance, or drama are being assessed, then it might in any case be more valid to test these orally.

The second issue is related to purpose, time and feasibility. If a semi-permanent record is required that can be studied, analysed and consulted again on future occasions, by teacher or pupil, then written work may be more useful than sets of cassettes, videos, or recourse to memory. If the assessment is informal and immediate, then it is often best tackled as a natural part of oral classroom discourse: a question and answer, a comment from the teacher, an explanation from a pupil with a teacher's response. Equally, however, very rapid written responses can be obtained: a short written statement from pupils, a quick pencil and paper test, a few multiple-choice items.

e. **Individual or Group**

Most formal assessment tends to be of the work of individuals, and most records are kept under the name of each pupil separately. Much of the time this makes good sense: children are different from each other in their speed of learning, the amount of work they put in and the degree of knowledge and skill they acquire. It seems only right, therefore, to keep personal records of each pupil in the class, especially as the day will come when they have to take public examinations, apply



for jobs, or seek entry to further or higher education as individuals, and will be judged on their own proficiency, not that of others. On some occasions members of the class actually work in teams, and their work may need to be assessed on either an individual or a group basis.

In some cases, teachers invite pupils to make a self-assessment. This is a perfectly legitimate strategy, but one which must also be handled with extreme care. Younger pupils sometimes have little experience on which to base a critical self-evaluation, and adolescents are often afraid of appearing to sponsor themselves in case it is at the expense of their colleagues. Group assessments are not easy to carry out, but so much of adult life consists of teamwork that it would be a pity if the difficulties ruled them out.<sup>24</sup>

Besides, there is other type of assessment named authentic assessment. Nurgiyantoro states that “Authentic assessment model today is much discussed on world of education because this model is recommended, even it should be emphasized, its use in result assessment learning activity. Authentic assessment is a form task that asks learner to show the performance as done in the real world significantly which is the application of the knowledge essence and skills.”<sup>25</sup>

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<sup>24</sup>E. C. Wragg, *Assessment and Learning in the Secondary School* (London: RoutledgeFalmer, 2001), 7.

<sup>25</sup> Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*, (Yogyakarta : BPFY-Yogyakarta, 2014) 305.

Here Nurgiyantoro also mention the types of authentic assessment :

- a. **Performance assessment (*performance assessment*)**. It is intended to test the learner's ability in demonstrating their knowledge and skills, test what they know and can do, as found in real situations and in certain contexts.
- b. **Oral Interview (*oral interview*)**. In the authentic assessment context correct or incorrect learner's language is not only assessed on provision structure and vocabulary, but provision or clarity of information submitted as well as the language function as a means of communication.
- c. **Open questions (*constructed-response items*)**. Assessment conducted by asking a question (stimulus) or tasks that must be answered or performed by students in writing or orally.
- d. **Retelling the text or story (*story or text retelling*)**. Retelling discourse that heard or read can be done orally or in writing. So, in principle an integration between multiple language skills is happen.
- e. **Portfolio**. The portfolio is learner's collected works that collected intentionally, planned, and systemic then carefully analyzed to indicate the progress of them every time.
- f. **Project**. Learners need to be trained to work together with their friends in small groups (e. g, three person), to produce a certain work that make proud for them. The assignment to

produce the work in relation with the assessment of learning result is known by project.<sup>26</sup>

Based on the statement above and the findings that found by the writer through observation and interview, teacher conducted speaking assessment through role play in drama and students' presentation in front of class individually. Besides, teacher also provide the opportunity for students to express their opinion from asking question. So it can be indicate that teacher uses performance assessment, oral interview and open questions (constructed – response items).

## **C. Technique Assessment of Speaking**

### **1. Definition of Assessment Speaking**

Assessing speaking will help learners in building a strong foundation in their literacy skill and raising their awareness about the language they are using, if it is implemented appropriately and using appropriate tasks.

In assessing speaking, teachers need to organize and conduct assessments that are able to measure their language use ability in speaking through suitable assessment technique. It can be through interviews, observation, pair-work task and group interaction.<sup>27</sup>

Luoma states in her book, *Assessing Speaking* is: The assessment is given as an analytic profile, and the features

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<sup>26</sup> Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*, (Yogyakarta : BPFE-Yogyakarta, 2014) 315.

<sup>27</sup> A. Pinter. p.133

assessed are intelligibility of pronunciation, vocabulary, grammar and fluency.<sup>28</sup>

The objective of teaching spoken language is the development of the ability of interacts successfully in that language, and that this involves comprehension as well as production. The basic problem in testing speaking/oral ability is essentially the same as for testing writing.

## 2. Types of assessment speaking

According to Brown, there are some assessments for speaking:

- a. Fluency: the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message accross with whatever resources and abilities they have got, regardless of grammatical and another mistakes.
- b. Pronunciation: errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.
- c. Grammar: able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
- d. Vocabulary: able to speak the language with the sufficient vocabulary to participate effectively in most formal and informal conversations practical, social, and professional topics.

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<sup>28</sup>Sari Luoma. *Assessing Speaking*, (---: Cambridge University Press, 2004), p 123

- e. Comprehension: quite complete at a normal rate of speech and understand any conversation within the range of the experience.<sup>29</sup>

Then Hughes suggest the criteria for assessing speaking ability as follow:<sup>30</sup>

**Table 2.1 :Scores Criteria**

(Adapted from *Techniques in Testing for Language Teacher and Modified by the writer*)

Weighting Table							
Proficiency Description	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
<b>Total</b>	<b>16</b>	<b>33</b>	<b>50</b>	<b>65</b>	<b>82</b>	<b>99</b>	

Level	1. Accent	
	Score	Criteria
1	0	Pronunciation frequently unintelligible
2	1	Frequent gross errors and very heavy accent can make

<sup>29</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (---: Longman, 2004), P 172

<sup>30</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge : Cambridge University Press, 1989), 111

		understanding difficult, require frequent repetition.
3	2	Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	2	Marked foreign accent and occasional mispronunciation which do not interfere in grammar or vocabulary.
5	3	No conspicuous mispronunciation, but would not be taken for native speaker.
6	4	Native pronunciation, with no trace of foreign accent.
Level	2. Grammar	
	Score	Criteria
1	6	Grammar almost entirely in appropriate or inaccurate phrases.
2	12	Constant errors showing control of very few major patterns and frequently preventing communication.
3	18	Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	24	Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.
5	30	Few errors, with no patterns of failure.
6	36	No more than two errors during the interview.

Level	3. Vocabulary	
	Score	Criteria
1	4	Vocabulary inadequate for even the simplest conversation.
2	8	Vocabulary limited to basic personal and survival areas.
3	12	Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
4	16	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	20	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.
6	24	Vocabulary apparently as accurate and extensive as that an educated native speaker.

Level	4. Fluency	
	Score	Criteria
1	2	Speech is so halting and fragmentary that conversation is virtually impossible.
2	4	Speech is very slow and uneven except for short and routine sentence,
3	6	Speech is frequently hesitant and jerky; sentences may

		be left uncompleted.
4	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	10	Speech is effortless and smooth, but perceptibly nonnative in speech and evenness.
6	12	Speech on all professional and general topics as effortless and smooth as a native speakers.

Level	5. Comprehension	
	Score	Criteria
1	4	Understands too little for the simplest type conversation.
2	8	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	12	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	15	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	19	Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptyionally rapid or slurred speech.



6	23	Understands everything in both formal and colloquial speech to be expected of an educated native speaker
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Here, we can know types of assessment speaking according to Brown and Hughes there some aspects or criteria that should be used in assessing speaking. Brown and Hughes use some of the same criteria, they are: fluency, grammar, vocabulary, and comprehension. Besides, Brown uses ‘pronunciation’ to assess the accuracy of students’ speaking skill while Hughes uses ‘accent’ to assess students’ pronunciation.

Based on the statement above and the findings that found by the writer through interview, that teacher focuses on four aspects in assessing students’ speaking skill. Four of them are pronunciation, grammar, fluency, and comprehension that used by the teacher.

However, one of the great difficulties in testing speaking is the assessment itself and the scoring process. The speaking tasks is preferably recorded and the scoring done from the tape.

Aspects of speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, and content.<sup>31</sup>

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<sup>31</sup> Sawsan Ahmed & Abdulmir Alamin, 'Assessing Speaking Ability in Academic Context for Fourth Year Taif University Students', Vol. IV, No. 6, (November 2014), 97.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research methodology

In this research, the writer uses a qualitative research to know the real data that got from the respondent. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to contexts or situations beyond those in which the data were collected).<sup>32</sup>

In investigating the speaking assessment technique, the writer using case study. Methodologically, the case study is a 'hybrid' in that it generally utilizes a range of methods for collecting and analyzing data, rather than being restricted to a single procedure.<sup>33</sup> Besides, on Nunan's book "Research Methods In Language Learning", Adelman, Jenkins and Kemmis (1976) state that a case study should not be equated with observational studies as this would rule out historical case studies, that case studies are not simply pre experimental, and that case study is not a term for a standard methodological package.<sup>34</sup>

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<sup>32</sup>David Nunan, *Research Methods In Language Learning*, (New York : Cambridge University Press, 1992), 3.

<sup>33</sup>David Nunan, 3.

<sup>34</sup>David Nunan., 74.

## **B. Place**

The research will be conducted at MTs Miftahul Huda Pasirangka on 2<sup>nd</sup> - 1 class, this school located in Pasirangka, Tigaraksa, Tangerang. In academic years of 2016/2017.

## **C. Subject, Object, and Source of Data**

### 1. Subject of the research

Subject of the research is the English teacher in MTs Miftahul Huda Pasirangka in the 2<sup>nd</sup> - 1 class.

### 2. Object of the data

The object of this research is the teacher's technique in the assessment of students' speaking skill.

### 3. Source of data

In this research, the writer chooses a teacher of the second grade of MTs Miftahul Huda who using speaking assessment technique in assessing students' speaking skill.

## **D. The Research Instrument**

Research instrument is a facility that use by the writer in collecting data. The instrument of this research is observation and interview the English teacher. The writer will be conduct the observation to know the teacher activity while she doing teaching learning activity especially in teaching speaking skill. Then the writer will be conduct interview to the teacher also to support the data gotten from the observation. The interview uses Bahasa Indonesia in order to make the interviewee relax and to avoid

misunderstanding between interview and interviewee during the interview process.

### **E. The Technique of Data Collecting**

To get data wanted there are two instruments used to collect the data for this study through are:

#### 1. Observation

Observation itself is a person's ability to use the observation through the senses work assisted by other senses.<sup>35</sup>

The writer will be conduct the observation to know the teacher activity while she doing teaching learning activity especially in teaching speaking skill.

#### 2. Interview

Interview is a method of data collection in the form of two or more people meeting directly to exchange information and ideas with question and answer orally till it can be built meaning within a particular topic.<sup>36</sup>

Interview to English teacher to get more data and fact in the field about students' ability in speaking, how the teacher assess the students' speaking skill and to know what the teacher does in teaching speaking in the classroom.

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<sup>35</sup>Andi Prastowo, *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*, (Jogjakarta : DIVA Press, 2010), 27.

<sup>36</sup>Andi Prastowo, *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*, (Jogjakarta : DIVA Press, 2010), 146.

**F. The Technique of Data Analyzing**

In data analysis technique, the writer attempt to identify the data which had gotten from the observation and interview. The data will be analyze by using descriptive qualitative method.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

In this chapter, the writer presents the research findings. It reports the findings and result of the data collection. Detailed description of the result from this study is presented.

#### **A. Description of the data**

According to the statement of the problem, the research finding is presented the result of the research based on the statement of the problems. They are about teacher's assessment on students' speaking skill at the 2<sup>nd</sup> – 1 class of MTs Miftahul Huda Pasirangka, the aspects of speaking assessment that used by teacher at the 2<sup>nd</sup> – 1 class of MTs Miftahul Huda Pasirangka and teacher's implementation the assessment technique at the 2<sup>nd</sup> – 1 class of MTs Miftahul Huda Pasirangka.

These data had been collected by the writer during one week. Based on data collecting technique of this study, the data were collected through observation and interview. Place and time of observation in the classroom is presented in the following table. The writer is also taken the data of interview on Sunday, 2<sup>nd</sup> of April 2017.

**Table 4.1 Place and Time of Observation In the Classroom**

No.	Date	Day	Time	Class
1.	March 22 <sup>nd</sup> , 2017	Wednesday	14.30 – 15.05 WIB	II-1
2.	March 23 <sup>rd</sup> , 2017	Thursday	14.30 – 15.05 WIB	II-1

1. The Data from Observation as following:

- First observation : Wednesday, 22<sup>nd</sup> March 2017

Before observations began in 2<sup>nd</sup> – 1 class, the first teacher allows writer to convey that the writer will conduct observation for two days. During the observation takes place the writer put herself in an empty seat beside teacher's desk in the class to observe. It is intended in order to facilitate the writer to observe teaching learning activity in the class.

Class observed in the same size as the other class. The 2<sup>nd</sup> – 1 class consists of 34 students, they are 12 boys and 22 girls. Seating arrangements such as the class in general, is facing one direction with a distribution row seats to one seat students and one for teacher.

After allowing the writer to begin observation, teacher begin the teaching learning activity with a little review of the lesson at the previous meeting. While students review their lesson by responding teacher, the teacher looks around the class. When students mentioned some review of the lesson at the previous meeting by bilingual both Indonesian language and English, they trying to recall the lesson by using their own book, but teacher still appreciates them by giving compliment such as “good” or “excellent”.



Teacher gives opportunity for students to answer by using Indonesian language if they feel difficult to speak in English. Almost all of students always respond the teacher enthusiastically even they are respond the teacher by bilingual both Indonesian language and English, teacher still appreciates them and it motivates them in speaking English. Students give correct response and teacher gives assignments to the students that they should describe one of their teachers in the school. While teacher writes few names of teacher in the school, students also write on their own books. Teacher gives opportunity for the students to asking question about the assignments but students answer “no” and keep writing seriously. Then teacher around the classroom, watching students do assignments and says that the teacher will be assess their assignments through presentation on next meeting.

After about ten minutes, teacher asks students whether the assignments has been completed or not and some students answer “yes” but there are also some student who answer “no” and keep writing. Teacher asks students to collect their assignments on the teacher’s desk and asks to the other students to collect their assignments if bell is ringing. Before ending the lesson, teacher closing teaching learning activity by reciting “*Hamdalah*” together after all students collect their assignments.

- Second observation : Thursday, 23<sup>rd</sup> March 2017

Before starting the teaching learning activity in the 2<sup>nd</sup> – 1 class, teacher greeting and entering the classroom by spirit. After respond teacher's greeting, teacher asks the chief of classroom to lead a prayer before study and followed by a review about describing people. Teacher asks students to mention who is their favorite idol and describe them. After students mentioned and described some of their favorite idol by bilingual both Indonesian language and English for some students, they did it very enthusiastically.

Then teacher chooses one student to describe his favorite idol and the student respond it by bilingual to describe his favorite idol. Teacher says “good” as appreciate for the student. Teacher choose another student to describe her mother and the student respond it by mention some adjectives to describe her mother. Teacher says “nice” as appreciate for the student.

Teacher provides the opportunity for students to mention their favorite idol and describe the idol. One student raises his hand quickly, he mentions one person as his favorite idol and describe it. Even the student did it by bilingual both Indonesian language and English, teacher keep giving appreciate for the student.

Then teacher go on by choosing one student and asks him to describe his father. Student describes his father by confidence even sometimes he mentions some vocabulary incorrect. After teacher appreciates the student, teacher asks

another student to describe his seatmate. Slowly, but the student can describes his seatmate. Teacher appreciates by saying “awesome” and asks all of student to give applause because they are very spirit.

While teacher continuing the learning activity by keep standing in front of class, teacher asks the students to describe Tukul Arwana. Students look excited when teacher asks them to describe Tukul arwana, they immediately describe Tukul Arwana while occasionally laughing. Teacher give applause for the students followed by them and appreciates them by saying “bravo”.

Then teacher starts assessment through presentation by choosing five students to present their work in front of class even some of them looks doubtful but the five student that selected prepare themselves to present their work in front of class. Teacher calls the first of five students to present their assignment on previous meeting in front of class. While the first student presents his assignment, another student pay attention seriously. The first student present his work by speaking slowly, stumbling, occasionally think how to pronounce and less fluent. After appreciated first student by saying “good” and give applause, teacher calls the second student to presents his assignment in front of class. The other students are pay attention to the second student. While the second student presents his assignment, he presents his work by speaking too fast and less fluent. Teacher asks students to give applause and appreciates the second student by saying “OK, good” and next by calling

the third student to present her work in front of class. The third student presents her work by speaking rather fluent and good intonation than previous student.

Before teacher calls the fourth student, teacher asks another student to keep watching when there is student who presents his/her work in front of class. The fourth student presents her work by speaking quickly and rather fluent. Teacher appreciates the fourth student by saying “good” and asks another student to give applause. Then teacher go on by calling the fifth student to present her work in front of class. The fifth student presents her work by speaking quickly and less fluent.

After appreciated the fifth student and gave applause, teacher asks students to prepare their books because the teacher will give assignments related to descriptive text from English book. When teacher wrote the assignments on the whiteboard, teacher explains the assignments briefly. Students pay attention seriously and keep writing the assignments. The assignment is related to descriptive text, it consist five short sentences and students just give circle for adjective and underline for noun.

Before return to the seat, teacher provides the students to ask question if there is any problem from the assignment given. Students answer “no” and keep doing the assignment seriously. After about ten minutes teacher asks students to collect their work on her desk and close the learning by reciting “*Hamdalah*”.

2. The Data from Interview as following:

- Interview on Sunday, 2<sup>nd</sup> April 2017

Mrs. R as English teacher at 2<sup>nd</sup> – 1 class began teaching on 2009 at SDIT TARMUB but she taught on the field of religion and began teaching English at MTs Miftahul Huda exactly on 2013/2014 school year. As preparation before teaching at 2<sup>nd</sup> – 1, Mrs. R prepare the curriculum according to the curriculum used in the school, that is curriculum of 2013. Not only that, she also prepare the teaching material and to condition students in order to be conducive during the teaching learning activity.

Some of difficulties which was found by her during teaching English at 2<sup>nd</sup> grade such as lack of students ability to understand when teacher conveys the teaching material or assignment on 2<sup>nd</sup> – 2 and 2<sup>nd</sup> – 4. Teacher thinks it caused by students' view on English, they think that English is difficult lesson. Although sometimes when Mrs. R teaches at the class both 2<sup>nd</sup> – 2 and 2<sup>nd</sup> – 4 they always ask how the way to pronounce some words, they are not be able to communicate by using English. So Mrs. R thinks that 2<sup>nd</sup> – 1 and 2<sup>nd</sup> – 3 class are better to respond her in teaching learning English than 2<sup>nd</sup> – 2 and 2<sup>nd</sup> – 4 class, because 2<sup>nd</sup> – 1 and 2<sup>nd</sup> – 3 are be able to respond her even sometimes they respond by bilingual or using Indonesian only. Mrs. R adds that all of 2<sup>nd</sup> grade are quite difficult to bring their dictionary for every English class, some students must be give various of reason why they are not bring

their dictionary on English class. Some students are say that their dictionary lost or they have not bought dictionary.

To solve that case, Mrs. R makes an obligation to every student for memorize ten of vocabularies every meeting in order to make them both teacher and students can communicate easily and sometimes teacher gives students some texts to be use for practice reading together. Mrs. R feels the solution is can be effective in teaching learning English at the 2<sup>nd</sup> grade, because she said that students can respond her little by little. Besides, there is problem in teaching English on 2<sup>nd</sup> – 1 class too. The problem teaching English at 2<sup>nd</sup> – 1 class is speaking. Even some students have good speaking skill, but there are another student still can not reading correctly or sometimes they also can not pronounce it fluently. As the solution of the problem, teacher gives text and practices it with the students. Sometimes Mrs. R gives students puzzle or scrabble to make students more excited in learning English and she thinks it still can not be effective way to encourage students' comprehension, because she needs more media to facilitate students in learning English. In Mrs. R's view, teaching English at 2<sup>nd</sup> – 1 class yet 100% but she was grateful because they can respond when teacher said something or asked them by using English.

Mrs. R uses written test and then presented the result by students in front of class individually as speaking assessment, because she thinks that from that way she can assess how many the vocabulary they have understood and how far their understanding of grammar easily. She got the source from

training implementation of curriculum 2013 that held by Mudir Ma'had. She also said that there are four aspects that include in the speaking assessment technique: (1) pronunciation (2) grammar (3) fluency and (4) comprehension.

As her consideration, she thinks that it can be effective because when students know what are the aspects that will be assessed, they feel challenged and try to be more carefully when they perform. Besides, Mrs. R uses role play in drama as another speaking assessment technique and she thinks that there is no differences between presentation and role play in drama but she added that role play in drama is more effective than presentation because teacher can assess they comprehension in making dialogues for drama.

## **B. Analysis of the Data**

From the data collected, the writer would like to identify the teacher's assessment on students' speaking skill, the aspects that used by the teacher to assess students' speaking skill and Teacher's implementation the assessment technique that used at the 2<sup>nd</sup> - 1 class.

### **1. Teacher's assessment on students' speaking skill at the 2<sup>nd</sup> - 1 class of MTs Miftahul Huda Pasirangka**

According to the result of the observation and interview since 22<sup>nd</sup> of March 2017 – 2<sup>nd</sup> of April 2017, the writer as a human instrument directly observed the teacher's assessment in students' speaking skill at the 2<sup>nd</sup> - 1 class, what are the aspects that used by the teacher to assess students' speaking skill at the 2<sup>nd</sup> - 1 class and the teacher's implementation the assessment

technique at the 2<sup>nd</sup> - 1 class. To get valid data, besides writing the observation sheet, the writer also did interview to the teacher of 2<sup>nd</sup> - 1 class. The interview was carried out after taking classroom observation to find out both teacher's consideration and the reason in using speaking assessment technique includes the aspects that used in assessing students' speaking skill at the 2<sup>nd</sup> - 1 class. The interview was used to support the data observation. The interviews' question related to the points that observed in the classroom observation. This paper was focused in speaking skill, from the observation and interview the writer found that teacher does assessment by giving writing task to the students and she asks them to present it in front of the class one by one person. Teacher thinks that it can make she knows both how many the vocabulary they have understood and how far their understanding of grammar easily. Even she makes an obligation to every student for memorize ten of vocabularies every meeting. Teacher did not using any support tools to do assessment such as recorder or another tool, but she does assessment based on module that she got from training implementation of curriculum 2013 that held by Mudir Ma'had.

Based on the observation which was held on Thursday, 23<sup>rd</sup> March 2017 teacher encourages students speaking skill by doing interactive learning through asking question to the students while students respond her even they not yet respond by using English correctly, they respond teacher bilingual enthusiastically. Then not only that, teacher also provides



opportunity for students to express their opinions. After that, teacher gives feedback such as giving compliment to the students and motivates them. It can be conclude that assessment in speaking can be carried out in teaching learning process at class by doing the activities which was mentioned above that conducted by the teacher. Teacher thinks that it can be effective way for her to do assessment on students' speaking skill at 2<sup>nd</sup> - 1 class of MTs Miftahul Huda. Besides, teacher also conducts role play in drama that did by students, it appropriated with teaching materials that will be implemented. According to the teacher that from this way students' speaking skill can be assessed such as on their fluency and comprehension individually is more effectively than giving writing tasks and ask students to present it in front of the class one by one, even teacher just give text about the drama then students improve it to be dialogues in group and teacher said that there is no differences between these assessment.

## **2. The aspects that used by the teacher to assess students' speaking skill at the 2<sup>nd</sup> - 1 class**

Based on the result of the interview which was held on Sunday, 2<sup>nd</sup> of April 2017, the teacher used several aspects in speaking assessment. They are : pronunciation, grammar, fluency and comprehension. Teacher said that from doing assessment on pronunciation be able to make her sure for students speaking correctly. Then grammar for students speaking appropriately. From fluency and comprehension

teacher be able to know how far students' understanding about what they are saying, sometimes there are students that did not understand what they say even their speaking fluently.

### **3. Teacher's implementation the assessment technique that used at the 2<sup>nd</sup> - 1 class.**

Based on the result of the observation which was held on Thursday, 23<sup>rd</sup> March 2017, the teacher does assessment to the students through students' presentation that shown in front of the class one by one person by using rubric on module that she got from training implementation of curriculum 2013 that held by Mudir Ma'had. Teacher calls students one by one to present their work then assess them using the rubric with four aspects that was mentioned on previous paragraph.

## **C. Discussion**

According to the result of the observation which was held on Wednesday, 22<sup>nd</sup> March 2017 and Thursday, 23<sup>rd</sup> March 2017, the writer presents the description of phenomena being observed in this research that assessment is not only can implement through test and the teacher implements assessment while in teaching learning at 2<sup>nd</sup> – 1 class of MTs Miftahul Huda.

The teacher encourages students such as when teacher asks students about what lessons they have learned at previous meeting or about their favorite idol, then asks them to describe it and teacher gives feedback such as compliment or motivation to the students, so that they are motivated and be more spirit to practice their speaking skill. Even

the teacher provides opportunity to the students to express their opinion about something.

Besides, teacher also conducts the assessment through students' presentation in front of the class and role play in drama by using text that given from the teacher so students improve it to be dialogues.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this chapter, the writer would like to conclude of the research based on the analysis data described at the previous chapter as follows:

1. Assessment which was held by the teacher is not only written test and students perform but also in asking question, opportunity to express students' opinion that provided by the teacher and appreciation from the teacher as feedback and motivation for students in learning English.
2. The aspects of speaking assessment that used by the teacher are: (1) pronunciation (2) grammar (3) fluency and (4) comprehension.
3. Teacher's implementation the assessment technique at 2<sup>nd</sup> – 1 class is through students' presentation in front of the class individually and role play in drama that students make the dialogue by themselves from text given.

#### **B. Suggestion**

Dealing with the conclusion above, the writer would like to offer some suggestions which may be useful in improving students' English ability, especially to assess students' speaking skill.

1. Teachers have to be able find another assessment technique from any sources in order to know the students' comprehension from the assessment result.

2. Teachers should be able to be more creative by providing simple media support as example through some games in order to make students more active to practice their speaking skill and another skills. Moreover, students also be more spirit and confident in learning English. So, do not make the limit as a weakness.
3. Teachers should be able to provide an alternative for students who have problems to bring or buy their own dictionary.
4. Teachers can take advantage of facilities held in school such as language laboratory or asking to schools to be function.
5. The next researchers can continue this research in another time or in the future, it may be about assessment both speaking with another assessment technique or the other skill. The writer expected to further the next researchers to conduct the research better.

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# APPENDICES

## INTERVIEW

Hari/Tanggal : Minggu/02 April 2017

Tempat : MTs Miftahul Huda

Interviewee : Mrs. R (guru Bahasa Inggris)

Interviewer : Rizky Awalia Priska Yanti

1. Q Dimana sebelumnya Ibu mengajar? Sudah  
: berapa lama Ibu mengajar Bahasa Inggris?  
Khususnya di kelas MTs MH?  
A Saya awal mengajar tahun 2009 di SDIT  
: TARMUB tapi mengajar di bidang agama,  
kemudian mulai mengajar Bahasa Inggris di  
MTs Miftahul Huda tahun ajaran 2013/2014  
tepatnya.
2. Q: Apa saja persiapan Ibu sebelum mengajar?  
A Menyiapkan RPP sesuai kurikulum yang kita  
: pakai disini yaitu kurikulum 2013 juga  
materi pelajarannya, kemudian  
mengkondisikan siswa di kelas agar kegiatan  
pembelajaran bisa kondusif.
3. Q Apakah selama mengajar ada kesulitan yang  
: berarti yang pernah Ibu temui?  
A Kesulitan yang sering saya temui itu seperti  
: misalnya di kelas 2 MTs ini yaitu di kelas 2 –  
2 dan 2 – 4, mereka masih kurang nyambung  
kalau saya menyampaikan sesuatu dan  
mereka itu selalu menganggap Bahasa  
Inggris itu pelajaran yang sulit. Mereka juga  
sering bilang ke saya “Miss ini gimana  
bacanya?” atau “gak bisa bacanya gimana  
miss?” mereka itu kurang bisa untuk diajak  
berkomunikasi. Jadi yang masih agak  
mendingan itu kelas 2 – 1 dan 2 – 3, karena

mereka masih bisa merespon walaupun belum bisa menjawab menggunakan Bahasa Inggris. Walaupun tetap saja semua kelas 2 itu sering susah kalau disuruh bawa kamus, pasti mereka selalu alasan lupa atau hilang dan belum beli karena belum ditengok.

4. Q Kemudian adakah solusi untuk hal tersebut?  
:  
A Saya mewajibkan hafalan kosakata 10 kata perhari (setiap pertemuan) disetor ke saya supaya bisa mempermudah mereka dalam berkomunikasi juga dikasih teks-teks untuk latihan baca bersama.
5. Q Apakah solusi tersebut dapat mempermudah Ibu dalam mengajar?  
:  
A Ya itu mempermudah, karena seiring pembelajaran sedikit-sedikit mereka mulai bisa diajak berkomunikasi.
6. Q Menurut Ibu adakah masalah pengajaran Bahasa Inggris di MTs MH khususnya di kelas 2-1?  
:  
A Ya di kelas 2 – 1 itu masalahnya di speaking, karena daya dukung yang kurang juga walaupun ada sebagian siswa yang bagus di speaking-nya, sebagian juga cara baca dan melafalkannya masih kurang. Mereka juga agak susah kalau disuruh bawa kamus.
7. Q Kemudian bagaimana upaya Ibu mengatasinya?  
:  
A Saya kasih teks supaya mereka bisa berlatih membaca dibimbing saya berikut cara pelafalan yang baik dan yang benar. Kadang juga dikasih puzzle atau scrabble. Mereka senang kalau dikasih tantangan gitu. Jadi mereka bakal cari tahu misalnya diminta cari Bahasa Inggris dari kata menyapu, sedangkan dihuruf pertamanya itu S untuk

‘sweep’ yang artinya menyapu kan bukan B untuk ‘broom’ gitu jadi mereka semangat kalau ada medianya.

8. Q Apakah menurut Ibu upaya tersebut efektif?  
:  
A Menurut saya masih belum, masih perlu  
:  
banyak tambahan dan media lain untuk anak-anak belajar jadi tidak hanya itu aja. Fasilitas untuk pendukung belajar pun diperlukan.
9. Q Bagaimana pengajaran skill speaking di kelas  
:  
2-1 MTs MH menurut Ibu?  
A Walaupun belum sampai 100% tapi  
:  
alhamdulillah ya di kelas 2 – 1 mereka sudah bisa merespon ketika guru bertanya, jadi mereka sudah paham apa yang guru sampaikan.
10. Q Apakah tehnik penilaian yang Ibu gunakan  
:  
untuk menilai skill speaking pada kelas 2-1 MTs MH?  
A Dari tes tulis dan mereka presentasikan satu  
:  
persatu, karena kan dari perform nanti ketauan siapa saja yang sudah bagus dan masih kurang. Sumbernya saya dapat dari pelatihan implementasi kurikulum 2013 yang waktu itu diadakan oleh Mudirul Ma’had yang mengundang pengawas sekolah dari Depag berupa modul gitu.
11. Q Aspek apa sajakah yang terdapat dalam  
:  
tehnik penilaian skill speaking pada kelas 2-1?  
A Kalau aspek-aspeknya itu ada pronunciation  
:  
kan untuk pengucapannya terus grammar tata bahasanya gitu, fluency, dan comprehension jadi paham atau tidaknya mereka berbicara gitu. Takutnya kan speaking-nya lancar tapi ternyata dia belum paham apa yang

dibicarakan gitu.

12. Q Apa yang menjadi pertimbangan Ibu dalam menggunakan tehnik tersebut?  
: menggunakan tehnik tersebut?  
A Menurut saya itu efektif, kita lihat si anak  
: kan sudah diberitahu kriteria-kriteria apa saja yang akan dinilai, nah pasti dari situ saja anak merasa tertantang dan berusaha supaya speaking-nya tidak sembarangan, seperti misalnya pronounce-nya lebih hati-hati gitu. Kalau kendalanya sih ya dari anak itu sendiri ya, karena kan ternyata ada saja anak yang masih belum bisa mencapai standar penilaiannya gitu. Misalkan dilihat jumlah kalau dipersentasi itu mungkin sekitar 30% anak yang masih perlu diperhatikan lebih dan 70% yang sudah bagus.
13. Q Adakah tehnik lain yang Ibu gunakan?  
:  
A Tehnik lainnya itu saya menggunakan penilaian berpasangan, role play di drama  
: gitu.
14. Q (Jika ada) bisakah Ibu jelaskan seperti apa tehnik lain yang Ibu gunakan dalam menilai skill speaking siswa?  
:  
A Jadi dari situ (penilaian berpadangan dan role play di drama) kita bisa nilai per individu. Mereka saya kasih teks cerita dan mereka improve untuk membuat dialogue.
15. Q (Jika ada) apakah ada perbedaan atau persamaan antara tehnik yang pertama dengan yang kedua?  
:  
A Tidak menurut saya sama aja.  
:
16. Q Menurut Ibu manakah tehnik yang lebih efektif untuk di aplikasikan/digunakan?  
:  
A Menurut saya, tehnik yang lebih efektif itu  
:

melalui role play di drama.

17. Q Bisakah Ibu jelaskan mengapa demikian?  
:  
A Karena dari situ (role play drama) kita bisa  
: lihat kemampuan berbicara per individunya  
ya, walaupun waktu buat dialogue-nya itu  
berkelompok.

Saya kira cukup sampai disini wawancara kita, terimakasih atas bantuan Ibu, Ibu sudah banyak memberikan bantuan kepada saya. Semoga melalui proses wawancara ini kita mendapatkan manfaat dan bisa dijadikan sebagai pengalaman bagi saya sendiri khususnya.