

CHAPTER I

INTRODUCTION

This first chapter of this research reviews the general outlines of the research. Starting from the background of the study, research questions, purpose of research, research framework, and previous research.

A. Background of Study

Not all EFL teachers can assess speaking properly since English is not their mother tongue besides considering some factors (Faez & Karas: 2017). Moreover, A teacher needs more assessment for students' speaking performance since most the teachers in school are mostly giving assessments in reading and writing. In fact, Assessment should be based on learning results prescribed by the teacher for a given course or unit of work (Denman & Al-Mhrooqi, 2018).

Despite its superiority in language pedagogy and assessment, speaking has been considered as an intangible construct that is challenging to conceptualize and assess reliably and validly, Fan & Yan (2020). Speaking can be tough to do for students, so that is why teachers are a good provider to train them. Through teaching speaking, they can develop their skill. To qualify that, the teacher assessing to give the student more challenges and achieve what they want in speaking.

Although in a sense, all language tests are an indirect measure of the ability they measure, Clark's study in 1979 about classification of language assessment methods as indirect, semi-direct, and direct has proven useful for understanding speaking assessment methods. Indirect tests evaluate the skills and abilities that underlie an examinee's performance by eliciting performance on item types such as a

multiple-choice main idea item to measure reading comprehension. However, indirect methods do not lend themselves well, if at all, to the assessment of speaking.

Meanwhile in Indonesia, some people do not aware enough of English speaking, especially in school. Based on research by Hamid in 2014. It says that at this age the student should already have the ability to speak. However, the high school students are still have speaking difficulties. Another case was done by Kusri in 2012 titled “Teaching Speaking for Senior High School Students Using Cooperative Learning *Think Pair Share*”. In the real condition, some students of Banyumas Senior High School are not able to speak English well. Based on the pre-observation, the speaking inability of students comes from several factors, those are the lack of vocabulary, the lack of self-confidence, and the lack of ideas to speak. Students are often reluctant to speak because they do not have self-confidence and they are not pushed to express themselves in front the other students. Especially, when the teacher asks them to give personal information or opinion; most of them still take a long time to think the ideas on their mind.

The researcher has found four journals that inspired the researcher to make this research and use it as preliminary studies. They are Amua-Sekyi (2016) with the title “Assessment, Student Learning and Classroom Practice: A Review”, Kim Schildkampa, Leong, Deneen, Brown, Tan, Fulmer & Tay (2018) with the title “Value, practice and proficiency: Teachers' complex relationship with assessment for learning”, Mursyida, Faridi & Suwandi (2019) with the title “English Teachers' Perception and Implementation of Authentic Assessment for Speaking Based on 2013 Curriculum” and Hamidah (2017) with the title “Indonesian EFL Secondary School Teachers' Perception and Preferences on Authentic Speaking Performance Assessment”. The research gap from this research compared to those preliminary

studies are from the perception from the teacher only. Where the researcher just tries to interview the teacher on how the teacher giving speaking assessments to the students during classroom activities. Which is different from preliminary studies that focused on other elements of research yet still not far from speaking assessment.

This research is made to find out the teacher's perception of how the teacher assesses English class. The researcher decided to focus this research on speaking skills. Focusing on the speaking skill as part of learning English. Observing how far they seeing their teacher assessing English class by finding out how the student follows the teacher's order when they have an English lesson and then seeing the result of the final score.

B. Research Questions

Some factors such as the teacher, the students, the learning material, the process, and the technique commonly are influencing the teaching and learning process of speaking in the classroom. Based on the preliminary observation at MAN 1 Kuningan, there were some problems related to the teaching-learning process of speaking. The writer has collected the problems concluded in these following questions:

1. How does the teacher assess the students' online speaking?
2. What is/are the problem(s) encountered by the teacher in assessing students' online speaking skills?
3. What is/are the solution(s) that the teacher have in assessing students' online speaking skills?

C. Purpose of Research

Based on the research question above, there are objectives in this research:

1. To find out how the teacher assesses the students' online speaking.

2. To find out the problem(s) encountered by the teacher in assessing students' online speaking skills.
3. To find out the solution(s) that the teacher have in assessing students' online speaking skills.

D. Significance of Research

In this part, the researcher has decided to aim at two things. The first is theoretical, to give such a contribution to students who interest in studying Assessment. Especially for those who came into Speaking Assessment.

And the second is practical, this research hopefully gives a bunch of information and references for the University who are majoring in English Education Department. And also gives many benefits for those who are already and willing to do similar research to provide more knowledge from it.

E. Research Framework

Speaking skill depends on the correction of pronunciation, word choice appropriation, and exact grammar. Generally, improving speaking knowledge is one of the concerns for language learners to improve their knowledge of speaking and different factor of speaking skill such as fluency, accuracy, accent, vocabulary, comprehension, and communication in specific. (Karimy & Pishkar, 2017)

So, the students must choose carefully those words to say in a correct sentence. When the student can arrange the words correctly they can easily express their expression in English with the correct accuracy.

In the classroom, when the teaching activity is happening, the teacher is providing options that are suitable for students. Discussion, storytelling, describing, and brainstorming are very common but there are other options. They are simulation, information gap, role play, reporting, and interview. Those are speaking activities that

can be useful for students during learning to gain speaking skills.

During the teaching process, the teacher must observe their students carefully. From the observation, the teacher can give an assessment. One of the assessments in speaking for a student is pronunciation. Another element is active speaking to students at the time when they have a conversation. That is when the speaking assessment should be given. An analytic rating scale should be used for scoring to increase the reliability of the assessment, which can provide clear information with benefits to teaching and learning development. Between the language learning process of assessment and the current curriculum in the local surroundings, they are always referred to each other. (Jannah & Hartono, 2018)

There are no proper assessments without performing a test. In a speaking assessment, it is very essential to acknowledge the types of speaking tests. There are five types of speaking tests, they are:

1. Imitative

At this level, it is probably already clear what the student is trying to do. At this level, the student is simply trying to repeat what was said to them in an understandable way and with some adherence to pronunciation as defined by the teacher.

2. Intensive

Intensive speaking involves producing a limited amount of language in a high control context. An example of this would be to read aloud a passage or give a direct response to a simple question.

3. Responsive

Responsive is slightly more complex than intensive but the difference is blurry. Where at this level, the dialog includes a simple question with a follow-up

question or two. Conversations take place by this point but are simple in content.

4. Interactive

The interesting thing about intensive speaking is that it is usually more interpersonal than transactional. By interpersonal it is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level.

5. Extensive

Extensive communication is normal some sort of monologue. Examples include speech, story-telling, etc. This involves a great deal of preparation and is not typically improvisational communication.

F. Previous Research

The previous Study was made for the research to avoid the similarities or copycat work and appreciate the originality of the research. Therefore, the researcher was chosen these Previous Studies to make. Four previous studies that inspired the researcher to make this research, there are:

1. Amua-Sekyi (2016) with the title “Assessment, Student Learning and Classroom Practice: A Review”. This article argues that for teachers to be effective in promoting the desired goals of the basic school curriculum, greater recognition must be accorded to the influence of assessment on teaching and learning. The method that is used in this journal is the comparative method. The conclusion in this journal is the transition in the goal of the basic school curriculum from a mainly lower-level recall cognitive domain to much higher thinking and reasoning level is not reflected in the teaching, learning, and assessment of student- teachers. Since the practical gap in this journal is more focusing the school’s desired curriculum through teachers meanwhile the

researcher would be focusing on students' perception only.

2. Mursyida, Faridi & Suwandi (2019) with the title "English Teachers' Perception and Implementation of Authentic Assessment for Speaking Based on 2013 Curriculum". The article aims at explaining the English teachers' perception and implementation of authentic assessment for speaking based on the 2013 Curriculum at the state senior high schools in Semarang. The method that used in this journal is quantitative research. The conclusion in this research is that the English teachers in state senior high schools in Semarang had a good perception both on the concept, preparation, and implementation of authentic assessment. However, they also considered several problems that might block their way of implementing a proper authentic assessment for speaking. The practical gap that the researcher just focuses on teacher's perception of how the teacher is giving the speaking assessment to the students.

3. Leong, Deneen, Brown, Tan, Fulmer and Tay (2018) with the title "Value, practice and proficiency: Teachers' complex relationship with assessment for learning". This article is about the connection between assessment for and of learning in the face of large-scale testing. The method that used in this journal is quantitative. The conclusion in this journal is focused on an underexposed aspect of formative assessment that is essential for its successful use in classroom practice: teacher prerequisites. The conclusion of this journal carries clear implications for teacher education and professional development. The practical gap in this journal is that the authors gained the data through survey teachers from 12 middle schools by used a deliberate sampling approach meanwhile the researcher is just interviewing one English teacher from one high school.

4. Hamidah (2017) with the title "Indonesian EFL Secondary School Teachers'

Perception and Preferences on Authentic Speaking Performance Assessment”. The article is investigating English teachers’ perception toward ASPA and their ASPA preferences in the context of Indonesian secondary schools, using qualitative research design and quantitative representation for solid evidence. The method that used in this journal is mixed-method research. The conclusion in this journal reveals that the teachers have put significant attention toward it and it was proved by devoting their EFL classroom time for speaking class, the elevation got higher when they did also assess their students’ speaking skills with an adequate frequency of speaking assessment with the range of one up to six times within a semester. The practical gap in this article is the authors are targeted teachers at secondary school meanwhile the researcher interview the teacher that teaches English in high school, 10th grade to be specific.

