EXPLORING THE ASSESSMENT IN SPEAKING CLASSROOM

THESIS

Submitted by

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2020 M / 1441 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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for Bachelor Degree of Education in English Language Teaching

On:

Monday,

13 January 2020

17 Jumadil Awal 1441 H

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Saya yang membuat surat pernyataan

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah, praise be to Allah, Lord of Almighty; the most Exalted; the Compassionate and the Merciful; the King who Own the power over all the creatures; He, who always blesses and gives the researcher strength, health, and passion to accomplish this thesis. Peace and salutation might be always granted to the noble prophet Muhammad (PBUH) whom together with his family and companions has struggled wholeheartedly to guide his *ummah* to the right path.

I express my sincere and deepest gratitude to my supervisor, Dr. Maskur, M.A as my first supervisor and Rahmi Fhonna, M.A as my second supervisor for their expertise, invaluable guidance, constant encouragement, affectionate attitude, understanding, patience, and healthy critic added considerably to this thesis. Then I would like to thank to lecturers and students who have participated as respondents of my thesis.

Furthermore, appreciation and thanks are to my beloved parents, Marzuki Latief and Rohani Umar who have given me love, support, care, affection and attention. May Allah SWT always bestow them grace, health, and blessings in the world and in the hereafter. I also dedicate my thanks to all my beloved sisters, Fathiya, Ida Lestari, Rahmi Soraya and to the one and only my little brother, Noval Maulana, for supporting and loving me.

Last but not least, my great appreciation goes to my best friends who have supported me endlessly to finish this study. In addition, my sincere thanks to all member of Unit 03 for the lovely and unforgettable moments we have had in the last four years. I also would like to thanks to all my colleagues in the campus and outside the campus that I cannot mention all of them here.

Eventually, the researcher does realize that this thesis is far from perfection. Therefore, any comments and suggestions are indeed welcome to the improvement of this thesis. Finally, I hope this thesis will be useful for me and all the readers.

Banda Aceh, 13 January 2020

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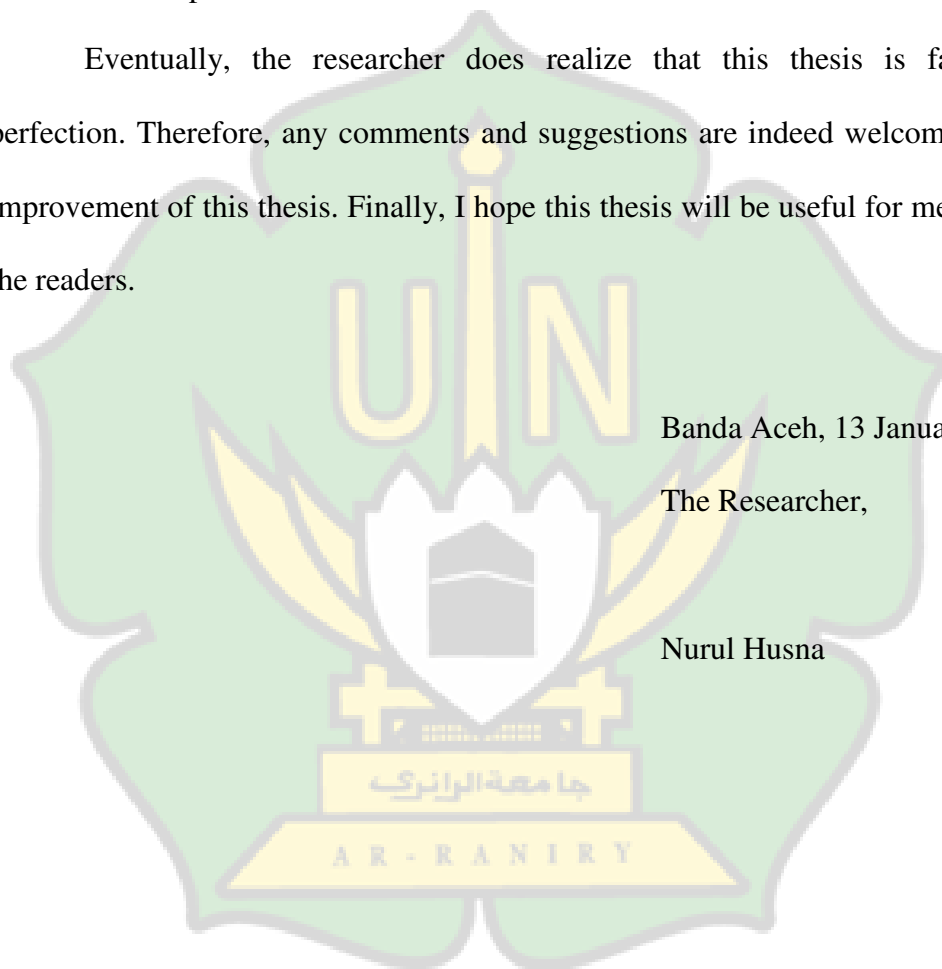
ABSTRACT

Name : Nurul Husna

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Major : Department of English Language Education

Thesis working title : Exploring the Assessment in Speaking Classroom

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Keywords : Speaking Assessment; Lecturers' Strategies; Students' Challenging

In speaking assessment, the lecturers pay more attention of how to develop students' speaking skill rather than assessing the speaking itself. Moreover, EFL students usually face some challenges in speaking classroom. The aims of this research are to investigate kind of assessment used by lecturers in the speaking classroom and to explore the EFL students' challenges towards the assessment in speaking classroom. This research was conducted in *Fakultas Tarbiyah dan Keguruan* Department of English Language Education. The subject of the research were 5 English teachers who have been teaching speaking for five years and 100 students in the seventh and ninth semester at academic year 2016 and 2015 who had taken Public Speaking and English Language Assessment course. This research implemented mix method by using interview and questionnaire and it was analyzed descriptively. The result of this research revealed that: all lecturers' put their objectives in assessing students' speaking skills as encouraging students' self-confidence; most of lecturers point out that vocabulary and pronunciation are the main criteria to be assessed in speaking rather than others; the lecturers give various performance tasks based on students' interests, prior knowledge and speaking class level; all lecturers use both of formative and summative tests in speaking classroom; all lecturers react to the students' performance by giving them verbal feedback; and there are various agreements towards the challenges faced by students in speaking classroom. This research can be used for lecturers as an overview to overcome the students' challenges toward assessment in speaking classroom.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Along with the development of the curriculum, the government and teacher in Indonesia pay more attention of how to improve or develop speaking skills for students. However, how to evaluate the speaking itself is not the main focus. Listening, speaking, reading and writing are the basic skills which stand as the prominent part of the teaching and learning process in UIN Ar-Raniry. Instead of assessing four basic skills, speaking skills have rarely been assessed in the public sector of educational institutions. Assessment should be regarded as an integral part of teaching and learning process, it means that teaching methods and assessment have to be in accordance with the learning objectives. Fulcher (2003) says that the success of a learning process is determined by the assessment result.

Many teachers do not aware of in what way the speaking skill is assessed. The students only have to write their answer of the exams instead of speaking and teachers only provide the students' answering in writing form. Furthermore, assessment is an activity that engages both students and teachers in judgment about the quality of students' achievement or performance and inferences about learning that has taken place (Sadler,2005).

In the 20th century, assessing the learners' oral production is the central concern of various scholars (Luoma, 2004). According to Stephard (2000), classroom assessment refers to the "kind of assessment that can be used as part of instruction to support and enhance learning". As the foregoing discussion, teaching assessment is very essential for students in helping them to gain the strategies necessary for developing their speaking and oral presentation skills.

As it can be understood from the foregoing discussion, the assessment and speaking skill are interrelated. The result obtains from the assessment in classroom can be used by teacher to enhance students' speaking skill. On the other hand, students can use the result of speaking assessment to improve their speaking skill because the students know which areas and components need to be improved. Thus, the author seeks for the lecturers' ways of assessing speaking in teaching and learning process which might improve the students' speaking proficiency.

In providing the assessment of speaking in the classroom, English language students usually face different challenging toward assessment in speaking classroom. O'Malley and Pierce (1996) state that there are three challenges of assessing speaking in the classroom which are determining the time allotment, teachers who assess speaking in the classroom and determining evaluation criteria. Moreover, some of the most common problems related to students' speaking skills are the lack of cohesive elements when giving a presentation, the lack of an adequate introduction and conclusion, failure to use the visual aid successfully, etc. The problems identified above due to lack of assessment of speaking skills, learners do not pay attention to it, thus graduates

have low oral skills (Sarwar, *et al*., 2014). Therefore, the researcher argues that assessment must be existed obviously in the teaching and learning process in order to assess students' speaking skill effectively and to achieve the learning purposes.

As a matter of fact, the assessment is considered as an essential activity in teaching and learning for improving the students' speaking skill ability. Thus, the purpose of this research is to discuss the interconnection between assessment and speaking skill development, and the challenges faced by the students in speaking classroom.

B. Research Question

Based on the background, I seek to answer the following questions:

1. What kind of the assessment do the lecturers use in speaking classroom?

2. What are the challenges faced by students in speaking classroom?

C. Aims of Study

1. To investigate kind of assessment used by lecturers in the speaking classroom.

2. To explore the EFL students' challenges toward the assessment in speaking classroom.

D. Significance of Study

1. For Lecturer

Theoretically, this study is hoped to be useful for the process of assessing speaking in the Department of English Education of UIN Ar-Raniry. In addition, the result of this study is expected to have benefit for English lecturer. The lecturers will identify the crucial aspects of assessment that must be addressed in teaching speaking and how important the speaking assessment must exist in teaching and learning process because it affects to the students' ability. The lecturers also know some of challenges that faced by students regarding with assessment itself. Accordingly, the lecturers are able to consider several things that might happen and challenge in the classroom. Because of awareness of the challenge, the teacher can apply assessment easily and smoothly in the classroom.

2. For Students

This research is expected to enrich the theory of how to make the English university students feel easy in achieving the target language by their own regulatory learning. Thus, the students are aware of their weaknesses and strengths in speaking so that they can deal with that by setting some targets. This study is also expected to be able to build their confidence and motivation in oral presentation, seminar, public speaking, meetings, interview and enhance their future study. In addition, this research has significance to be the reflection for English education students of UIN Ar-Raniry in understanding assessment in speaking.

E. Terminology

In order to avoid miss understanding, the researcher defines the following operational definition of this research as follows:

1. Assessment

Crooks (2001) states that assessment is any process that provides information about students' thinking, achievement and progress. Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis pronunciation (Luoma, 2004). From that definition, it seems that assessment can assist to promote learning that could engage and develop the sense of internal responsibility for their own learning. The researcher understands assessment as some activities of involving the students' reflection of their learning progress by using assessment activities in the classroom which provide by lecturer in order to gain the learning goals.

2. Speaking Classroom

Richards (2008) defines speaking as the natural language use which occur when a speaker engages in meaningful interaction and maintains and ongoing communication despite limitations in his or her communicative competence. Therefore, it is a skill that underlines social interactions. Moreover, Bora (2012, p.2095) states that speaking is used to fulfill certain goals, or to convey particular ideas, intentions, desires, preferences, or opinions. Speaking is one of language skills have to be mastered by English language learners in UIN Ar-Raniry. Speaking classroom is where the skill is taught. The mastery of speaking skills is

viewed as a necessity for most EFL and ESL learners (Richards, 2008). Therefore, in this study, the researcher will do the research of how the assessment in speaking takes place in the classroom toward the students of English Department.

CHAPTER II

LITERATURE REVIEW

A. Speaking Activities

1. *Types of Speaking*

Before assessing speaking, it is important to acknowledge five basic types of speaking. Brown (2004) proposes five types of speaking as explained in the following.

a. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

b. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

Some assessment tasks of Intensive Speaking:

1) Directed Response Task

2) Read Aloud Tasks

3) Sentence / Dialogue Completion Tasks and Oral Questionnaires

4) Picture-Cued Tasks

5) Translation (of Limited Stretches of Discourse)

c. **Responsive**

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

Some assessment tasks of Responsive Speaking:

1) Question and Answer

2) Giving Instructions and Directions

3) Paraphrasing

d. **Interactive**

The load and complexity of sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

Some assessment tasks of Interactive Speaking:

1) Interview

2) Role Play

3) Discussions and Conversations

4) Games

e. **Extensive**

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion it can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

Some assessment tasks of Extensive Speaking:

1) Oral Presentations

2) Picture-Cued Story-Telling

3) Retelling a Story, News Event

4) Translation (of Extended Prose)

2. Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Burns and Joyce (1997), there are three functions of speaking; talk as interaction, talk as transaction, talk as performance. Moreover, Richards (2008) argues each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what it is said as conversation. It is an interactive communication which done spontaneous by two or more persons. This is about how people try to convey his/her message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

In talk as transaction, the focus is more on message conveyed to make people understands what the speaker says clearly and accurately. In this type of spoken language, students and teachers usually focus on the meaning rather than interaction.

c. Talk as performance

In this case, speaking activities is more focusing on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, telling story, and so on.

According to Kingen (2000), speaking helps fulfill the following twelve functions:

1). Personal – expressing personal feelings, opinions, beliefs, and ideas.

2). Descriptive – describing someone or something, real or imagined.

3). Narrative – creating and telling stories or chronologically sequenced events.

4). Instructive – giving instructions or providing directions designed to produce an outcome

5). Questioning – asking questions to obtain information.

6). Comparative – comparing two or more objects, people, ideas, or opinions to make judgments about them.

7). Imaginative – expressing mental images of people, places, events, and objects.

8). Predictive – predicting possible future events.

9). Interpretative – exploring meanings, creating hypothetical deductions, and considering inferences.

10). Persuasive – changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11). Explanatory – explaining, clarifying, and supporting ideas and opinions.

12). Informative – sharing information with others.

3. The Challenges Found in Speaking Activities

Zhang and Burry-Stock (2003) argue that problems pertaining to assessment are overwhelmingly present in every performance assessment. In the present study, some of these problems are in the following:

a. Psychological factors, the ongoing assessment might keep learners on their nerves as they are constantly under control from both the teacher and their peers. In this way, the learners' level of anxiety can be increased, which might influence their oral performances negatively. The same finding is also shared by another research conducted by

Yan (2007, p.45) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak well. In addition, she states that students find speaking English a stressful activity if they have to perform something using English.

b. Knowledge factors, the learners' weak knowledge or unfamiliarity with some topics influences their performance and the way they are being assessed. Moreover, Huang (2004) conducted a research to explore the relationships among knowledge, anxiety, and integrated speaking test performance. One of this finding shown that knowledge strongly influenced integrated speaking performance though in an opposite manner.

c. Performance factors, the amount of support given to learners through assessment varies from one learner to another. According to Nation and Newton as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions can affect speaking performance.

d. Technical reasons, the hardships pertaining to the assessment of the learners' speaking performance though the use of technology comprises the difficulty in handling or in implementing the use of multimedia or digital devices.

Widiastuti (2007) states that speaking competency is a complex skill because it deals with crucial components such as; accuracy which consists of grammar and vocabulary, pronunciation, comprehension and fluency. Since speaking is considered as a complex skill in learning and teaching language, the teacher then should apply the appropriate assessment in the classroom because it is needed to measure the students' understanding and ability to absorb the lessons. Furthermore, Thornbury (2005) argues that in assessing the students' speaking ability, teachers face many problems, such as difficulty in gaining students' responses, the lack of students' ability, repeating mistakes, low motivation, ashamed, afraid of making mistakes, feeling anxious and lack of vocabulary mastery.

B. The Concept of Assessment

1. *Types of Assessment*

Brown (2004) divides assessment into two points which are informal and formal assessment then formative and summative assessment. Those are explained in the following :

a. Informal and Formal Assessment

According to Brown (2004), "informal assessment can take assessment of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to student". Example include saying "Nice job !" "Good work !" "Did you say can or can't?", or putting a smile on some homework."

Moreover, informal assessment is instilled spontaneously without considering the recording results or fixed judgment about students' capability, such as : adding some comments on papers, giving some advices how to better pronounce a word, recommending some strategies in dealing with students' speaking difficulties and suggesting students' note taking into a good way for remembering the content of a lecture (Brown, 2004)

On the other hand, Brown (2004) defines formal assessment as exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement. For example, a systematic set of observations of a student's frequency of oral participation in class in certainly a formal assessment.

b. Formative and Summative Assessment

Brown (2004) states that "formative assessment is evaluating students in the process of "forming" their competences and skills with the goal of helping them to continue that growth process". Several benefits of formative assessment have been pointed out by Black and William (1998, p. 141), such as (a) empowering learners to recognize the areas in which they can improve themselves, (b) improving learner motivation, and (c) raising a level of awareness for both learner and teacher during the learning process.

One type of formative assessment involves self-assessment by individual learners. Self-assessment develops students' responsibility for learning and their

judgmental skills. Another type of formative assessment is peer-assessment. In peer assessment, students are encouraged to actively participate in the grading process and provide relevant feedback to their peer students.

Besides, Brown (2004) defines summative assessment as measuring or summarizing what a student has accomplished and typically occurs at the end of a course or unit of instruction. The example of summative assessment is final exams in a course and general proficiency exams (quizzes, periodic review tests, midterm exams, and so forth.)

In conclusion, formative assessment can assist students in identifying their weaknesses and strengths. Formative assessment is administered the learning process as an effort continually both teacher and student during the learning process. In contrast to summative assessment in which the teacher or institution judge the achievement in its totally.

2. Assessment Criteria

Speaking is one of the productive skills in language. As one of productive skill speaking can be directly and empirically observed. An effective speaking assessment is started by designing appropriate assessment tasks with the specification or objective criteria (Brown, 2003). The decision about which criteria to use depends on the intended use of the test (Luoma, 2004).

Additionally, Nunan (1999) views that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. However, the

design of the speaking may vary, it depends on the types of speaking assessment. Then what should be tested in the speaking assessment is explained in the following (Nunan, 1999).

a. Grammar

Students are assessed on how to control the usage within sentences, to construct, to use appropriately and accurately and to avoid grammatical errors in speaking. According to Brown (2001), "Grammar is the systems of rule governing the conventional arrangement and relationship of words in a sentence".

b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by students to indicate the level of how proficient they are.

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Students have confidence in delivering the speech and able to respond without many hesitation in choosing words. Furthermore, Thornbury (2005) states that people can be said as fluent speakers if they fulfill the following features:

a) Pauses may be long but not frequent

b) Pauses are usually filled

c) Pauses occur at meaningful transition points

d) There are long runs of syllables and words between pauses

e. Pronunciation

Pronunciation deals with how often errors in production occur and how the pronunciation are the criteria of the assessment. According to Thornbury (2005), pronunciation refers to students' ability to produce comprehensible utterances to fulfill the task requirements. Moreover, Harmer (2001) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress.
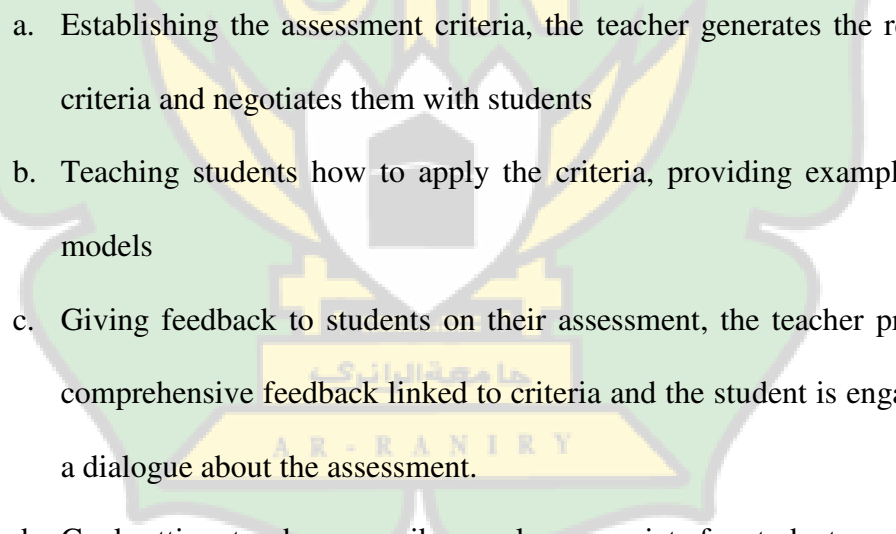
f. Task

Task deals with finishing the command given during the speaking. According to Luoma (2004), tasks are activities that people do, and in language-learning contexts tasks are usually defined in term language use. Luoma divided the task types under two headings, open-ended and structured tasks. The distinction builds the relative amount of structure that the tasks provide for the test discourse. Open-ended tasks guide the discussion but allow room for different ways of fulfilling the tasks requirements. They typically call for a stretch of talk, which can be either a number of turns between speakers or a single long speaking turn. Structured speaking tasks, in contrast, specify quite precisely what the

examinees should say. They typically call for limited production, often it is possible to give an exhaustive list of acceptable responses.

In order to be able to deliver a good speaking performance, students need to become aware of the assessment criteria, or significant oral presentation factors, it will lead to a wanted outcome. The difficulty in criteria is further expanded by knowing each generation of students is different and that they all have to find criteria suitable for students' assessment.

Rolheiser and Ross (2001) suggest the following key stages for teacher reflection :

a. Establishing the assessment criteria, the teacher generates the relevant criteria and negotiates them with students

b. Teaching students how to apply the criteria, providing examples and models

c. Giving feedback to students on their assessment, the teacher provides comprehensive feedback linked to criteria and the student is engaged in a dialogue about the assessment.

d. Goal setting, teacher prescribes goals appropriate for students and tasks

e. Classroom norms, students' assessment regularly throughout the course of instructions by using a variety of instruments.

Besides, Brown (2004) contends that to provide effective assessment, there are four rules that need to establish; specify criterion, give appropriate tasks, present maximum output, and set practical and reliable scoring procedures.

Following is an example a checklist for a prepared oral presentation at the intermediate or advanced level of English.

Oral presentation checklist

Evaluation of oral presentation
Assign a number to each box according to your assessment of the various aspects of the speaker's presentation.

3   Excellent
2   Good
1   Fair
0   Poor

Content:
☐ The purpose or objective of the presentation was accomplished.
☐ The introduction was lively and got my attention.
☐ The main idea or point was clearly stated toward the beginning.
☐ The supporting points were
   • clearly expressed
   • supported well by facts, argument
☐ The conclusion restated the main idea or purpose.

Delivery:
☐ The speaker used gestures and body language well.
☐ The speaker maintained eye contact with the audience.
☐ The speaker's language was natural and fluent.
☐ The speaker's volume of speech was appropriate.
☐ The speaker's rate of speech was appropriate.
☐ The speaker's pronunciation was clear and comprehensible.
☐ The speaker's grammar was correct and didn't prevent understanding.
☐ The speaker used visual aids, handouts, etc., effectively.
☐ The speaker showed enthusiasm and interest.
☐ [If appropriate] The speaker responded to audience questions well.

Figure 2.1 Oral Presentation Checklists

For this assessment, the picture above is going to be used to evaluate students' performance. Each criterion is designed to ease teacher to score students' presentation. It is also practical as teacher only needs to put ticks on the appropriate score presented in.

3. *Principles of Language Assessment*

Speaking scores must be dependable, fair, and useful for intended purposes like the other test scores. Therefore, there are some factors that should come into consideration in order to ensure whether the speaking skill assessment is trustworthy or not (Luoma, 2004).

a. Practically

The first principle of making language assessment is practically. Before deciding a test, we need to analyze how practical the test is to be used by considering the time constraint, scoring of the test, facilities and budget limitation.

b. Validity

An accurate measurement must be provided to assign a valid test. The measurement must include all relevant variables regarding with what should be measured. For example, using interview test for imitative speaking or making essay to get information of the test takers speech production are not a valid test.

c. Reliability

The consistency in scoring plays an important role to make a test reliable. Before conducting speaking test, a test designer should provide a clear rubric and criteria, and prepare a standard scoring system. The items on what are to be assessed from students should be presented and also the score must be printed. Designing a reliable test may not valid sometimes, however a test designer should break it in order to keep the test as valid as possible.

d. Authenticity

It refers to a contextual language or language in use. Students are asked to represent something related to their values.

In a test, authenticity may be present in the following ways :

1) The language in the test is as natural as possible

2) Items are contextualized rather that isolated

3) Topics are meaningful for the learner

4) Some thematic organization to items is provided such as through a story line or episode.

5) Tasks represent or closely approximate real-world tasks.

e. Feedback

Feedback is an essential part of effective learning. It helps students to understand the subject being studied and gives them clear guidance on how to improve their learning. Feedback is a crucial part in teaching and learning process, it can improve a student's confidence, self-awareness and enthusiasm for learning. Brown (2004) states that the ultimate goal of feedback is to provide students with an "I can do this" attitude. The information about reactions given by teacher can guide students on how they are doing to reach their goals.

Nicol and Macfarlane-Dick (2006, p. 204) summarize good feedback practice with seven principles : (a) feedback helps clarify what good performance is; (b) it facilitates the development of peer and self-assessment in learning; (c) it

delivers high quality information to students about their learning; (d) it encourages the teacher and peer dialogue around learning; (e) it encourages positive motivational beliefs and self-esteem; (f) it provides opportunities to close the gap between the current and desired performance; and (g) it provides information to teachers that can be used to shape the teaching.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the research questions, the method used in this research were quantitative and qualitative method. As Creswell and Clark (2007) points out that mixed method research is a research design with philosophical assumptions as well as methods of inquiry. Mixed method focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. The main premise is that the use of quantitative and qualitative approach provides a better understanding of research problems compared with each approach. In order to investigate kind of assessment used by lecturers in the speaking classroom, the researcher used qualitative method to obtain the data. On the other hand, quantitative method was used to collect the information of students' challenges toward the assessment in speaking classroom. Thus, the researcher would like to answer the first research question by using semi-structured interview and close-ended questionnaire to answer the second research question.

B. Data Collection Techniques

1. Interview

The researcher designed interview question based on what the researcher found in this research. Kumar (2011) defines interview as the interaction between two or more individual that have specific purpose. There are five types of interview; structured interview, semi-structured interview, unstructured interview,

informal interview, and focus group (Warren & Kanner, 2005). In this research, researcher used semi-structured interview to answer 5 questions toward kind of assessment used by lecturers in the speaking classroom.

According to Griffee (2012), semi-structured interview can provide reliable, comparable qualitative data. The researcher used semi-structured interview because the questions could be prepared ahead of time. Semi-structured interview also allowed informants to express their views in their own terms.

2. Questionnaire

Questionnaire is the second instrument used in this research to collect the data. Questionnaire enables a researcher to collect the data from group of individuals within a short period of times (Kothari, 2004). In constructing the questionnaire, the researcher used self-constructed questionnaire of the four points Likert Scale. It means that the students answered the questions by choosing Strongly Agree, Agree, Disagree, or Strongly Disagree. The questionnaire consists of 10 questions.

These questionnaires were delivered to English Language and Education students of seventh and ninth semester at academic year 2016 and 2015 by using Google Online Form. In this research, the researcher used questionnaire to get information about the challenges faced by students toward the assessment in speaking classroom.

C. Research Participants

1. *Population*

According to Creswell (2012), population is a large collection of individuals or objects that have similar characteristic. In this study, the researcher determined that the population is the English teachers and English students of English Education Department in Ar-Raniry State Islamic University.

2. *Sample*

A sample is part of target population which is carefully selected to represent the population (Phagwara, 2017). Moreover, Kumar (2011) says sampling is the process of selecting a few sample from a bigger group to estimate the information which cannot be obtained from the large group of population.

Hameed (2016, p.20) indicates that most sampling could be classified into two categories; probability sampling methods and non-probability sampling methods. In this research, non-probability sampling method with purposive sampling is conducted. For answering the first question, the samples of English teachers are those who have been teaching speaking for five years. There are 5 lecturers which were chosen purposively to participate in this study. Besides, the samples for second question are students in the seventh and ninth semester at academic year 2016 (181 students) and 2015 (145 students) who had taken Public Speaking and English Language Assessment course. The researcher only choose 100 students who were selected from each classes by using simple random sampling technique.

D. Technique of Data Analysis

Since there were two kind of instruments used to collect the data for this study, interview and questionnaire, the data would be analyzed qualitative and quantitatively.

1. Interview Analysis

The result of data collection which used interview in this study was analyzed qualitatively by using descriptive analysis. It was used to analyze thematic analysis model from Miles and Huberman (1994) which were consisted of three link stages. The first, the researcher was gathering the stories from interview and transcribed each data of interview. Next, analyzed each story and looked for insights and meanings. Hereafter, compared and contrasted differently storied were clustered into common themes, so that similar units were grouped together into first order themes, and separated away from units with a different meaning.

In this study, the researcher prepared 5 questions pertinently before investigating kind of assessment used by lecturers in the speaking classroom and the answers were recorded. Materials that could be used during interview include tape recorder and paper.

2. Questionnaire Analysis

To analyze and interpret the data obtained from questionnaire, the researcher used the statistic simple formula. The data were presented using the following formula. The researcher counted the percentage of error in each topic using a formula by Sudijono (2010).

$$P = \frac{f}{N} \times 100\ \%$$

In which :

P= Percentage

F= Frequency

N= Number of Sample

100%= Constants value

The data were analyzed using descriptive analysis to find out the highest, middle, and lowest score.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter investigated the findings based on the obtained data from the interview and questionnaire that was held on 13 November 2019 – 04 December 2019 with 5 participants for the interview and 100 respondents for the questionnaire.

1. Interview Result

In this section, the researcher explained the result of interview which involved 5 lecturers as sample. They were chosen based on their experiences in teaching speaking for five years. The interview was conducted individually with the lecturers on the different day. The interviewee spent no more than 20 minutes to respond the questions. In addition, each respondent got 5 questions that should be answered about kind of assessment used by lecturers in the speaking classroom. The participants initialed as AM, ML, AR, AZ, and AN. The following points are the interview details.

a. Lecturers' objective on assessing students' speaking skill

According to all respondents in this research, most of the lecturers have similar perception toward the objective of speaking assessment in their teaching and learning process. The researcher found that most of respondents indicated that the objective of speaking assessment is that the students are able to speak fluently

and pronounce a word correctly. They also improve the students' learning by encouraging their desire and confidence to speak in front of classroom.

The lecturer (AM) purposed the speaking assessment as encouraging the students' confidence to speak in front of the classroom whether it was correct or not. In his opinion, most of students were passive on English which meant that the students memorized many vocabularies but they were passive to deliver it out. Therefore, he wanted the students to be active so they knew how to pronounce a word correctly and speak fluently. Related with vocabulary and pronunciation, ML also deal with that objectives, he stated that "Moreover, I want them to master vocabulary and pronounce a word correctly".

In addition, AZ also has similar perception with AM. She always motivates the students to speak by boosting their self-confidence. AZ said "I *always teach them to have more self-confidence. I always say for them to speak* speak speak. Don't think about mistakes". AM and AZ usually teach basic speaking class, so that is why increasing students' self-confidence is the main goal of them. It stands for some reasons because the beginners still get confuse and feel nervous in speaking.

Compared with AN, she divided the speaking assessment objectives depending on the grade of speaking class. She postulated that, for basic speaking, she wanted the students were able to speak English fluently. Moreover, for intermediate students, she asked them to speak at least based on grammar even

though it was not really formal, while for advance speaking, she would like the students able to speak fluently and accurately.

On the other hand, AR's main objective was to test the efficiency of his teaching methodology. He claimed that his main objective was to identify whether the students had understood the material that he tasked. He likened it as riding a motorbike. "It is same as you ride a motorbike, before you use it, you test it first. And also after use it, you make sure whether still going well or not", he said. For that aim, the lecturer knew the material or the method used in the classroom work for the students or not. Therefore, it could be used for the next step or choosing another technique or method in the classroom.

From the lecturer's explanation above, it can be concluded that the lecturers purposed the speaking assessment as the way of improving the students' speaking skills and reflecting the lecturer's way of teaching methodology.

b. **The Performance Tasks frequently used by Lecturers**

In the interview, the researcher found that the lecturers used various performance tasks in assessing students' speaking skills such as oral presentation, debate, role play, oral report, interview and talk show. The performance tasks given for students were based on students' level which were basic, intermediate and advance.

In term of performance tasks, ML usually looks at students' previous knowledge by starting the class with performing students' self-achievement to maintain the appropriate tasks for them. Moreover, he also divided the tasks given

to students based on students' level. For basic speaking, he frequently asked the students to present in a group and the topic of speaking is according to students' interest. Similarly with AZ and AM who teach basic speaking class, they also determined the topic based on students' interest. Moreover, AM revealed his reason for the statement, "*This performance model is given to students in order to make them feel comfortable and flexible, because the main thing is that they can* describe it fluently without any pressure". They also choose oral report as the performance task in speaking assessment. While for other tasks such as interview, they usually use it for the midterm or final test.

Moreover, ML stated that, for intermediate, the students were explaining a picture or sketch orally in a group. For advance, ML spontaneously told them the topic and maintained the time for approximately 20 minutes for searching about the topic on the internet. Then, the students should present it orally and directly.

It was widely believed that the lecturers often use oral report and oral presentation as the performance in speaking assessment. While AN used various performance tasks in speaking such as performing dialogue, giving talk show on TV, and also role play. Related to role play, AR also claimed it to be used in the classroom. Besides, AN and AR ever used debate as the performance tasks in assessing students' speaking skills, however they are seldom use it. "Another kind *is like debate, I ever use it but I s*eldom use it. I use it for public speaking class", AN said. Additionally, AR postulated that "I rarely use debate, sometimes I do".

Based on the explanation above, it can be concluded that performance tasks used by lecturers are various. They are based on students' ability and level. For the basic one, the lecturers usually give the performance topic based on students' interests. However, for the next level, the lecturers mention the topic and ask for the higher difficulty level of performance tasks. If the researcher ranks the performance tasks based on the level of difficulty, it could be dialogue, oral report, oral presentation, role play, talk show, debate, and interview.

c. Types of Assessment towards Students' Speaking Skill

All lectures argued that they use both of types of assessment which are summative and formative. They used formative test in teaching and learning process in order to form their speaking skills and competences and use summative test at the end of the class such as midterm or final examination for summarizing their speaking skill in a whole semester.

In teaching speaking, AN conveyed that she did not only assess the students' speaking ability at the end of the class but she did it day by day whether the students realize it or not. It is certainly similar to AR's answer, he articulated that "The type I usually take for assessment are formative and summative. I *always assess my students in every meeting. I will look at their performance, not only at the end or in the mid of semester, because the process of teaching and learning* is not on exam, but every day". Additionally, it is also closely related to AZ's perception who used to utilize both of summative and formative tests in the

speaking assessment. "I do *both of them. In daily meetings, I do formative test, and for summative, I also gi*ve them midterm test and final test", she assumed.

In brief, the lecturers used the formative test and summative test in assessing students' speaking skills. Because both test support each other in the teaching and learning process. The students would not get a good score in their final exam (summative test) if there is no daily assessment (formative test) in their learning process.

d. Kind of Lecturers' Reaction toward Assessing Students' Performance

After doing the interview, all respondents argued that they use verbal feedback as the reaction of assessing students' performance. Some lecturers conveyed it directly after the students made mistake and other lecturers gave it after the class as the conclusion or suggestion for the whole of students. Moreover, AZ and ML expresses that they usually use verbal feedback directly after the students say something incorrectly such as about students' pronunciation or the use of grammar. Consequently, the students know what they should do to get the highest score in the classroom. Besides, AM involved the students' classmates to give feedback whether it was a critique or compliment to the performer. It is used to engage the students' thinking skill so the learning atmosphere gets more active in the classroom.

On the other hand, AR and AN notified that they give verbal feedback at the end of the learning process. AR perceived that he usually use verbal feedback after the class but sometimes on the spot because it depended on the situation. He

stated that he never points out the students if his or her pronunciation is not correct because it can make them feel shy. Furthermore, AN also supports the reason, she said that "I mention th*e mistakes they have made. I do not mention their* names but I tell this for the whole of the class". She usually gives the students verbal feedback after their presentation or they finish several meetings.

In short, the lecturers use verbal feedback more often than scoring sheet as the reaction of the students' performance. The feedback is also delivered in various situations, sometimes on the spot, and sometimes at the end of the class to avoid the students' low self-confidence.

e. The Criteria Included by Lecturers in Scoring Grid

Based on the answers from all participants, most of the lecturers almost include the same criteria in assessing students' speaking skills such as vocabulary, pronunciation, fluency, content or ideas, comprehension, accuracy, and also grammar. AR implied the criteria included in assessing speaking based on the performance tasks used by students. For example, to present kind of paper, the criteria must be the content and also the accuracy. Moreover, he also mentioned the criteria usually used in speaking such as grammar, pronunciation, fluency and vocabulary. He highlights the vocabulary and pronunciation as the most important criteria in speaking assessment. "The most important in speaking *is vocabulary and pronunciation, because if your pronunciation is poor, people cannot* understand you", he said.

Moreover, the lecturers also pointed out that the vocabulary and pronunciation took more attention than another, such as grammar. AM revealed that he more concerned with mastering vocabulary, pronunciation, fluency and the content. Regarding with grammar, he also took it as a consideration but the most important criteria was vocabulary and pronunciation. He said that "Do *not let the grammar brings your anxiety to speak, so while you are improving your speaking* skills, it is also the time to study the grammar".

In ML's point of view, he also remarked to pronunciation and vocabulary as the first criteria being assessed in speaking after intonation and grammar. The purpose of speaking that the idea is clearly conveyed and the communication between the speaker and listener is running well. However, in case of that reason, he stressed that grammar also stand as the consideration to be practiced in speaking.

Furthermore, AN and AZ also determined the criteria used in scoring the students. AN revealed, "*The criteria that I use in scoring when I am assessing their speaking ability, they are fluency, accuracy, content or ideas, comprehension, vocabulary a*nd pronunciation, and also grammar". Some of those criteria are in accordance with AZ's perception, she identifies the criteria as pronunciation, vocabulary, fluency, the ideas and also the grammar. Regarding to grammar, however the most important thing in speaking is people can understand each other, she recommended the students to speak grammatically correct because they are English Department students.

In addition, AN and AM also claimed their perceptions about the grammar criteria. AN speculated "I don't force them to use grammatically correct but please don't ignore grammar, give your ideas whatever you know but please study grammar beside the speaking". Hence, AR continued it depending on with or whom the students speak. "*If it is formal situation, grammar is not important, but if you present paper in a very formal setting, of course grammar is very* important" he argued.

In conclusion, the lecturers argued that vocabulary and pronunciation stand as the prominent criteria need to be assessed because it determines the listener to understand what the speaker delivers. On the other hand, grammar criteria was not the main focus of what the lecturer wanted to assess because it stresses the students to speak grammatically correct. Then, it will shape them to speak fluently and stuck their ideas. However, it doesn't mean if the grammar is not important in speaking, it also is very crucial. Speaking without grammar is like a house without a householder. It is not perfect at all. In short, students should be studying grammar besides speaking, not studying speaking besides the grammar.

2. *Questionnaire Result*

The figures below showed the percentages of respondents who have filled the questionnaire:
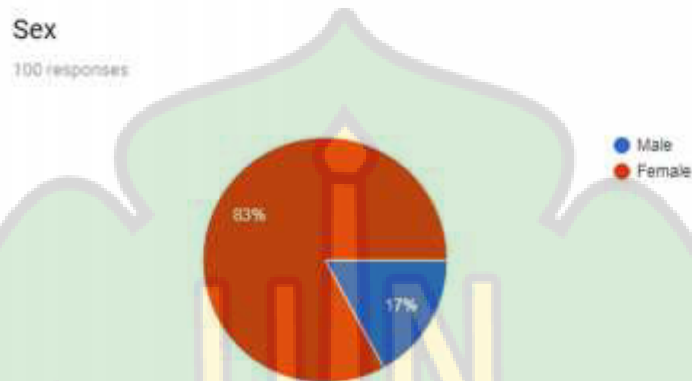
Figure 3.1 Percentages of the Respondents

The chart above presents that the highest percentage of respondents is dominated by female with 83% and the rest are male with 17%.

In order to find out the students' responses toward the challenges of assessment in speaking classroom, the researcher distributed the questionnaire to the students. It contains totally 10 structured statements. The obtained data of questionnaire can be seen in the following tables and description. The following are the results of the questionnaire:

Table 4.1

When assessing speaking in the classroom, the students are worried about making mistakes that cause further challenges such as students are fearful of criticism.

No	Option		Frequency	Percentage (%)
1	a.	Strongly Agree	29	29%
	b.	Agree	64	64%
	c.	Disagree	7	7%
	d.	Strongly Disagree	0	0%
		Total	100	100%

The table above indicates that "agree" is the highest percentage of agreement chosen by students for 64%. Moreover, it is followed by strongly agree (29%), disagree (7%), and none of respondents choose strongly disagree (0%). It means that most of students acknowledge that they are worried of making mistakes when speaking assessment takes place in the classroom.

Table 4.2

I feel ashamed when I am speaking in front of my classmates.

No	Option		Frequency	Percentage (%)
2	a.	Strongly Agree	12	12%
	b.	Agree	46	46%
	c.	Disagree	34	34%
	d.	Strongly Disagree	8	8%
		Total	100	100%

Related to table 4.2, most of students concede that they feel ashamed when speaking in front of their classmates. The data shows that 12% of students are strongly agree and 46% of them is agree to the statement. Furthermore, only 8% of students choose strongly disagree about feeling ashamed in their speaking class.

Table 4.3

The criteria provided by lecturers toward the speaking assessment leads the students to have a good preparation and performance.

No	Option		Frequency	Percentage (%)
3	a.	Strongly Agree	1	1%
	b.	Agree	72	72%
	c.	Disagree	4	4%
	d.	Strongly Disagree	23	23%
		Total	100	100%

According to the table 4.3, "agree" dominates for 72% choose by students to the statement. It means that they accept the availability of criteria in speaking assessment can lead students to have a good preparation and performance. Moreover, it is also supported by 1% of them choose strongly agree. Besides, the rest of them opposes the statement, they choose disagree (4%) and strongly disagree (23%).

Table 4.4

Related to language aspect, vocabulary is one of the criteria that challenge me the most.

No		Option	Frequency	Percentage (%)
4	a.	Strongly Agree	34	34%
	b.	Agree	56	56%
	c.	Disagree	9	9%
	d.	Strongly Disagree	1	1%
		Total	100	100%

In the total of 100 students, most of them concurs that vocabulary is one of the criteria challenging them the most. It is proved by 34% of respondents who choose "strongly agree" and 56% of them choose "agree". Next, only 10 students contradict to the statement. It is divided into 9% of them is disagree and only 1% is strongly disagree.

Table 4.5

I am not confident of my speaking performance because of the pronunciation criteria includes in the scoring rubric.

No		Option	Frequency	Percentage (%)
5	a.	Strongly Agree	9	9%
	b.	Agree	47	47%
	c.	Disagree	40	40%
	d.	Strongly Disagree	4	4%
		Total	100	100%

Table 4.4 demonstrates the percentage of students' agreement and disagreement is slightly different. They admit the statement for 9% to strongly agree and 47% for agree. In contrast, they deny to it by choosing disagree (40%) and strongly disagree (4%). In conclusion, the students tend to not confident of their speaking performance because of the pronunciation criteria includes in scoring rubric.

Table 4.6

The existing of grammar criteria of speaking assessment is not really important unless the topic is clearly conveyed.

No	Option		Frequency	Percentage (%)
6	a.	Strongly Agree	9	9%
	b.	Agree	62	62%
	c.	Disagree	25	25%
	d.	Strongly Disagree	4	4%
		Total	100	100%

Based on the table above, more than half of respondents confirm the grammar criteria in speaking assessment is not really essential unless the topic is clearly conveyed. The evidence of the data can be shown by their agreement as the highest percentage in which 62% of students agree to the statement. Besides, only 4% of students negate "strongly disagree" to the statement.

Table 4.7

When the speaking assessment takes place in the classroom, the fluency is my favorite criteria of being assessed because I often practice my speaking skill in my daily life.

No	Option		Frequency	Percentage (%)
7	a.	Strongly Agree	11	11%
	b.	Agree	60	60%
	c.	Disagree	26	26%
	d.	Strongly Disagree	3	3%
		Total	100	100%

The table above describes that most of students are highly excited with fluency criteria in speaking assessment because they often practice speaking in their daily life. The students choose "agree" for 60%, and followed by "strongly agree" for 11%. On the other hand, the students also express their disagreement to statement by choosing disagree (26%) and strongly disagree (3%).

Table 4.8

Feedback given by lecturer guide the students in improving students' confidence, self-*awareness and enthusiasm for learning.*

No	Option		Frequency	Percentage (%)
8	a.	Strongly Agree	41	41%
	b.	Agree	56	56%
	c.	Disagree	3	3%
	d.	Strongly Disagree	0	0%
		Total	100	100%

From the table above, almost all students frequently recognize if the feedback gives positive roles to students' speaking assessment because none of them choose strongly disagree, and only 3% of students choose disagree. Therefore, the data shows that 41% of respondents are strongly agree and 56% of them are agree to the influence of feedback and in the speaking classroom.

Table 4.9

The choice of speaking tasks such as oral presentation, role play, oral report, debate, and having conversation affects the students' confidence toward the speaking performance.

No	Option		Frequency	Percentage (%)
9	a.	Strongly Agree	43	43%
	b.	Agree	53	53%
	c.	Disagree	3	5%
	d.	Strongly Disagree	1	1%
		Total	100	100%

Based on the table above, it can be seen that the students are strongly agree (43%) to the choice of speaking tasks affecting the students' confidence toward the speaking performance. It is also supported by the participants who 53% agreed to the statement. In contrast, only 6% of students contradict to the statement which are disagree (5%) and strongly disagree (1%).

Table 4.10

The lecturer's way of assessing speaking skill affects the students' speaking assessment.

No	Option		Frequency	Percentage (%)
10	a.	Strongly Agree	24	24%
	b.	Agree	72	72%
	c.	Disagree	4	4%
	d.	Strongly Disagree	0	0%
		Total	100	100%

Regarding to the table above, it shows that 0% and only 4% of respondents think that the lecturer's way of assessing speaking skill does not affect the students' speaking assessment. Therefore, it means that most of students applaud to the statement because 72% of respondents are agree to the lecturer's way of assessing speaking skill which can affect students' speaking assessment. Next, it is supported by 24% of students are strongly agree to the statement.

B. Discussion

This section explains the discussion of research questions. The questions presented were related to the kind of assessment used by lecturers in speaking classroom and the students' challenges in speaking assessment.

According to the data from interview and questionnaire analysis, the study found that there is a similar way used by lecturers in assessing students speaking skills and also there are various challenges faced by students toward assessment in

speaking classroom. Regarding with that analysis it is categorized into three parts, namely students' self-confidence, assessment criteria, and assessment activity.

1. **Students' Self-*Confidence***

Most of students are worried about making mistakes and ashamed to speak in front of their classmates. It is shown by the data analysis of questionnaire above with the highest percentage of their agreement. Those statements include in number 1 and 2 which both of them have a correlation. While speaking assessment happens, the researcher assumes that the students feel ashamed to speak in front of the classroom because they feel worry about criticism made by their classmates. It deals with (Brown, 2002) argues that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief in your own capabilities for that activity. Moreover, students are worry if they will fail in language test. In addition, they are also keeping worry although they are well prepared. As argued by Wu and Chan (2004), "Students deal with test anxiety or a person who has to *give a speech in front of the audiences will build up, such as negative thought toward test and have unreasonable opinion in the evaluative situation if he or she* feels anxious".

Compared with the interview result, the lecturers put their objectives in assessing students' speaking skills as encouraging students' self-confidence to speak without worrying about making mistakes. The lecturers realized to that challenges, therefore, they force their students to speak up whether it is correct or

not because the main thing is they can deliver their ideas. The lecturers also support and motivate them to be active in the classroom and to decrease their anxiety and nervousness.

2. *Assessment Criteria*

Related with assessment criteria, 72% of 100 students is agree to the criteria provided by lecturers toward the speaking assessment in order to lead the students to have a good preparation and performance. This is in line to the study of Licen and Bogdanovic (2017, p.266), as the author reported that "in order to be able to deliver a good oral presentation, students need to become aware of the assessment criteria, or significant oral presentation factor, that, if fulfilled, will lead to a wanted outcome". It means that the role of criteria in speaking assessment is very important because it influences and guides students to show their best performance. The point of assessment criteria includes in statement number 3, 4, 5, 6, and 7.

Based on the interview result, most of the lecturers points out that vocabulary and pronunciation are the main focus of the criteria to be assessed in speaking rather than others (fluency, content or ideas, comprehension, accuracy, grammar). It is comparable with students' respond in the questionnaire, vocabulary and pronunciation also stand as the prominent challenges toward the criteria of speaking assessment because most of students showed their agreement to the statement. It can be proved by 34 students are 'strongly agree' and 56 students are 'agree' if vocabulary challenges them the most. Related to

pronunciation, the highest percentage of students agreement is agree (47%) which supported by strongly agree (9%), it shows that students are not confident of their speaking performance because the pronunciation criteria includes in the scoring rubric. On the contrary, 60% of students do not feel the fluency criteria as the challenges of speaking assessment because they are always practice speaking in their daily life.

For the grammar criteria, the students did not consider it as the most challenges need to be faced because they thought that it is not really important unless the topic is clearly conveyed. Compared with the interview analysis, however the main aspect in speaking is the idea is clearly delivered to the listener, all lecturers confirm that grammar is significantly important in speaking. But you are English Department students, you have to speak grammatically correct. If you do not do that, who will do that?. Because you know grammar, you study grammar, so you have to practice it (AZ, 2019). According to Thornburry (1999), grammar is the fundamental discourse machine generator in every language in general.

3. *Assessment Activity*

Regarding with the last point which is assessment activity in statement number 8,9, and 10, the students are strongly agree (43%) and agree (53%) if the choice of performance tasks such as oral presentation, role play, oral report, debate, and having conversation affect the students' confidence toward the speaking performance. It means that the choice of proper speaking task by lecturer

can overcome the challenges of self-confidence toward the students. The lecturer needs to know the task which is appropriate to the students' ability. The focus in designing speaking assessment is often on the tasks. They are important because the examinees' experiences of the test are based on them, but the validity of the scores depends equally much on the rating criteria and the relationship between the criteria and the tasks. If the criteria are developed in isolation long after the tasks have been finalized, as they often are, there is a danger of mismatch, which leads to a loss of information about the quality of the performance (Grove and Brown, 2001).

In the interview result, the lecturers give various performances to the students such as oral report, oral presentation, role play, talk show, debate, and interview. Moreover, some lecturers maintain the topic in the performance task based on the students' interests or on their prior achievement and knowledge. The lecturers also choose the performance task by considering their level in speaking class. For example, having conversation is for the basic, role play is for the intermediate, and debate is for the advance.

For the assessment types, all participants use both of formative and summative tests in the classroom. The formative test brings the students to have a good score in summative assessment because they know which part should be improved by seeing their low score in formative test. Summative test also has its own role to sum up how far the students can absorb the knowledge given by lecturers in the whole semester.

Moreover, the lecturers react to the students' performance by giving them a verbal feedback. Most of students agreed if feedback is highly improving students' confidence, self-awareness and enthusiasm for learning. Afterwards, the students can measure their strengths and weaknesses so that they can prepare their performance well. All in all, the lecturer's way of assessing speaking skill affects the students' performance and overcome students' challenges in speaking assessment. The finding was similar to Bachore and Satenaw (2018, p.85) which stated that majority of students felt that their teachers' inappropriate way of assessing speaking skill affects the assessment of speaking skill. This implies that assessing students' speaking skill, by nature, requires professionalism from the teacher.
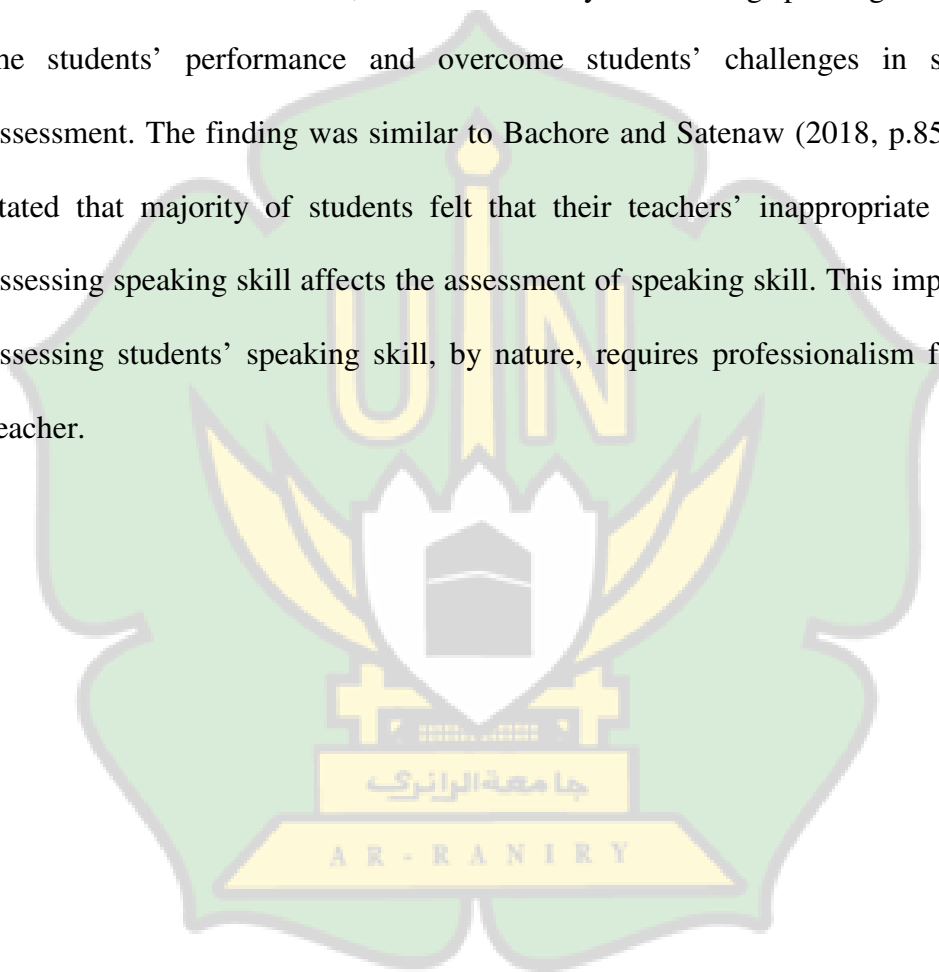
CHAPTER V

CONCLUSION AND SUGGESTION

In this final chapter, the researcher presents a brief conclusions and suggestions of the study. The conclusions are obtained based on the research finding while the suggestion is proposed to provide following improvement of the study.

A. Conclusion

This study was conducted in Islamic State University of Ar-Raniry, Darussalam. This study aimed to investigate kind of assessment used by lecturers in the speaking classroom and to explore the EFL students' challenges in speaking classroom.

According to the result in the previous chapter, some conclusion can be inferred. Firstly, all lecturers perceived their objectives in speaking assessment that was to stimulate students' self-confidence. They used to motivate and device the students to speak in order to decrease their anxiety and nervousness. It is related to students' challenges which they are worried of making mistakes and ashamed to speak in front of their classmates.

Secondly, the researcher found that most of students agreed to the criteria guiding the students to have a good performance and preparation. There are some criteria provided by lecturers in speaking assessment such as vocabulary, pronunciation, fluency, content or ideas, comprehension, accuracy and grammar. However, most of the lecturers more focus on vocabulary and pronunciation

because they assume that it determines the listener to understand the speaker says. The prominent criteria also felt by students as the main challenges to others criteria by showing their highest to percentage to it.

Thirdly, in the assessment activity, the interview result showed that all lecturers used various performance tasks in assessing students' speaking skill such as oral report, oral presentation, role play, talk show, debate and interview. In addition, most of students agreed if the choice of performance task maintained by lecturers affected the students' self-confidence in performing their speaking. For the assessment types, all lecturers use formative and summative tests in the classroom. They believe that both of them influence each other and cannot be separated. Furthermore, the lecturers used verbal feedback when conducting speaking assessment in the classroom and the students admitted that feedback were improving students' confidence, self-awareness and enthusiasm for learning.

Finally, based on the data of interview and questionnaire, in can be concluded that the way of lecturer's assessing speaking determines the students to overcome the challenges felt by them in the classroom.

B. Suggestion

Based on the findings, this study suggests the lecturers to apply the speaking assessment which can overcome the students' challenges. Many students feel ashamed to speak and worry about making mistakes. Therefore, the lecturers must address these challenges to make them feel confident to speak. In addition, the lecturers should design the appropriate task to students with the specification

or objective criteria because it is needed to measure the students' understanding and ability to absorb the lessons. Moreover, this study also recommends the lecturers to give some feedback intensely to the students after the learning process because they can reflect their strengths and weaknesses from the feedback and it is also increasing student's confidence, self-awareness and enthusiasm to study.

Hopefully, this research can be used for other researchers as their references on the same field. The researcher also expects to further research to approach this issue from different perspective. Moreover, the following research can conduct similar study about the assessment for other skills such as listening, reading or writing.
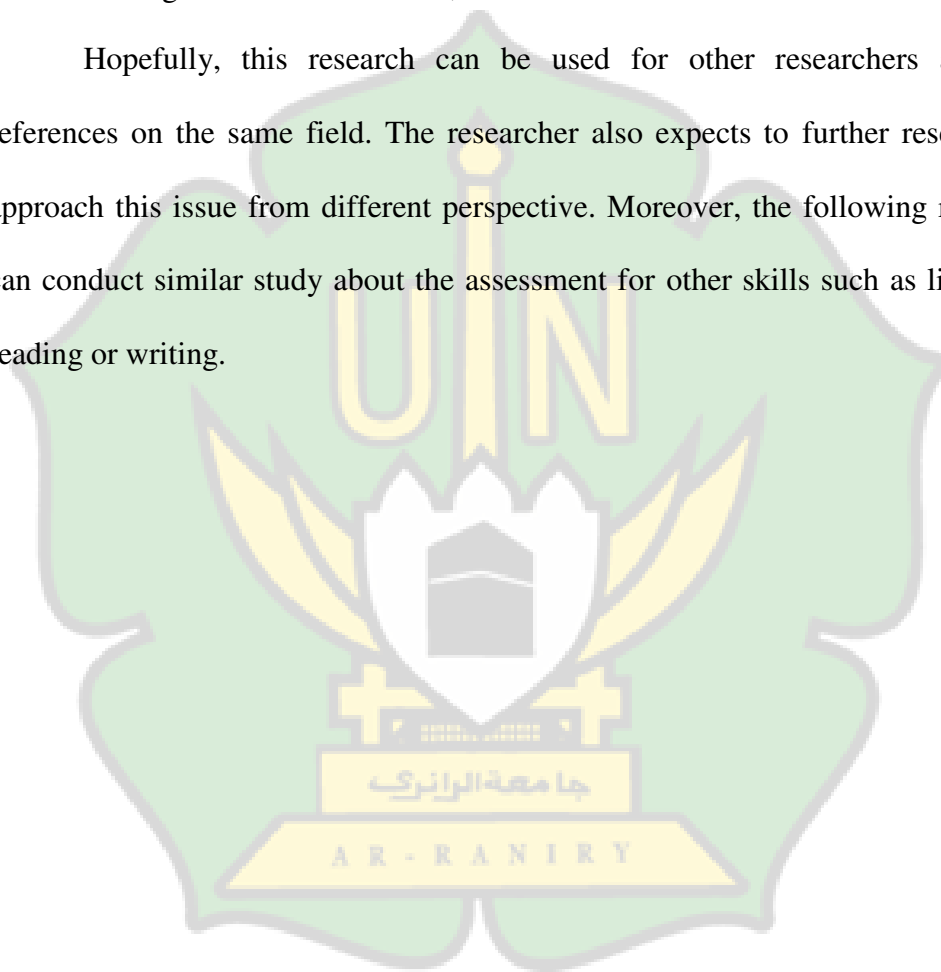
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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11205/UN.08/FTK/KP.07.6/07/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-11205/UN.08/FTK/KP.07.6/07/2019** tanggal 31 Juli 2019
KEDUA	:	Menunjuk Saudara:

1. Dr. Maskur, M.A   Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nurul Husna**
NIM	:	**150203102**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Exploring the Assessment in Speaking Classroom**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Januari 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Nomor : B-16491/Un.08/FTK.1/TL.00/11/2019   Banda Aceh, 13 November 2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.
Ketua Prodi Pendidikan
Bahasa Inggris

Di -
     Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	**NURUL HUSNA**
N I M	:	**150203102**
Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**IX**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	:	**Jl. Mohd Hasan Batoh Lueng Bata Banda Aceh**

Untuk mengumpulkan data pada:

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Exploring the Assessment Practices in Speaking Classroom

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode: eva-1059

SURAT KETERANGAN
Nomor: B-554/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16491/Un.08/FTK.I/TL.00/11/2019 tertanggal 13 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:
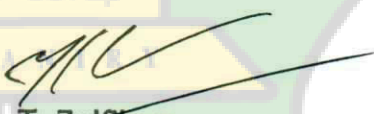
Nama   : Nurul Husna
NIM   : 150 203 102
Fakultas   : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Exploring the Assessment Practices in Speaking Classroom.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Appendix D

LIST OF QUESTIONS FOR INTERVIEW AND QUESTIONNAIRE

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1. Interview Protocol

Project: Exploring the Assessment in Speaking Classroom

Date   : November, 13rd 2019 – December, 04th 2019
Place   : Tarbiyah Faculty, UIN Ar-Raniry
Interviewer   : Nurul Husna
Interviewee   : AM, ML, AR, AZ and AN
Position of Interviewee   : The lecturers who have been teaching speaking
                                           for five years.

     I am Nurul Husna, a student of English Department of Arraniry. The present study sought to investigate kind of assessment used by lecturers in the speaking classroom and to explore the EFL students' challenges toward assessment in speaking classroom. A semi-structured interview based on Griffee (2012) was used to know kind of lecturers' way in assessing students' speaking skill. There are no right or wrong answers, or desirable or undesirable answers. I would like to feel comfortable saying what you really think and how you really feel. This conversation will be recorded for the research purposes and everything you say will remain confidential.

Questions:

1. What are the main objectives that urge you to assess your students' speaking skill?

2. What are the performance assessment tasks that you frequently use? Oral presentation, debate, role play, oral report, project work?

3. Which types of assessment do you take for the evaluation of your students' speaking skill? Formative or summative?

4. What kind of reaction you give to your students when conducting speaking assessment? By using verbal feedback ? Scoring sheets?

5. In case you are using rubrics, what are the criteria that you include in your scoring grid?

Thank You
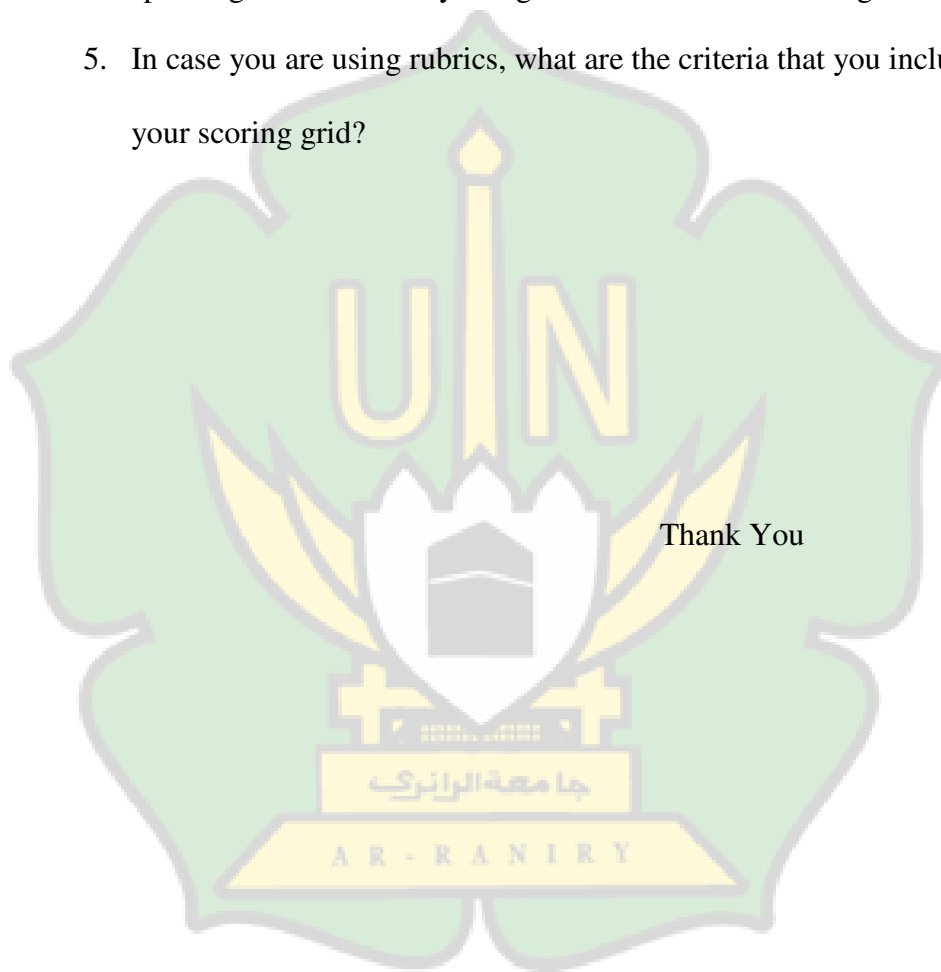
2. Questionnaire

A. Participants' information

Name :

B. Information about EFL students' challenges toward assessment in speaking classroom.

1. When assessing speaking in the classroom, the students are worried about making mistakes that cause further challenges such as students are fearful of criticism.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Disagree

   ☐ Strongly disagree

2. I feel ashamed when I am speaking in front of my classmates.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Disagree

   ☐ Strongly disagree

3. The criteria provided by lecturers toward the speaking assessment leads the students to have a good preparation and performance.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Disagree

   ☐ Strongly disagree

4. Related to language aspect, vocabulary is one of the criteria that challenge me the most.

    ☐ Strongly Agree

    ☐ Agree

    ☐ Disagree

    ☐ Strongly disagree

5. I am not confident of my speaking performance because of the pronunciation criteria includes in the scoring rubric.

    ☐ Strongly Agree

    ☐ Agree

    ☐ Disagree

    ☐ Strongly disagree

6. The existing of grammar criteria of speaking assessment is not really important unless the topic is clearly conveyed.

    ☐ Strongly Agree

    ☐ Agree

    ☐ Disagree

    ☐ Strongly disagree

7. When the speaking assessment takes place in the classroom, the fluency is my favorite criteria of being assessed because I often practice my speaking skill in my daily life.

    ☐ Strongly Agree

    ☐ Agree

    ☐ Disagree

    ☐ Strongly disagree

8. Feedback given by lecturer guide the students in improving students' confidence, self-awareness and enthusiasm for learning.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly disagree

9. The choice of speaking tasks such as oral presentation, role play, oral report, debate, and having conversation affects the students' confidence toward the speaking performance.
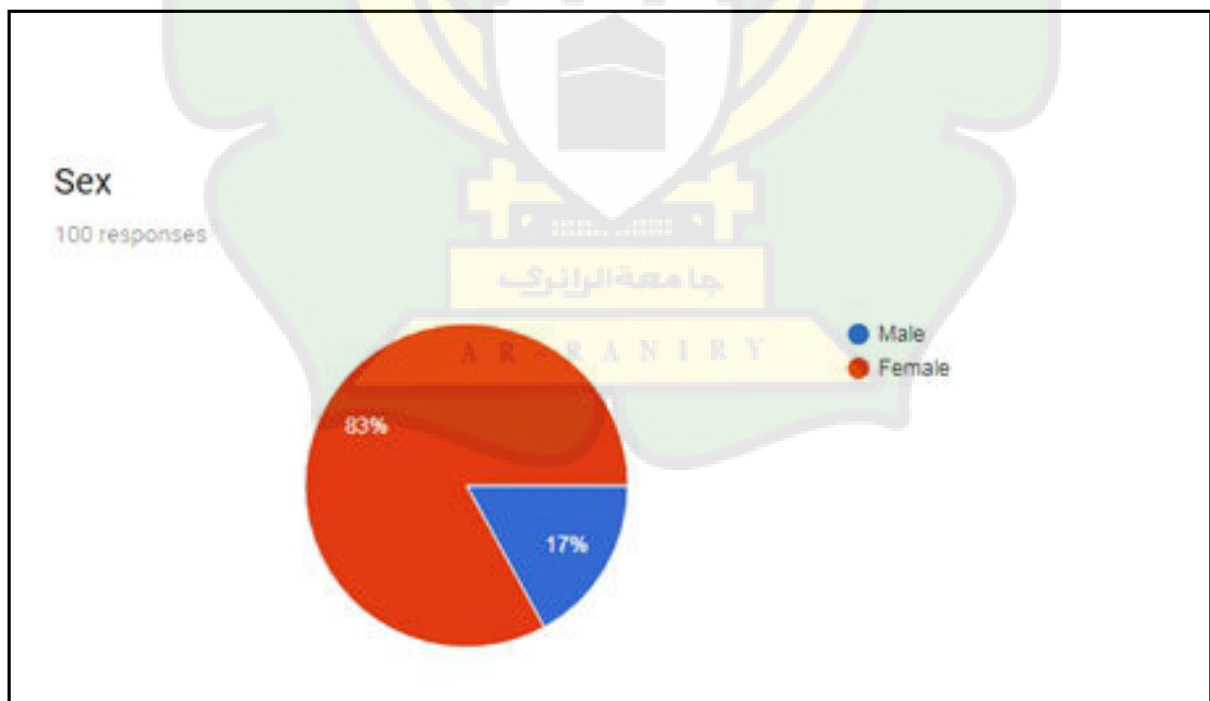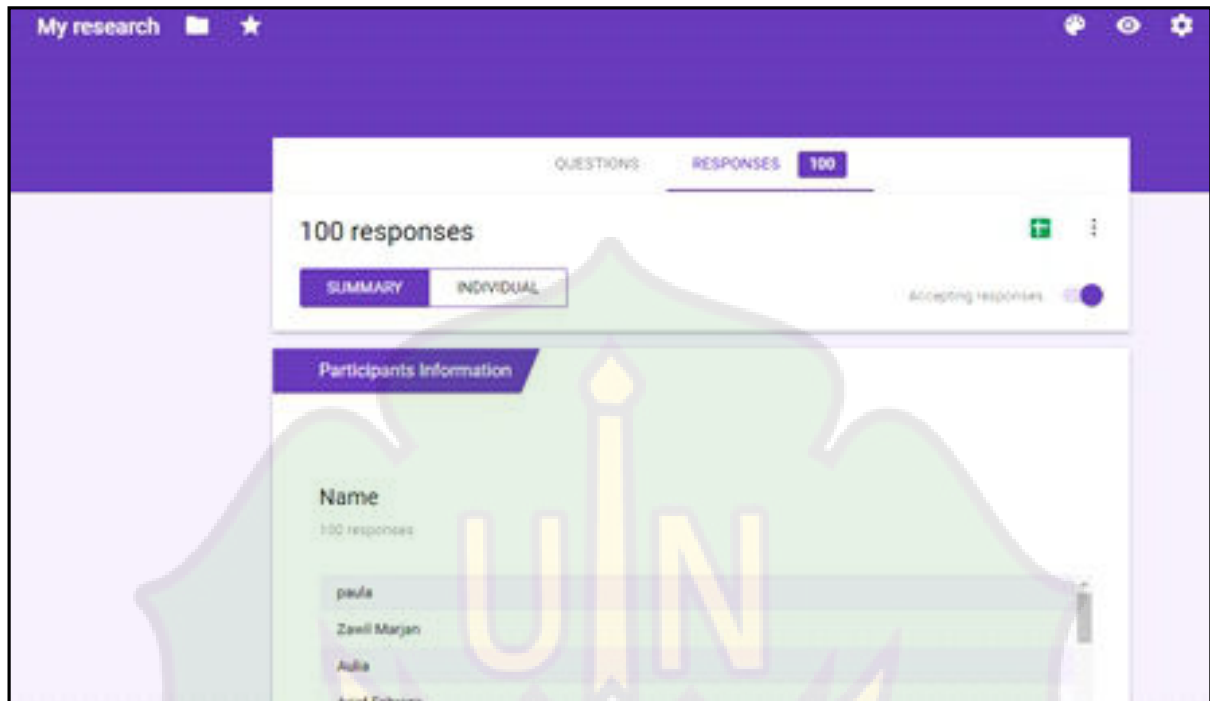
☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly disagree

10. The lecturer's way of assessing speaking skill affects the students' speaking assessments.

☐ Strongly Agree

☐ Agree

☐ Disagree
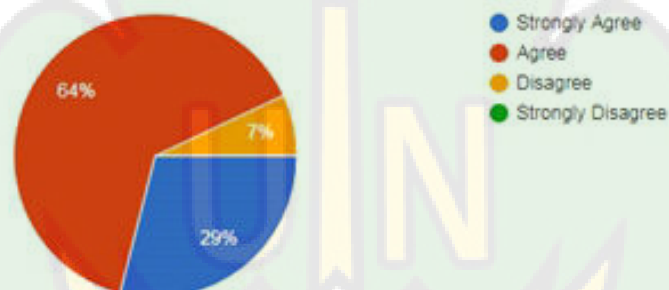
☐ Strongly disagree
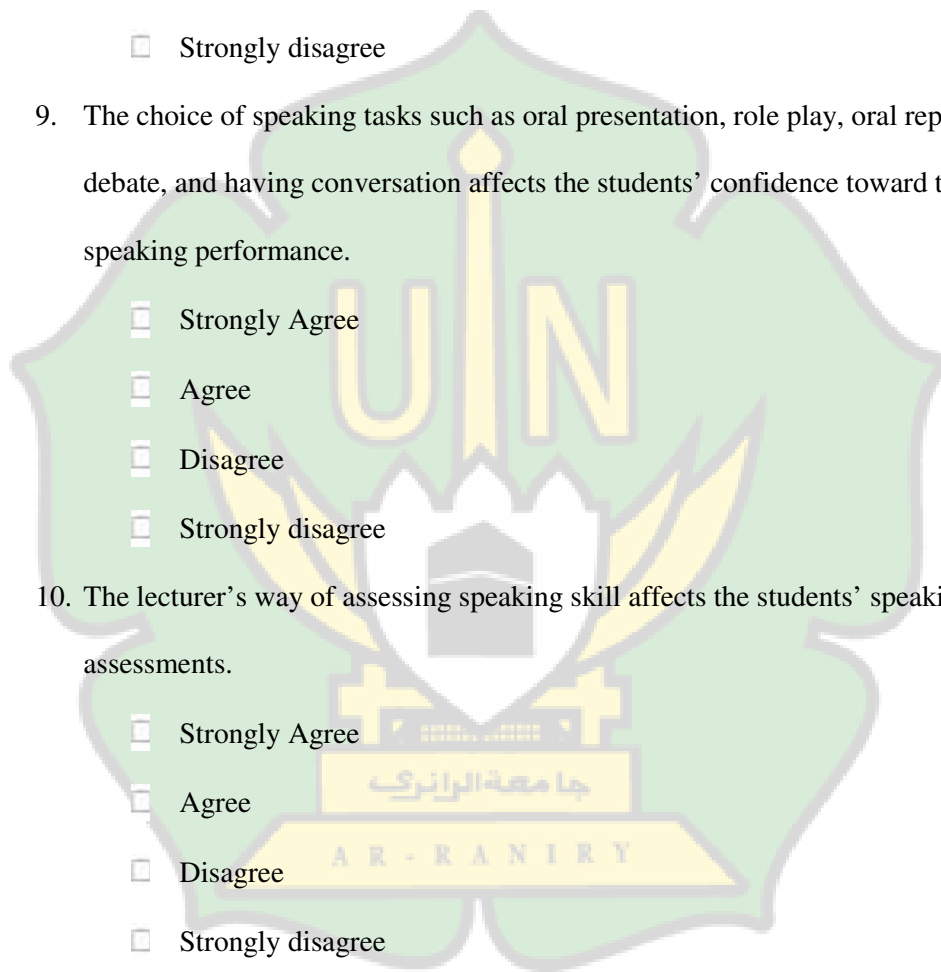
Appendix E

SAMPLES FROM DATA COLLECTION

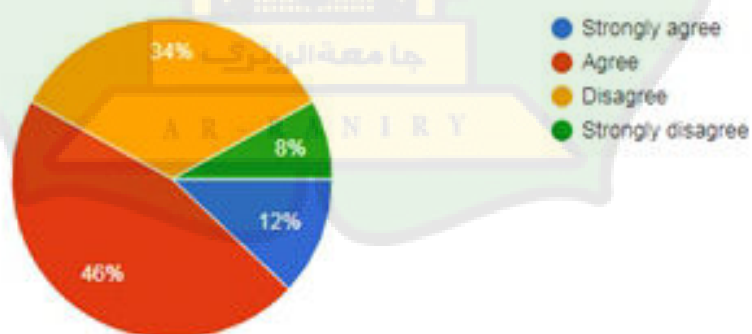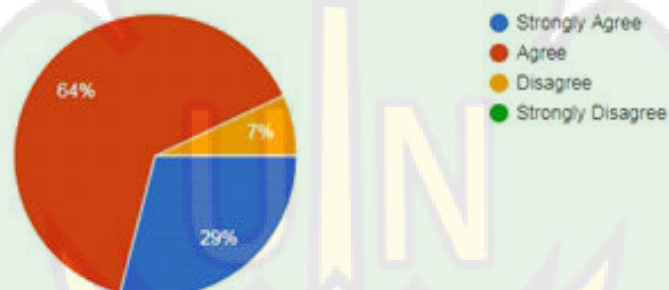Participants' Challenges while Practicing the Speaking Assessment in the Classroom.

1.When assessing speaking in the classroom, the students are worried about making mistakes that cause further challenges such as students are fearful of criticism.

100 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

64%
7%
29%

2. I feel ashamed when I am speaking in front of my classmates.

100 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

34%
8%
12%
46%

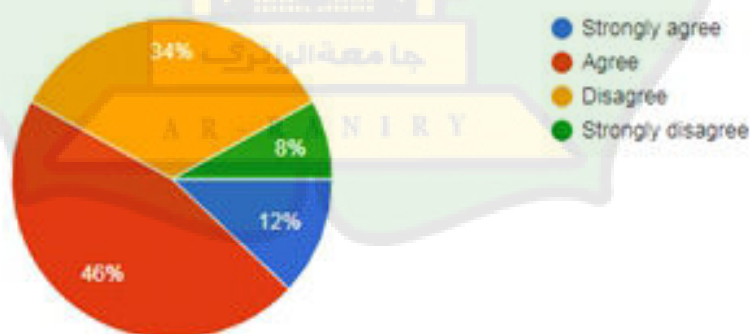**Participants' Challenges while Practicing the Speaking Assessment in the Classroom.**

1.When assessing speaking in the classroom, the students are worried about making mistakes that cause further challenges such as students are fearful of criticism.
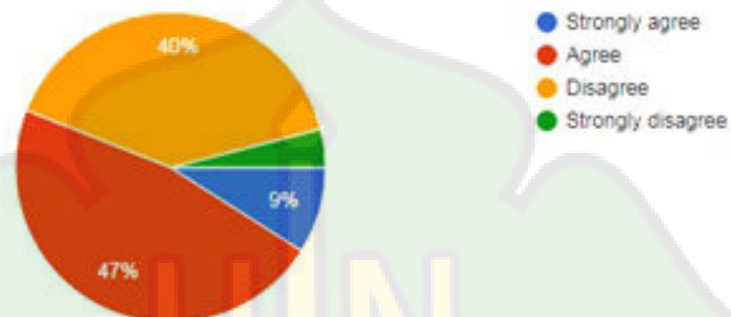
100 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

64%
7%
29%

2. I feel ashamed when I am speaking in front of my classmates.

100 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

34%
8%
12%
46%

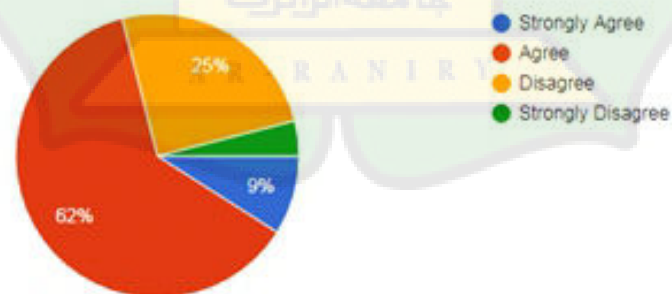**5. I am not confident of my speaking performance because of the pronunciation criteria includes in the scoring rubric.**

100 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

40%
47%
9%

6. The existing of grammar criteria of speaking assessment is not really important unless the topic is clearly conveyed.

100 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25%
62%
9%

7. When the speaking assessment takes place in the classroom, the fluency is my favorite criteria of being assessed because I often practice my speaking skill in my daily life.
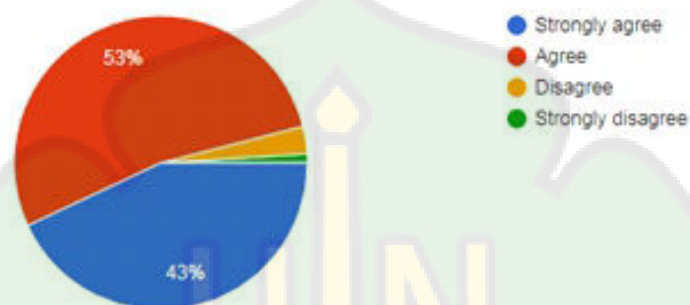
100 responses
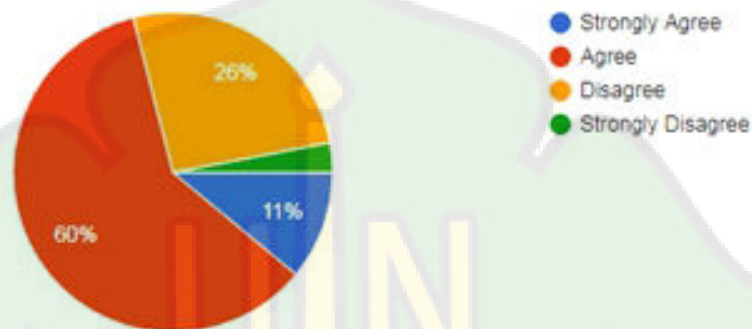
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

26%
11%
60%

8. Feedback given by lecturer guide the students in improving students' confidence, self-awareness and enthusiasm for learning.

100 responses
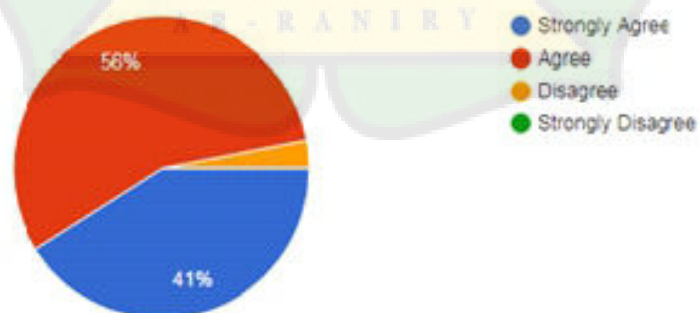
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

56%
41%

9. The choice of speaking tasks such as oral presentation, role play, oral report, debate, and having conversation affects the students' confidence toward the speaking performance.

100 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

53%
43%

10. The lecturer's way of assessing speaking skill affects the students' speaking assessments.

100 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

72%
24%
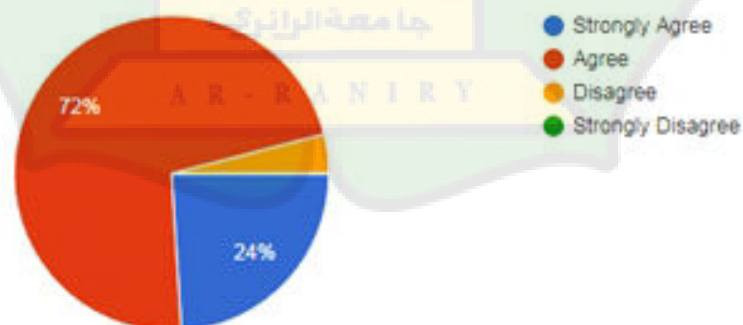
AUTOBIOGRAPHY

Name/ NIM   : Nurul Husna/ 150203102

Place/ Date of Birth   : Banda Aceh/ September 16th, 1997

Gender   : Female

Address   : Jl. Mohd. Hasan, Batoh, Banda Aceh

Email   : husnalatief43@gmail.com

Phone Number   : 082259020095

Religion   : Islam

Status   : Single

Occupation   : Student

Nationality   : Indonesian

Parents

      Name of Father   : Marzuki Latief

      Name of Mother   : Rohani

      Father's Occupation : Entrepreneur

      Mother's Occupation : Housewife

      Address   : Jl. Mohd. Hasan, Batoh, Banda Aceh

Education

      Elementary   : SDN 3 Lueng Putu

      Junior High School : MTsN II Banda Aceh

      Senior High School : SMK Farmasi Cut Meutia Banda Aceh

      University   : Study Program of English Education, Faculty of Teacher Training and Education, UIN Ar-Raniry Banda Aceh.

Banda Aceh, January 13rd, 2020

Nurul Husna