TEACHERS' PERFORMANCE
IN SPEAKING SKILL ASSESSMENT
AT MAN 1 AND MAN 2 PAREPARE

Thesis Submitted to Fulfil a Stage in Obtaining a Master's Degree in English
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THESIS

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PENGESAHAN KOMISI PENGUJI

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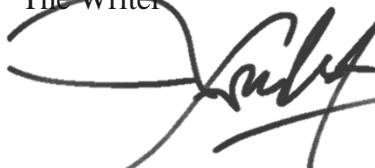
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Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada tabel berikut:

1. *Konsonan*

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	B	Be
ت	ta	T	Te
ث	ṡa	Ṡ	es (dengan titik di atas)
ج	Jim	J	Je
ح	ḥa	ḥ	ha (dengan titik di bawah)
خ	kha	Kh	ka dan ha
د	dal	D	De
ذ	żal	Ż	zet (dengan titik di atas)
ر	ra	R	Er
ز	zai	Z	Zet
س	sin	S	Es
ش	syin	Sy	es dan ye
ص	ṣad	Ṣ	es (dengan titik di bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	Ẓa	Ẓ	zet (dengan titik di bawah)
ع	'ain	ʻ	apostrof terbalik
غ	gain	G	Ge
ف	fa	F	Ef
ق	qaf	Q	Qi
ك	kaf	K	Ka
ل	lam	L	El
م	mim	M	Em
ن	nun	N	En
و	wau	W	We
هـ	ha	H	Ha
ء	hamzah	'	apostrof
ى	ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dgn tanda (').

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2. *Vokal*

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fath}ah*	a	a
اِ	*kasrah*	i	i
اُ	*ḍammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ـَىْ	*fatḥah dan yā'*	ai	a dan i
ـَوْ	*fatḥah dan wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
...َ ا | ...َ ى	*fath}ah* dan *alif* atau *yā'*	ā	a dan garis di atas
ـِى	*kasrah* dan *yā'*	ī	i dan garis di atas
ـُو	*ḍammah* dan *wau*	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

Contoh:

رَمَى : *ramā*

قِيْلَ : *qila*

يَمُوْتُ : *yamũtu*

4. *Ta marbūtah*

Transliterasi untuk *tā' marbūtah* ada dua, yaitu: *tā' marbūtah* yang hidup atau mendapat harakat *fathah, kasrah,* dan *dammah*, transliterasinya adalah [t]. Sedangkan *tā' marbūtah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *tā' marbũtah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā' marbūtah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الأَطْفَالِ : *raudah al-atfāl*

اَلْمَدِيْنَةُ اَلْفَاضِلَةُ : *al-madīnah al-fādilah*

اَلْحِكْمَةُ : *al-ḥikmah*

5. *Syaddah* (*Tasydīd*)

Syaddah atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tc ̃vdīd* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَاَ : *rabbanā*

نَجَّيْنَاَ : *najjainā*

اَلْحَقّ : *al-haqq*

نُعِّمَ   : *nu''ima*

عَدُوٌّ   : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـــِـىّ), maka ia ditransliterasi seperti huruf *maddah* menjadi ī.

Contoh:

عَلِيٌّ   : 'Alī (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ   : 'Arabī (bukan 'Arabiyy atau 'Araby)

6. *Kata Sandang*

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّمْسُ   : *al-syamsu* (bukan *asy-syamsu*)

اَلزَّلْزَلَهُ   : *al-zalzalah* (*az-zalzalah*)

اَلْفَلْسَفَةُ   : *al-falsafah*

اَلْبِلاَدُ   : *al-bilādu*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُوْنَ   : *ta'murūna*

اَلنَّوْعُ   : *al-nau'*

شَيْءٌ   : *syai'un*

أُمِرْتُ : *umirtu*

8. *Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia*

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fῖ Zilāl al-Qur' ān

Al-Sunnah qabl al-tadwῖn

9. *Lafz al-Jalālah* (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudāf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِيْنُ اللهِ *dῖnullāh* بِاللهِ *billāh*

Adapun *tā' marbūtah* di akhir kata yang disandarkan kepada *lafz al-jalālah,* ditransliterasi dengan huruf [*t*]. Contoh:

هُمْ فِيْ رَحْمَةِ اللهِ *hum fῖ rahmatillāh*

10. *Huruf Kapital*

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul

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referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa mā Muhammadun illā rasūl

Inna awwala baitin wudi'a linnāsi lallazĩ bi Bakkata mubārakan

Syahru Ramadān al-lazĩ unzila f ĩh al-Qur'ān

Nasīr al-Dīn al-Tūsi

Abū Nasr al-Farābi

Al-Gazāli

Al-Munqiz min al-Dalāl

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abū al-*Walĩd* Muhammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Walid Muhammad (bukan: Rusyd, Abū al-Walid Muhammad Ibnu)

Nasr Hāmid Abū Zaīd, ditulis menjadi: Abū Zaīd, Nasr Hāmid (bukan: Zaīd, Nasr Hāmĩd Abū)

B. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.	=	*subhānah*ū *wa ta'ālā*
saw.	=	*sallallāhu 'alaihi wa sallam*
a.s.	=	*'alaihi al-salām*
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2: 4 atau QS Ali 'Imrān/3: 4
HR	=	Hadis Riwayat
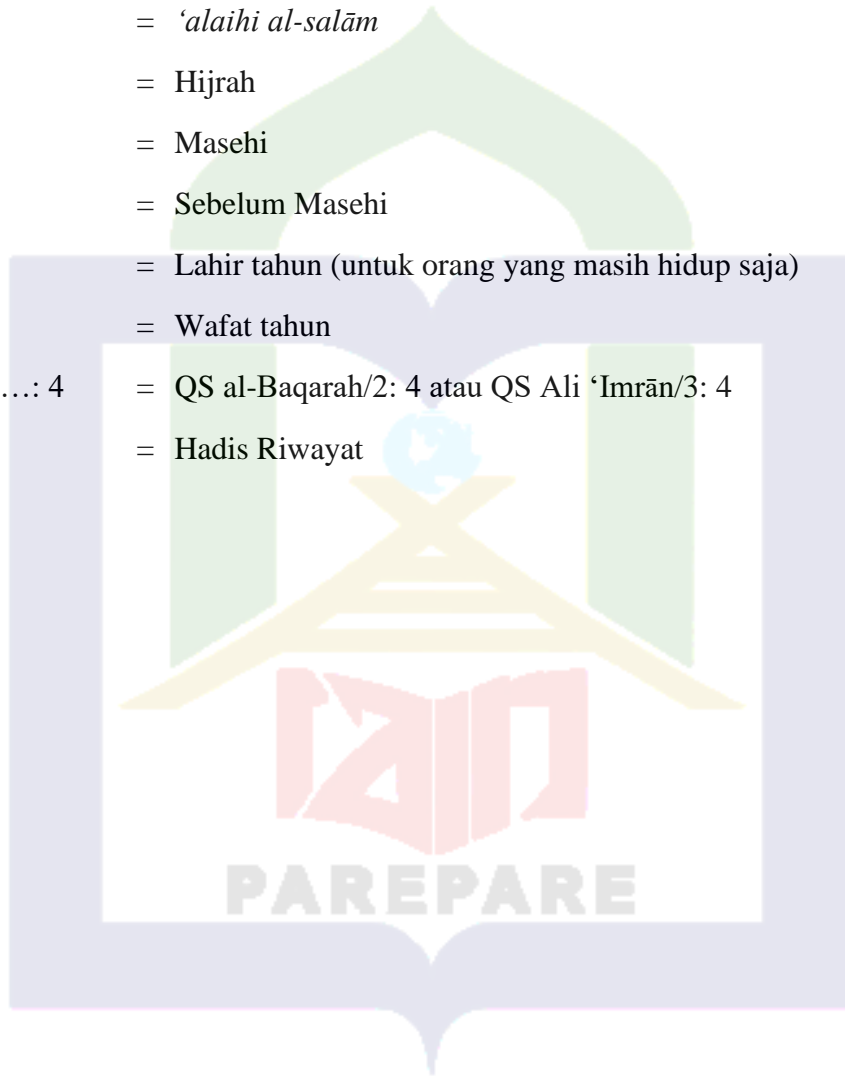
ABSTRACT

Name   :   Yulis Firawati Nurul Hakim

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Thesis Title   :   Teachers' Performance in Speaking Skill Assessment at MAN 1 and MAN 2 PAREPARE

Assessment of speaking skills is considered complicated. There are many elements of speaking skills that must be considered by the teacher, limited time allocation, so that the implementation of the speaking assessment is not optimal. The purpose of this study was to describe teacher performance in planning speaking assessment, developing models and content of speaking skills and assessing speaking skills.

This research was conducted in MAN 1 and MAN 2, Parepare City. The subject of the research were 4 English teachers who had been teaching English. The teachers studied from each school were young teachers and teachers who had dozens to tens of years of teaching experience. This qualitative research method was implemented using interviews and documents and it was analyzed descriptively.

The results of this research revealed that: Teachers' performance in planning the speaking assessment conducted in some ways; Identifying instructional activities or task, Outlining the major instructional goals, Deciding to make an audio or video recording of students' performance, Deciding how often to collect information, Deciding when and how to provide learners with feedback. Teachers' performance in constructing model and content of speaking : Select the speaking activity, Identification of need for materials, Verbal explanation of need, Contextual realization of material. Teachers' performance in scoring speaking performance ; Establish criterion levels of speaking, Operationalize the criteria based on actual student performance.

Keywords: Teachers, performance, speaking, assessment

ABSTRAK

Name   :   Yulis Firawati Nurul Hakim

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Thesis Title   :   Kinerja Guru Dalam Penilaian Keterampilan Berbicara di MAN 1 dan MAN 2 PAREPARE

Penilaian keterampilan berbicara dianggap rumit. Banyaknya element keterampilan berbicara yang harus diperhatikan oleh guru, alokasi waktu yang terbatas, sehingga dalam pelaksanaan penilaian berbicara tidak maksimal. Tujuan dari penelitian ini adalah untuk mendeskripsikan kinerja guru dalam merencanakan penilaian berbicara, menyusun model dan konten keterampilan berbicara serta menilai keterampilan berbicara.

Penelitian ini dilakukan di MAN 1 dan MAN 2 Kota Parepare. Subyek penelitian adalah 4 guru bahasa Inggris. Guru yang diteliti dari masing-masing sekolah adalah guru muda dan guru yang memiliki pengalaman mengajar belasan hingga puluhan tahun. Penelitian ini menggunakan metode kualitatif, dengan mengumpulkan data melalui wawancara dan dokumen, dan dianalisis secara deskriptif.

Hasil penelitian ini menunjukkan bahwa: guru dalam merencanakan penilaian berbicara dilakukan dengan beberapa cara; Mengidentifikasi kegiatan atau tugas pembelajaran, menguraikan tujuan pembelajaran utama, memutuskan untuk membuat rekaman audio atau video dari kinerja siswa, memutuskan seberapa sering mengumpulkan informasi, memutuskan kapan dan bagaimana memberikan umpan balik kepada pembelajar. kinerja guru dalam membangun model dan isi berbicara : memilih kegiatan untuk penilaian keterampilan berbicara, Identifikasi kebutuhan materi, penjelasan materi secara oral, realisasi materi secara kontekstual. Kinerja guru dalam menilai kinerja berbicara; menetapkan kriteria level berbicara, mengoperasionalkan kriteria berdasarkan kinerja siswa yang sebenarnya.

Kata kunci: Guru, kinerja, berbicara, penilaian

نبذة مختصرة

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عنوان الرسالة : .أداء المعلم في تقييم مهارات التحدث

مهارات التحدث في ممارسة التعلم لها تخصيص صغير للوقت فقط .في تقييم التحدث ، لا يقدم بعض المعلمين تنسيق تقييم خاص لأن التحدث يشمل فقط الدرجات اليومية .الغرض من هذا البحث هو وصف أداء المعلمين في التخطيط لتقييم التحدث ، وبناء نماذج ومحتوى التحدث وتسجيل تقييم مهارة التحدث.

كان موضوع البحث 4 مدرسين للغة .Parepare City ، MAN 2 و MAN 1 تم إجراء هذا البحث في الإنجليزية كانوا يقومون بتدريس اللغة الإنجليزية .كان المعلمون الذين درسوا من كل مدرسة من المعلمين والمعلمين الشباب الذين لديهم عشرات إلى عشرات السنين من الخبرة في التدريس .تم تنفيذ هذا الأسلوب البحثي النوعي باستخدام المقابلات والوثائق وتحليلها وصفيًا .وأظهرت نتائج هذا البحث ما يلي :أداء المعلمين في التخطيط لتقييم التحدث الذي تم إجراؤه في بعض النواحي .تحديد الأنشطة أو المهام التعليمية ، وتحديد الأهداف التعليمية الرئيسية ، واتخاذ قرار بإجراء تسجيل صوتي أو فيديو لأداء الطلاب ، وتحديد عدد المرات التي يتم فيها جمع المعلومات ، وتحديد وقت وكيفية تزويد المتعلمين بالتعليقات .أداء المعلمين في بناء نموذج ومحتوى التحدث :حدد نشاط التحدث ، وتحديد الحاجة إلى المواد ، والشرح اللفظي للحاجة ، والإدراك السياقي للمادة .أداء المعلمين في تسجيل أداء التحدث ؛ إنشاء مستويات معيارية للتحدث ، وتشغيل المعايير بناءً على أداء الطالب الفعلي.

الكلمات المفتاحية :المعلمون ، الأداء ، التحدث ، التقييم

CHAPTER I

INTRODUCTION

A. *Background*

One of the main goals of teaching English as a foreign language in Indonesia is to make the students able to communicate in the target language. For effective communication, students should be able to speak English fluently. Chaney (1998) states that speaking ability is the process of sharing and building meaning while using verbal and non-verbal symbols, in different situations. Speaking is significant in both language learning and teaching. To develop students' proficiency in speaking, different techniques of teaching have been recommended. In the speaking class, the students must be able to speak English. If the students have an inability to speak in English, they will face difficulty in expressing their ideas in classroom activities. Therefore, students must have the ability to communicate and share their ideas, opinions and explanations in their classroom.

The position of speaking in the hierarchy of language skills has evolved over the centuries. Rather than ignored in the Grammar – Translation Method, it became a primary skill in the Direct Method. Audiolingual brought even more focus on speaking, although the linguistic principle it was based on viewed oral discourse as imitative routine behaviour in typical and predictable situations. The grammatical syllabus of the Cognitive Method incorporated activities in all language skills, attaching equal importance to each of them. Developing forms of speaking practice in the language classroom can hardly be overestimated, there is a growing tendency among researchers and practitioners to criticize it for its insufficient recognition of the complexity of speaking as a psycholinguistic

process and of placing too strong an emphasis on the information gap criterion as leading to artificial or impractical tasks (Dakowska 2005).

Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom. This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations.

Additionally, a language course should create optimal conditions for developing learners' sociocultural knowledge, that is "the culturally embedded rules of social behaviour (Thornbury 2007: 31) and their linguistic knowledge, which includes discourse and speech act knowledge, and knowledge of the grammar, vocabulary and phonology of the target language. These knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond.

English teachers are often faced with the responsibility of deciding how they intend to measure at times and consider what role assessment will play in

instruction. Testament is how to identify the learners' needs, document their progress, and the term and how the teachers are doing as teachers and planners (Jerrold, 2012). That being said, how to know the teachers are doing it is right, how to know that the assessment tools are used to measure what they intend to. There are questions that teachers must continually ask to get the best snapshot of the progress of the learners and the effectiveness of programs.

Traditionally, the not common way to measure achievement and proficiency in language learning has been the test. even though alternative forms of assessment are growing in popularity, most teachers still use the old standby. While many teachers may be gifted in the classroom, even the best may need some help structuring reliable test items. Carmen (1995) discussed the role of progress testing in the classroom and the importance of matching testing to instruction. Testing is a tool that can help teachers identify students strengths and weakness and evaluate the effectiveness of their programs.

In recent years much has been made of alternative forms of assessment. Whether the teachers want to include students' portfolio or web-based testing in curricula, the focus should always be on gathering information that reflects how well the students have learned what the teachers tried to teach them.

Assessment is one of the most difficult and important parts of the teacher's job. Ideally, it should be seen as a means to guide the students on their road to learning and how they are progressing and to gauge the effectiveness of our own methodology materials. Assessment of English speaking skills is often considered an important instructional step to be valid (Martin, 2019). The other word that can replace that is a series of manual measurements. Barry (2008:6) suggests that assessment is a systematic and deliberate activity used by teacher and students to obtain information, analyze, and interpret, conclude, make decisions, and act. In

the case of speaking skill assessment, the information refers to the students' data speaking ability. The process of information to monitor progress and to make learning improvements if necessary. Learner assessment represents a particular type of educational assessment normally conducted by teachers and designed to serve several related purpose (Brissenden and Slater, n.d.). These purposed include motivating and directing learning, providing feedback to student on their performance, providing feedback on instruction and/or the curriculum, ensuring standards of progression are met. Therefore, it can be concluded that the speaking skill assessment is a process of collecting, examining, and interpreting data of students' speaking ability with purpose improving learning.

Some important of relevant and reliable assessments for providing vital information to the students and teachers about the progress made and the work to be done. One element of assessment provides a backwash (the effect of the test on the teaching and learning during the course). Most teachers would accept that to encourage oral ability, then test oral ability (Hughes, 1989:44). But the problems of testing oral ability make teachers either reluctant to take it on or lacking in practical problem of finding the time, the facilities and the personnel for testing oral ability; the problem of designing productive and relevant speaking tasks; and the problem of being consistent (on different occasions, with different test takers and between different assessors).

Teacher judgement of students' foreign language achievement has been rarely investigated (e.g. Leucht et al. 2012). Learners of a foreign language have less contact with people who speak the language, and the teacher is one of the main sources of learning. Whereas the first language is normally acquired in an unconscious, self-regulated process, foreign language acquisition typically involves more conscious processes guided by the teacher. Due to the central role

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of the teacher in foreign language learning, it can be assumed that foreign language teachers may accurately judge student performance, but to date, some evidences of the assessment procedure is missing.

Conducting an assessment of student abilities is often associated with teacher experience, teacher knowledge, and performance commitment to student development. Teachers' knowledge of the correct assessment procedures will be realized together with commitment as evidence of teacher performance in conducting learning and evaluating learning. The teaching experience should go hand in hand with the completeness of the tools and evidence of evaluating students' abilities.

According (Gibson, et al. 2008: 123) more than there are three groups of variables as factors that can affect teachers performance, first is individual variables such as: (a) ability and skills, (b) family's background, social level and experience; Second is organization variables such as: (a) resources, (b) leadership, (c) rewards, (d) structure, (e) design of job; third is psychology variables such as: (a) mental/ intellectual, (b) perception, (c) attitude, (d) personality, (e) study, (f) motivation. The three variables determine teacher's performance which is reflected on teachers activity in teaching and evaluating professionally.

The idea of examining misjudged students' academic motivation and emotion has its roots in theoretical developments related to the self-fulfilling prophecy. Brophy (1983) proposed a model to provide a plausible explanation for the influence of teacher misjudgement of student achievement on students' motivation and emotion. It consisted of the following stages: (1) teachers form differential expectations regarding students' academic achievement, (2) teachers treat students in different ways and (3) differential treatment delivers information about teachers' expectancies and (4) influences students' motivation and

emotions. Furthermore, (5) these changes will reinforce teachers' expectations, and (6) when changes are reflected in students' achievement, a self-fulfilling prophecy has occurred. Although the model will not be completely tested here, it does provide evidence of how teachers' misjudgements and students' motivation and emotion are related to each other.

Speaking assessment may include tests or non-tests such as observations, interviews, behaviour monitoring, etc. Teachers in assessing students speaking ability needs complex methods and competence. It requires five elements that teachers should concern to evaluate students' speaking ability: pronunciation, grammar, vocabulary, fluency, and self-confidence (Sugiarto: 2020), (Sudirman: 2019). Teachers' tasks become very complex and require careful planning. At this point all teachers need a planned work program to assess students speaking ability.

There are many challenges in the assessment of oral skills in a second language including defining language proficiency, avoiding cultural biases, and attaining validity (Sánchez, 2006). Moreover, other challenges are assessors envisage test scores to be precise and suitable for the objectives of appraising spoken proficiency, which is not evermore the case (Namaziandost: 2019). Therefore, executing an appropriate and accurate assessment of speaking performance is a partly hard task, and various aspects require to be considered.

In a brief interview with one of MAN 2 English teacher, it was revealed that some of the teachers' obstacles in conducting speaking assessments were the limited speaking time allocation, the students' ability was very minimal, and the speaking assessment was a daily value, so that the implementation was not too serious and the scoring which is done only to a few students who appear in performance.

By the description has been mentioned, the researcher plans to conduct the study related teachers' performance in speaking skill assessment at Islamic State High Schools in Parepare. The school would be MAN 1 and MAN 2 Parepare. The researcher is interested on these schools by seeing the vision and missions. MAN 1 put teachers' potential optimization in one of their missions, while MAN 2 has a vision of realizing a competitive generation. The competitive generation is certainly supported by competitive teachers in their disciplines. The other reasons are of choosing the schools are consideration of time and reach of the researcher.

B. *Research Problem*

Based on the background described above, the problems that the researcher is going to study are as follows:

1. What is teachers' performance in planning speaking skill assessment?
2. What is teachers' performance in constructing speaking skill assessment?
3. What is teachers' performance in scoring speaking assessment?

C. *Objectives of Research*

Based on the formulation of the problem above, the purposes of this research are:

1. To describe the teachers' performance in implementing speaking skill assessment
2. To describe the teachers' performance in designing speaking skill assessment;
3. To describe teachers' performance in scoring speaking assessment.

D. *Significant of Research*

1. Theorical Significant

Theoretically, the results of this study are expected to be useful for scientific especially for teachers quality and speaking skill assessment. The

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findings of the study are expected to be new information and become a reference for the study of speaking skill assessment.

2. **Practical Significant**

Practically, this research is useful for schools, teachers, and researchers:

a. For the Institution and the principals

The results of this study are expected to provide positive input to the schools in doing improvements and take action to increase the quality of teachers and schools, especially English teachers' performance

b. For English Teachers

The results of this study are expected to enrich knowledge and improve the learning process and improve teachers' performance in assessing speaking skills.

c. For Researchers

The results of this study are expected to be information and data sources for similar research, as the basis for further research to address speaking skill assessments.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Findings*

Previous research findings related to speaking skill assessments. There are some issues that have been conducted by some researchers. The issues were challenges in assessing speaking, teachers' knowledge of speaking skill assessment, implementation of speaking skill assessment and the development of speaking skill assessment.

First issue related to Challenges on speaking assessment was established by Vella (2013) and Galaczi (2010). Vella and Galaczi conducted qualitative researches related challenges in speaking assessment. Vella discribes various challenges and consideration in implementing speaking skill assessment. The findings of the study are some consideration gains the challenges with terms "what to test" and "how to test". It is different with Vella, Galaczi describes challenges and opportunities in committing computer-based assessment. He revealed that network issue and computer hack and cheating potential in computer-based speaking assessment. Despite the challenges that appear, computer-based speaking assessment provide opportunities in education such us time efficiency and connecting examinees in a different location to be examined by one examiner.

Issues related to teachers' knowledge of speaking skill assessments were carried out by Grada (2014) and Wijayanti (2019). The use a qualitative and quantitative approach (mixed method) in undertake the study. Grada investigated the method of teachers in delivering the speaking assessment practice in the classroom. .He found that the understanding of EFL teachers is very complex. It

shows most of teachers focus on the content rather than assessment process. Slightly different from Grada, Wijayanti aims describe in real terms the teacher's understanding and implementation of language skills assessment in the classroom. She collected the data through interviews and this document. The result shows that 25% of teachers understand the concept of language assessment. The other 75% have difficulty in distinguishing and assessing concepts.

Some researcher also disscussed the implementation of speaking skill assessment. Ounis (2017), Ulker (2017) and Purnawarman (2020) conducted qualitative research related to implementation of speaking akill assessment. Ounis focuses on the actual concept of speaking assessment by spready a questioner survey to collect data, Purnawarman focuses on the implementation of authentic speaking assessments in online classrooms, and Ulker focuses on rubric of speaking skill assessment. Ounis aims to describe and explore the prevailing conceptions and actual practices of the assessment of EFL learners' speaking skills at the tertiary level. He found that the teachers' conceptions of assessment are directed toward the development of the learners' speaking skills. The teachers' classroom teaching practices revealed a complete reliance on authentic, ongoing, organized, and thoughtful oral language assessment procedures which were meant to sustain and boost the learners' oral skill achievements. Ulker aims to investigate the existing practices in the design and use of speaking assessment rubrics. The result serves description of rubric design and rubric application in speaking assessment. Purnawarman aimed to describe how the speaking assessment was done authentically in the online classroom. The finding shows some activities in implementing authentic assessment in the online classroom. The activities refer to videos demonstration and interview which was adopted from offline learning.

Studies related to the development of speaking assessments conducted by Srikaew (2015) and Rahmawati (2014). Srikaew focuses study on the assessment criteria of speaking skill assessment while Rahmawati focuses on speaking assessment based on the Indonesian context. Both use a qualitative descriptive approach for the studies. Srikaew aims to describe the steps and the components of a portfolio on English speaking skill assessment as well as to develop the English speaking skill assessment criteria for grade 6 students. He rereviewed documents and interviewed experts and analyzed data by using the content analysis method. The researcher found the components of portfolio for sixth grade: 1) Introduction 2) Contents and 3) Assessment criteria. Rahmawati aimed to describe a way to design an assessment for speaking suitable for the Indonesian context at a university level. The findingsof her study loads questions that the teacher should answer before constructing an assessment for speaking skill. By answering the questions teachers find the step of contextual assessment based on the needs, and objectives.

Based on the previous research findings described, the studies related to speaking skill assessment were about challenges in assessing speaking, teachers' knowledge of speaking skill assessment, implementation of speaking skill assessment and the development of speaking skill assessment. The writer plans to take the same study related to speaking skill assessment focused on teachers' performance on speaking skill assessment. This study would describe how teachers plan, construct and score the students speaking ability

B. *Some Partinent Ideas*

1. **Teachers Performance**
   a. **Teacher Definition**

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic. UU No. 16 Year 2005 on Teachers and Lecturers (Article 1) states that: "The teacher is a professional education with the primary task of educating, teaching, guiding, directing, train, assess and evaluate learners in formal education, in primary education and secondary education". The teacher is a figure of the greatest role in determining the quality of learning in an educational institution called school. Teachers are the most important component in the event education of students. As good as any educational program contained in the curriculum without the role of teachers who cultivate into material that can be understood, it will not mean anything for learners. According to Ngalim (2003:84) Teachers who can understand the difficulties of the students in terms of learning and other difficulties beyond learning problems, especially those that can inhibit learning activities of students. He said a relatively permanent change in behavior that occurs in a result of training or experience.

In simple terms, the teacher is the one who gives knowledge to the students. Teachers in public view is a person who performs a specific education in places, not necessarily in a formal educational institutions, but also in mosques, surau, at home, and so on (Djamarah, 2001: 31). In the constitution of education and culture are explained, the government shall establish and conduct a national education system, which enhances faith and piety and good values in the life of

the nation, which is governed by law. In order to instill faith and devotion and good values in students, the teachers' roles as the driving motivator students are very influential. Need a great personality, both in terms of psychological or physical.

Each teacher's has a personality each corresponding personal traits they possess. A characteristic feature which is distinguishes a teacher with other teachers. Personality is actually an abstract problem can only be viewed by appearance, behavior, speech, dress, and in the face of every problem. The real personality is abstract, hardly seen or known real, so that can be known is the appearance or the container in all facets and aspects of life. For example in action: speech, how to get along, dresses, and in the face of any issues or problems, whether mild or severe. In short, teachers should be used as a noble figure in leading private student participants, because of the teacher is to create a good students' which is to create good human beings in accordance with Pancasila.

Therefore, teachers must have a code of conduct that must be adhered to in creating a good learner. Teachers as professionals need to have a code of ethics for teachers and making the guidelines governing the employment of teachers during the dedication.

According to Atmaka (2004: 17) is an adult educator who is responsible to provide help to the students in the development of both physical and spiritual. In order to achieve the level of maturity capable of standing alone fulfill his duties as a creature of God, being social and being an independent individual. Mulyasa (2003: 53) added that educators must have academic qualifications and competence as agents of learning, physical and spiritual health, as well as having the ability to realize the goals of the National Education.

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In addition, teachers are a good human that makes others human good too. It means, to become a teachers should have a competence, a moral, and accordance with Pancasila. To carry out their duties the principles regarding the desired behavior and expected from all of educational situation is the spirit of Pancasila. Knowledge and skills in communicating and can be accounted for methodical. As a profession, teachers have the characteristics inherent to the teacher, namely:

1) Have the function and social significance for the community, benefited by public.
2) Based on the specific skills acquired through education accountable.
3) Have competence supported by a particular discipline
4) Have a code of ethics that serve as a code of conduct of their members and witnesses clearly and firmly against the etic code violations.
5) A consequence of service and achievement was given to the community, the members of the profession by individuals or groups the right to obtain financial or material rewards.

The teacher is a figure very important to establish this nation as to which the experts pointed out that the task of teachers is divided into three, namely as a professional task of teachers as a profession covering educate, teach, and train. Educating means to continue and develop the values of life. Teaching means to continue and develop science and technology. Teachers must become second parents for students and civic duties which teachers should be able to mingle with the community to cooperate in any field, especially in the field of education and public affairs. While the function of the teachers' as a proof reader, information motivator, demonstrate, innovators, facilitators, counsellors and classroom manager.

b. Teacher's Performance

A good education produces good quality of human resources and farsighted in the interest of the nation and the country in various aspects of life (Dirjen PMP-TK, 2005). Formal school as a sub-system of a national education system has an important role in the process of producing a quality of Indonesian human resources. One of the important elements that make up the resource is teachers' quality. Teachers have an important role to improve the quality of education which are required to have the expertise, competence and high professionalism for their duty (Tanang:2014, Mustafa:2013).

In a technical micro-level, the teachers are a leader of educationto determine the learning process in the classroom, and a leadership role would be shown in how the teachers completed their jobs and responsibilities (Suharsaputra, 2013:166). It means that teacher performance is an important factor to determine the learning quality that will be synchronized with the output of education after finished school. Simanjuntak said, performance is a level of achievement in implementation of a task in order to achieve the organization's goals (Simanjuntak, 2005: 56). In this case performance is something important into achieve the organization goals, because every individual or organization certainly has goals to achieved with set of targets. The success of individual or organization in to achieving the target or goals, it is what called the performance. Based on some of opinions about definition of performance that's mentioned above, so it can be concluded that the performance is a result or achievement work of someone or organization with the appearance of doing, describing and produce something, both a physical and non-physical that is accordance with their instructions, functions, and duties that's based on knowledge, attitude, skills and motivation.

The performance problem is always getting a attention in management, because it's very close with the productivity of institution or organization. The main factor that can be affected the performance is ability and desire. Indeed is recognized that many people who can do the job but do not necessarily want, so it does not produce a good performance. So, performance is achievement or ability that shown by someone or an organization to meet the objectives and targets of achievement. In relation to the performance of teachers who are in a school organization, then the teacher is take a very important role in the process of education and learning into preparing the students can achieve the competencies that had been determined (Susanto, 2016: 70) so, teacher's performance means a work result or achievement work of teachers in order to achieve the school organization aims.

The criteria of teachers' performance who can be achieving their performance is more than directed at competence of teacher as mentioned on The Government Regulations No. 19 of 2005 about the National Education Standards. It said that teachers' performance has four competencies: pedagogic competence, personal competence, professional competence and social competence.

First, pedagogic competence is the ability to have control and hand out with students. The pedagogical competence is the main competence or ability that can be used by a teacher to fix a not efficient teaching and learning activities in the classroom because the main purpose of pedagogic competence is to find out and to solve the students' problems in teaching and learning activities and improve their achievements in order to the education can have good quality. Indicators to pedagogic competence are: a) understanding the characteristics of students, b) mastering learning theory and the principles of educational learning, c) curriculum development, d) educational learning activity, e) developing

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potential students, f) communication with students, and g) assessments and evaluation (Klaassen : 2002, Afalla : 2022).

Second, personal competence. personal competence according to Joni, (2008) needs special attention, because most of the personality is not formed through direct learning in the context of formal education, but most are formed as a result of accumulated escort learning experience gained on preposition and previous education are formed even in a family environment. The personal competence indicators include: 1) Creative, as measured by the indicators carrying out various methods of learning and class problem solving, 2) steady and stable personality, as measured by the indicators act in accordance with norms (laws), social norms, happy to work as a teacher and has a consistency in the act; (2) adult personality, as measured by indicators show independence in acting as educators and have a work ethic as an educator; (3) Personality wise as measured by the indicator displays the actions that are beneficial to the students, school and community and demonstrates openness in thinking and acting; (4) writeritative personality as measured by the indicators have a positive attitude towards the students, and behaviors that are respected; (5) Competence relating to the noble character, as measured by indicators, which act in accordance with religious norms and behaviors that can be followed by learners i) self-development, act in accordance to self-trainings or formal training and never stop learning, j) patience, act in accordance with good emotional management in handling problems, k) open-minded, act in accordance with good attitude to suggestion received (Susanto : 2016, Bakhru : 2017).

Third, the professional competence . The ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the

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foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration, know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials. (Rahman : 2014, Susanto : 2016)

Fourth, the social competence. Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities (Surya : 2003:138 in Hamidi and Indrastuti, 2012). In that Regulation no 19 of 2005 stated that, social competence includes the ability to communicate, get along in school and society. Mulyasa (2007) states that social competency is the ability of teachers as part of the public to communicate and interact effectively with others include: learners, follow teachers, parents/ guardians of the students and the community. Indicators used in the measurement of social competence of teachers include the ability to communicate verbal and written and interact effectively with students, using the communication and information technology with functionally , fellow teachers and education personal and the parents/guardians of the students and the community.

A teacher is considered to have a good performance if he has the four competencies that are mentioned above, so able to perform the task as an educator in accordance with what is required by the organization in this case is the school. And into performing their role as an educator, the quality of their performance is an important contribution that will be decisive for the success of the educational

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process at school. Therefore, the attention to the teacher's performance is should continue to increase and improved to be a something an important, moreover to pay attention the demands of society that's still increase which related to the quality of education, and of course this matter would be implicating for the needs to improvement the quality of teacher performance.

Many factors have affected the development of a professional performance, including the teacher performance and in which related factors influence it, both internally and externally. The internal factors that affect, for example is a belief system to life view as a teacher. This factor is have so greatly affect and even be the most potential for the work ethic formation of someone, not depend solely on the religious values or the belief system and the theological views that's embraces, but the influence of education, information and communication is also responsible for the formation of a performance.

Furthermore, the external factors of teacher performance, Arifin identified in some ways, including: a) the volume of work pay that can meet the needs of a person, b) an exciting working atmosphere or climate that is supported by a harmonious and humane democratic communication between the leaders and staff, c) honest and credible attitude of the leaders that it's manifested in reality, d) an appreciation of achievement that needs (desire and need for progress) or an appreciation for that achiever, e) the facilities that supported to mental and physical prosperity, such as sports venues, mosques, recreation and entertainment (Susanto, 2016: 73).

Susanto (2016) states some teacher performance indicators are: (a) ability to make planning and preparation of teaching, (b) mastery of teaching methods, methods and strategies; and (c) evaluation ability. The following is explanation of

each indicators: (a) make a planning and preparation of teaching that is the planning of teacher about what the activities that to be done by student during the learning process is take place (Saud, 2011: 51); (b) the mastery of material that will be taught to the students that is when she performing the learning process, the teacher is must to be mastering the material that is one of the elements that can determine the success or failure of teachers in organizing the learning process (Andra, 2013: 21); the mastery of methods and teaching strategic is choosing the teaching methods what will used in to the context of teaching planning, and it is necessary to considered about certain factors such as their conformity with instructional aims and their implementation it seen of time and means that available (Ibrahim and Syaodih, 2010: 108); (c) the ability of evaluating is giving the tasks to the students is the exercises that be done to train the learners, it means to developing the students skills (Andra, 2013: 23); as well as train the teachers skills to create and maintain the optimal learning conditions and restore them if there is has a event of disruption in the teaching and learning process.

2. Speaking Activity

Speaking is the most effective form of communication to build a meaning that involves the production, reception, and processing of information. Nunan (2003: 48) said that speaking was the productive oral/aural skill. It means that speaking is the process of being able to produce a utterance or idea to convey ideas, feelings, or thoughts. The verbal utterances are the representation of meanings that the speakers convey. To define what speaking is, Malley (2006) offer a viewpoint, Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listeners. It means that speaking is a process of conveying ideas to listeners. This process requires production skill in order to adjust the meanings.

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a. **Type of Speaking**

Brown (2004) proposes five types of speaking as explained in the following.

1) **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.

2) **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:

a) Directed Response Task

b) Read Aloud Tasks

c) Sentence / Dialogue Completion Tasks and Oral Questionnaires

d) Picture-Cued Tasks

e) Translation (of Limited Stretches of discourse)

3) 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:

a) Question and Answer

b) Giving Instructions and Directions

c) Paraphrasing

4) 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:

a) Interview

b) Role Play

c) Discussions and Conversations

d) Games

5) 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:

a) Oral Presentations

b) Picture-Cued Story-Telling

c) Retelling a Story, News Event

d) Translation (of Extended Prose)

b. Function 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.

1) 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.

2) 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.

3) 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 fulfil the following twelve functions:

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

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

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

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

e) Questioning – asking questions to obtain information

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

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

h) Predictive – predicting possible future events.

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

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

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

l) Informative – sharing information with others.

c. Speaking Skill

Speaking is a language that is used in communication with other. Fulcher (2003:23) defines speaking is the verbal use of language to communicate with other. It means that speaking is a verbal language for communication. It is supported by Norrick (2000:16) also says speaking is a tool to communicate ideas that are compiled and developed in accordance with the listener and receiver. Based on the statements above, it can be concluded that speaking is a productive skill. By this skill, people may convey their ideas, messages, opinions, or feelings orally. Speaking involves producing systematic verbal utterances to convey meaning. In other words, it is aprocess of producing language. Some skill in communicative also indicates as speaking skill (Bygate : 1987):

1) Informative skill

Informative skill refers to the students' ability to provide personal or non-personal information, describe sequence of events, give instruction or comparison, present an argument or requirement, paraphrase, make suggestions, justify an opinion, elaborate ideas, and summarise.

2) Interactional skills

This skill show the ability of students to express purposes or agreement or disagreement, elicit opinion and information, correct themselves and others, respond to request clarification, indicate understanding, proper interaction, modify statements or comments, and indicate uncertainty.

3) Interaction managerial skills

Interaction managerial skill requires students to be able to indicate interaction, change the topic of interactions, share the responsibility for interaction development, give turns to other speakers, come to a decision, end an interaction.

From the concept provided above, it can be concluded that the skills that students need to have in speaking are informative skill, interactional skill, and interaction managerial skill.

3. **Assessment Concept**

   a. **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 :

1) 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 "Good job !" "Nice 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.

2) 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.

b. 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).

1) 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".

2) Vocabulary

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

3) Comprehension

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

4) 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 fulfil 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

5) 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.

c. Principle 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).

1) 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.

2) 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.

3) 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.

4) 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 : (a) The language in the test is as natural as possible; (b) Items are contextualized rather that isolated; (c) Topics are meaningful for the learner; (d) Some thematic organization to items is provided such as through a story line or episode; (e) Tasks represent or closely approximate real-world tasks.

5) 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.

4. Speaking Skill Assessment

a. Planning Speaking Skill Assessment

Creating a direct link between instruction and assessment in identifying the purposes of speaking assessment will be helpful in planning the assessment. O'Malley and Pierce (1996:59) state that there are several steps regarding planning in speaking assessment :

1) Identifying instructional activities or Task

This is actually the most crucial part when we want to plan a speaking assessment. Assessment and instruction are integrated parts in classroom activities. On this matter, teachers should be able to determine the conditions when they have to assess the student's speaking performance individually or in a group. The teachers should also select the proper techniques and tasks referring to the type of assessment (individual, pairing or group)

2) Outlining the major instructional goals

Teachers must previously set up the general objectives of their speaking instruction which then be developed into the specific ones. This will be a point of departure for the teachers to select the proper materials, techniques, tasks in teaching leading to its assessment.

3) Deciding to make an audio or video recording of students' performance

Brown and Yule (1983) suggest that a tape for each student be used if oral language is an essential part of instruction. They also suggest that students be recorded conducting different types of tasks, such as describing a picture or event, telling a story, or expressing an opinion. By assessing different kinds of

performances the teacher gets valuable feedback on student needs and is able to focus instructional goals accordingly

4) Deciding how often to collect information

A teacher whose purpose is to monitor students' progress will need to collect information more often than those whose purpose is for reclassification decisions, which may require assessment only twice a year. Teachers who wish to monitor students' progress should plan to incorporate assessment into their instruction regularly so that a small amount of information is collected on individual students periodically over time and across a variety of oral language tasks.

5) Deciding when and how to provide learners with feedback

The feedback has more meaning and perhaps makes more impact. The feedback can be best provided verbally in a mini-conference with the student but can also be provided by ratings on a scoring rubric with annotated comments that help the student in preparing for the next oral performance. The comments can be written on an individual student rating form and distributed after the performance is observed

6) Test Specification

Test specifications should be seen as a working document which grows from the initial concept of the test, gradually becoming more refined as the test design becomes clearer and more stable. In addition, test specifications mean a blue print of the test. This blue print will become the guideline plan for fulfilling the instrument to use in the test (Kustati, 2019:42). So, test specifications help to define the construct underlying the test, which enables the test developer to make

a direct link between the theory on which the test is based (be this derived from the curriculum, from the national standards or from a set of language performance descriptors) and the actual tasks or items (Alderson, 2000)

In general, test specifications should provide specific information. The following are in the form of questions as a guide in developing speaking tests as proposed by Alderson, et al (1995:11-13)

a) Test purposes. Tests tend to fall into one of the following broad categories: placement, progress, achievement, proficiency and diagnostic.

b) Specific learner information such as the age, sex, level proficiency /stage of learning, first language, cultural background, level and nature of education, the reason for taking the test, and likely levels of background knowledge.

c) Target language situation is envisaged for the test, and is this to be simulated in some way in the test content and method

d) Test type of language skill. In case of speaking skill assessment should be speaking types with topics, the degree of authenticity, and consideration of timing and test difficulties.

e) Language skill should be tested. In the context of speaking skill assessment the skill of speaking matters.

f) Language element. In speaking assessment it would be grammar use, pronunciation, fluency, and accuracy.

g) What rubrics are to be used?

h) Which cirteria will be used for assessment by makers? How improtant accuracy, appopriacy, spelling, lenght of utterance/script, etc?

Based on the explanation above, it can be concluded that test spesificiation should include all informations about: the test's purpose, description of the test taker, test level, construct (theoritical framework for test), target language situation, text types, text lenght, language skill to be tests, language elements to be tested, test tasks, test methods, rubrics, criteria for making.

b. Construct Model and Content of Speaking

   1) Construct the speaking model

Construct the model of speaking refers to developing speaking activity for assessment. The speaking activity is to determine the type of speaking based on the principles of assessment and the objectives of the assessment as previously written. If the purpose of the assessment is to assess students' fluency in speaking, then it is not appropriate to choose the imitative type as a speaking assessment activity. Selection of assessment activities that are in accordance with the objectives of the assessment results in a valid assessment. (Duran : 2008).

There are a lot of activities we could carry out when assessing speaking starting from the simple activities until the complex ones. Below is some of the activities which are commonly selected by teachers when assessing speaking in the classroom.

a) Interview

Teacher and student gather in face to face exchange and proceed through a protocol questions and directives. The interview, which may be tape-recorded for re-listening, is then scored on one or more parameters such as accuracy/pronunciation, grammar, vocabulary, task accomplishment, comprehension, etc.

b) Picture Cued-Tasks

This is a combination between speaking and listening. Students listen to a story, text read by teacher or from the tape recorder, and then the students retell or paraphrase the story or text

c) Paraphrasing

This is a combination between speaking and listening. Students listen to a story, text read by teacher or from the tape recorder, and then the students retell or paraphrase the story or text.

d) Role Play

Techniques in role play are proved to be effective in assessing speaking in the classroom. These activities are authentic because they involve language use in contexts. As an assessment device, a role play opens some windows of opportunities for the students to use discourse that might otherwise be difficult to elicit.

e) Games

This is a type of speaking assessment device which is informal and brings the students in relaxed and enjoyable situation during the test.

f) Oral Presentation

For oral presentations, a checklist or grid is a common means of scoring or evaluation. Holistic scores are tempting to use for their apparent practicality, but they may obscure the variability of performance across several sub categories.

g) Debates

Debate can present the opportunities for students to engage in using extended chunks of language for a purpose; to convincingly defend one side of an issue. A debate is a type of role-play where students are asked to take sides on an issue and defend their positions.

Speaking assessment in the classroom should be conducted in systematic ways such as creating some assessment steps which include identifying objectives of instruction, assessment planning and developing rubrics or score procedures. Selecting proper activities is also helpful for the teachers to reach the goal and objective of the assessment.

2) Construct the speaking content

Construct the speaking test content is developing speaking material for the test. Tomlinson (1998 : 2) defines material as anything which can be used by the teacher or learners to increase the learners' knowledge and/or experience of the language. They could be cassettes, videos,CD-room, dictionaries, newspaper, grammar book, etc. He also adds that material must provide exposure to authentic use of English through spoken and written texts with the potential engage the lerners cognitively and effectively. By helping learners to notice authentic language, they are expose to facilitate and accelerate language acquisition. So the the content of the speaking test must be taken from what learners have learned in classroom. By picking the most used words, popular words, to be content of the test as the target of language learning and also as the target language use.

a) Criteria of good materials

Criteria of good materials are proposed by Hutchinson and Waters (1987) as a guideline in material development for learning:

1) Material provide a stimulus to learning. To encourage the learners to learn. Good material will contain enjoyable activities, opportunities for learners to use their existing knowledge and skills.

2) Materials help to organize the teaching learning process by providing easily understandable knowledge of language to be learnt. Good material should provide a clear and coherent unit structure which will guide teacher and learners through various activities in such a way as to maximize the chances of learning.

3) Material embody a view of the nature of language and learning. The materials should reflect the writer think about what language learning consist of.

4) Material reflect nature or learning task. Material should try to create a balances outlook which both reflect to complexity of the task, yet makes it appear manageable.

By seeing the description above the presentation of good material is one that is able to provide opportunities for students to develop, relevant material, and create natural use of language

b. Material development

Tomlinson (2001:66) notes that materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedure of the design, implemention and evaluation of language teaching materials. As an undertaking it involves the production , evaluation and adaptation

of language teaching materials, by teacher for their own classroom and by materials writers for sale and distribution. These are some principle that Tomlinson summarizes of what he thinks many Second Language Acquisition researcher would agree to be the basic principles of Second Language Acquisition relevant to the materials development for the teaching of language. These principles are briefly outlined in this section :

1) Material should achieve impact; attract students' curiosity, interest, and attention.
2) Materials should help learners to feel at case; for instance presenting illustration rather than a text only.
3) Materials should help learners to develop confidence; materials are not too difficult. d. Materials shouls be relevant and useful in their field or study.
4) Materials should require and facilitate learners self-investment f. Materials should provide the learners with opportunities to use the target.
5) Material should Provide opportunities for outcome feedback.
6) Material shoul Stimulate intellectual, aesthetic and emotional involvement

Based on Tomlinson's summary above, it needs to develop the English speaking material for expressing attention by providing them a relevant material. It will help the learners to be interested in expressing attention and master the skill in speaking/interaction. In the context of speaking assessment, developing speaking material has advantages to help students rich the target language effectively.

c. Designing Material

According to Nunan (1991), the way materials are organizes and presented as well as the types of the contents and the activities helps to facilitate

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students' view of the target language. One of used material writing model was proposed :

1) Identification of need for materials

In the step, the material developer identifies the students' need the problem that must be solved.

2) Explanation of need

In the second step, material developer needs to explore the area of problem in the case of language forms and function. The material developer has to think how the material can help students in their learning process.

3) Contextual realization of material

The third step in preparing the contextual realization of the materials. The materials should be suitable with the culture, needs, and students' daily knowledge or activity.

4) Pedagogical realization of material

The fourth step, pedagogical realization involves the use of instruction and appropriate exercise and activities to enable the achievement of the goals using materials that have been identified and selected.

5) Production of material

The physical production of the material in the form of course books including content of speaking material, the layout, visual, and size of the books.

6) Students' use the material

The next step in optional, it can be do or not. The materials are used by the students in the classroom followed by the assignment given to be done at home or outside classroom. It is to know the impression of the students.

7) Evaluation of the material

In the last step is the evaluation. There are two kinds of evaluation, expert judgement and try out. The expert will be evaluated the material that is developed. In try out, the materials will be used in the teaching and learning process. Students give comments and difficulties in the use of material. In this step, the material developer needs to know whether the goal of learning that have been determined.

In developing material to be used as speaking test content, the suitability of the material at the level of the learner, the needs of the learner, is a vital thing that must be considered by the teacher. To achieve learning objectives Tomlinson (2012) promotes basic principles in developing a material. Teaching material prepared should have a positive impact, makes students feel comfortable, help students develop confidence, students is seen as something relevant and useful, the students willing to strive for benefit, correspond to preparedness or provision that has been owned by the students, contains language features that should be a concern of students.

c. Scoring the Speaking Skill

Brown and Abeywickrama (2010) contend that to provide effective assessment, there are four rules that need to establish: specify criteria, give appropriate tasks, present maximum output, and set practical and reliable scoring procedures. For this assessment, the table on oral presentation criteria below is going to be used to evaluate students' performance. Each criterion is designed to ease the teacher to score students' presentations. It is also practical as teacher only needs to put ticks on the appropriate score presented in. The criteria used to evaluate students' performance are based on those developed by Brown (2007). He suggests there are at least six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment. In addition, a presentation skill checklist will be added to the oral presentation assessment criteria. However, the point is not more than twenty percent of the overall score to maintain the validity of the assessment which focuses on speaking skill.

Deno (2003) state that the followings are several steps for developing rubric or scoring procedure :

1) Establish criterion levels of speaking proficiency based on the goals and objectives of the classroom instruction before using instructional activities for assessment.

2) Operationalize these criteria based on actual student performance.

3) Set criterion levels of performance by designing a scoring rubric and rating scale or checklist. Begin by using a model rubric or scale; revise it to reflect your instructional objectives and then ask colleagues for

feedback. Check the dimensions or aspects of oral language that a teacher want to assess.

The scoring rubric might typically include communicative effect or general comprehensibility, grammar and pronunciation. If the overall communicative effect is more important than communication, then it should be given more importance in the rubric. Share your rubric with the students, and get their input on it. Revise the rubric until both you and the students agree on what it means and how it looks in terms of students performance.
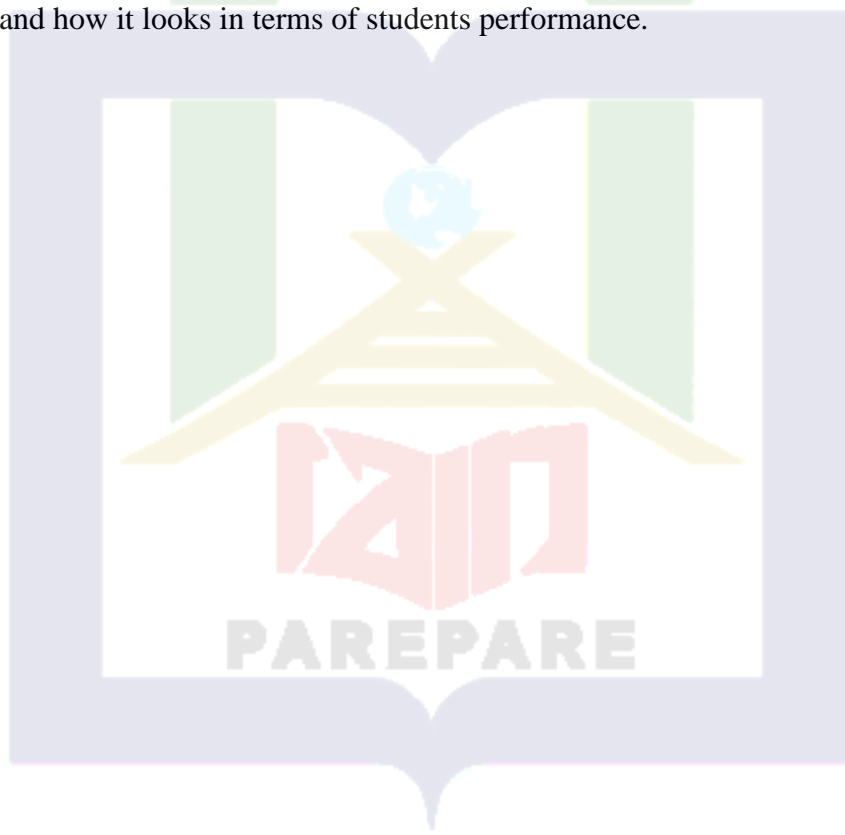
C. *Conceptual Framework*

Teachers' Performance in Speaking Skill Assessment

Chart 1. Conceptual Framework

The Government Regulations Number 19 of 2005 mentions four competencies of teacher's performance. They are Pedagogical Competence, Personal Competence, Professional Competence and Social Competence.

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Teachers are required to master multiple abilities that must support the development of students. One of the abilities that the researcher interested on is the teachers ability in assessing student development and achievement. Rahman (2014) and Susanto (2016) state that The ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counselling services, and organizes the school administration, know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

By observing the theoretical framework, the researcher is going to study teachers' performance in Speaking skill Assessment. The framework views one of teacher's performance variable termed professional competence directly related to the speaking skill assessment which in this study will take three variables.. The researcher would conduct interview with teachers related speaking skill assessment by focusing three variables of assessment they are planning the assessment, construct the speaking test model and speaking content and the scoring variable. The questions asked would be the indicators of professional competence of teachers' performance. The result of the study would be the description of teachers' performance in speaking skill assessment.

CHAPTER III

RESEARCH METHOD

A. *Research Design*

In this study, the researcher uses a descriptive qualitative research design. Qualitative methodology is defined as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2010:4). Qualitative methods can be used to reveal or understand something behind a completely unknown phenomenon and provide complex details about the phenomenon. Thus, the research report will contain quotations to illustrate the presentation of the report. In this research, it is intended to describe clearly and in detail the teacher's Performance in designing speaking sill assessment

B. *Subject of Research*

The subjects in this study are English teachers from Islamic State High Schools in Parepare City. The schools will be MAN 1 and MAN 2 Parepare. The number of teachers to be studied depends on the number of teachers and the willingness of teachers in the schools.

C. *Procedure of Data Collection*

Data collection techniques used in this study were interviews and documentation. Data collection techniques are the most important step in research because the main purpose of research is to obtain data (Sugiyono, 2009:308). Therefore, it is important for researchers to know the data collection techniques that will be used to obtain appropriate data and meet established standards. The researchers used data collection techniques as follow:

1. Interview

An interview is a conversation with a certain purpose by two parties, namely the interviewer as the questioner and the interviewee as the answerer to the question. as the purpose of the interview is to construct about people, events, activities, organizations, feelings, motivations, demands and concerns and reconstruct expectations in the future; verify, modify and extend information from others (Widoyoko, 2016:40). In addition, Interview is a question and answer process or verbal dialogue between the interviewer and the respondent or the person being interviewed with the aim of obtaining the information needed by the researcher. Interviews are a way of collecting data directly from the source about various social phenomena.

According to Hadi (1984:157), the use of interviews as a method of collecting data in a study is based on several reasons, namely, it is believed that the subject is the person who knows best about himself, what is stated by the subject to the researcher is true and trustworthy, and the interpretation of the subject to the researcher's questions. the same as that intended by the researcher.

In this study, interviews were used to obtain information from the four English teachers in different high schools about how they construct appropriate reading tests and meet good test standards. In conducting interviews, researchers used the type of unstructured interviews or open interviews, meaning that the interviews were conducted freely. As Kumar (2011: 140) stated that the interviewer has the freedom to develop questions, is free to ask questions without having to sequentially, is free to use and choose words and ways of speaking to informants, is free to formulate and raise problems suddenly depending on the situation and context of the current discussion.

Thus, in using the unstructured interview or the open interview, the interviewer did not use interview guidelines that are systematically arranged but only in the form of interview guidelines that contain an outline of the problems to be asked so that the questions are submitted unstructured but always focused on one particular subject related to the variables studied.

2. Document Analysis

Content analysis or document analysis is a method for systematically investigating texts. Qualitative content analysis allows researchers to investigate the meanings embedded within texts. Many different kinds of texts and materials can be studied via content analysis, including (but not limited to) historical documents, transcribed speeches, newspapers, magazines, books, blogs, and diaries (Leavy, 2017:146).

In this research, the documentation analysis carried out by the researchers were used to study and analyse documents relate to the speaking skill assessment. The documents included in this study were obtained from teachers' documents in planning, construct, and scoring the speaking assessment.

D. *Technique of Data Analysis*

In this study, researchers used an interactive model data analysis technique developed by Miles, Huberman and Saldana (2014:31-33) starting from data reduction, data presentation to verification and conclusions.

1. Data Reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching. In process of data reduction, the

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researcher selected, focused and abstracted the data in the field note. The data reduction was done during research activities. In this case, the researcher reduced information during the researcher activities if data was unimportant or did not support the data needed by the researcher.

2. Data Display

Data display was used to know the entire description of the result either in the form of matrix or coding. After conducting this stage, the researcher was able to draw conclusion and verify it to be meaningful data, it meant describing data in the form of descriptive or narration. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher should do. The researcher analyzed the other action based on her understanding

3. Conclusion Drawing

After the process of collecting and analyze the data, the researcher tried to find out and get the conclusion or verification from the results based on the data taken from the field by the researcher. The conclusion of this research becomes the final report of this research

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Teachers' performance in Planning Speaking Skill Assessment

In planning the speaking assessment, the four respondents carried out 5 stages. These stages are identifying instructional activities or tasks, outlining the major instructional goals, deciding to make video recording of students' performance, deciding the frequency of meetings and providing feedback.

1. Identifying instructional activities or task

In identifying instructional activities there are 3 methods that teachers do. The methods conducted were based on students need, based on task book and elaborated. The writer uses term *Students Need Based, Task Book Based, Elaborated.* The following is the table classification of Identifying instructional activities:

Table 1. Classification of identifying instructional activities

Respondent	Identifying Instructional activity/task		
	Students Need Based	Task Book Based	Elaborated
HS	✓		
SM		✓	
LP			✓
H		✓	

a) Students Need Based

This method is carried out to choose activities based on the needs of students in the speaking class. The activities carried out could have been based on the book, but the content of the book chosen was random based on the needs of the students at that time.

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HS uses this method to adjust the progress of his students. The content presented and learning objectives still refer to the curriculum, but students are faced with requiring different activities to achieve learning objectives so that HS chooses this method. This is based on interview data:

Respondent HS:

… the activities are determined in class… because usually the children don't understand yet, so we repeat the lesson… lessons from last week… sometimes there are children who are slow… .

A teacher is aware of the different characteristics of students when he enters the classroom. Starting from the diverse interests of students, different learning styles, different levels of understanding, and so on. This diversity is a challenge for a teacher. A teacher must be able to ensure that every student in the class is successful in their learning. With this diversity, of course the teacher must realize that every student cannot be given the same treatment in learning.

Efforts to adjust the learning process in the classroom to meet individual learning needs, teachers must make reasonable decisions oriented to the needs of students. These decisions are related to how to create a learning environment that "invites" students to learn, determine clearly defined learning objectives, carry out continuous Assessment, respond or respond to student learning needs, adapt lesson plans to meet student learning needs, effective classroom management and creating procedures, routines, methods that allow for flexibility. But also a clear structure, so that even though it is possible to carry out different activities, the class can still run effectively. This effort is called differentiated learning (Tomlinson: 2001). He says that teachers can categorize students' learning needs, based on at least three aspects. These three aspects include:

(1). Readiness to learn is the capacity of students to learn new material. In this case the teacher can map the readiness of students to learn new material, for example which students have to get basic assignments and which ones have to get more transformative assignments, which students still depend on the teacher or which students are more independent in doing assignments. , or which students are faster in understanding the material and which are slower in understanding the material.

(2). Students' interests, students also have their own interests. There are students who are very interested in art, mathematics, science, drama, cooking, etc. Interest is an important motivator for students to be 'actively involved' in the learning process.

(3). A student's learning profile is a student's preferred approach to learning, which is influenced by thinking style, intelligence, culture, background.

Learning based on student needs provides opportunities for each student to explore based on each student's learning style. Before carrying out learning, McCombs (2005) suggests that teachers design learning based on student needs by identifying student needs, mapping student learning needs, developing learning strategies that meet student needs, conducting periodic formative assessments, and reflecting on learning outcomes.

b) Task book based

This method is carried out by the teacher by following the entire learning schedule and learning instructions based on the task book. The method of selecting activities based on the task book was carried out by SM and H. The books provided by the school contained material and exercises, so that the teacher simply implemented these activities in class. This is based on interview data:

Respondent H

… the books provided are good…. There are instructions, exercises… there is also material in it… .

Respondent SM
... the activity and material are from the book... therefore the learning objectives are already there... .

Supported document:

Figure 1. Instructional material

Task book is one of the main components in teaching and learning activities. In addition, books are also prioritized in the world of Indonesian education. According to Supriadi (2000:46), textbooks act as teaching materials or instructional media which are dominant during teaching and learning activities. In other words, the book is useful for conveying curriculum material.

The existence of learning texts is so important that it is prioritized and used as a companion for students in developing their own thinking power. Without books such as texts, students will have difficulty learning, both in class and independently (Allington: 2015). So, the book can be said to be the main guide for students, both from the elementary level to tertiary institutions as well as from public or private schools.

According to Fitzgerald (2009) there are several reasons why teachers and students need a test book/text book:

(1). Textbooks can be used as a medium to help educators to convey and develop material in the classroom.

(2). Educators have limited time to develop new material, because their teaching profession does not only require them to work in class. There are various other tasks, both functionally and structurally that also need to be done and completed.

(3). There are external pressures that pressure most educators. Therefore, they need to make their work easier by providing handbooks.

(4). The book can be used to create a framework that organizes and schedules teaching program activities.

(5). For students, books are one of the reasons they study. Without books, they don't have a purpose to learn.

(6). Without a task book, students will also not find a clear focus. They will then increase their dependence on their educators. That way, educators will have a very tough task because it is used as the focus of learning.

(7). The task book is a sign that students are subjects that need to be taken seriously.

(8). Task books have a dual role, for example as a syllabus, provider of teaching texts and learning assignments in many conditions. In addition, the existence of the book makes it easier for educators and students because of its ready-to-use form.

(9). For educators, especially new educators, textbooks function as a weapon that secures, gives instructions, and helps them carry out their work.

The reasons explained in detail above only apply if the learning book meets several conditions. Fitzgerald (2009) describes the conditions:

(1). First, textbooks can meet the needs of educators and students.

(2). The book has relevant topics that are interesting and needed in teaching and learning activities.

(3). The task book must be prepared realistically and take into account the situation of teaching and learning activities in the classroom.

(4). The content can be used optimally by students and adapted to their learning styles.

The use of a task book in learning speaking makes it easier for teachers to do learning with the instructions in the book. The available task books also contain pictures to make students easier to do visual interpretations into action speaking.

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c) Elaborated

Elaboration is choosing speaking activities by combining students need based and task book based. This method is carried out by LP to avoid learning boredom in students. LP combines activities from the task book by taking book content, adding content based on student needs and then elaborating student activities. The addition activities is sometimes games, of modify performance. This is based on interview data:

Respondent LP

... from the book, but usually add games so they (students) would not get bored... .

Elaboration activities are learning activities that provide opportunities for students to develop ideas, ideas, and creations in expressing cognitive conceptions through various means both orally and in writing so that high self-confidence arises about their abilities and existence. Darling (2005) suggests the advantages of elaboration learning:

(1). Familiarize students with a variety of reading and writing through specific meaningful tasks;

(2). Facilitating students through giving assignments, discussions, etc. to bring up new ideas both orally and in writing;

(3). Gives the opportunity to think, analyze, solve problems and act without fear;

(4). Facilitating students in cooperative and collaborative learning;

(5). Facilitating students to compete in a sporty manner to improve learning achievement;

(6). Facilitating students to make exploration reports that are carried out both orally and in writing, individually or in groups;

(7). Facilitate students to present creations; individual and group work;

(8). Facilitating students to carry out exhibitions, tournaments, festivals, as well as the products they produce;

(9). Facilitating students to carry out activities that foster pride and self-confidence of students.

Elaboration activities provides opportunities for students to develop ideas, ideas, and creations in expressing cognitive conceptions through various means both orally and in writing so that high self-confidence arises about students' abilities and existence.

2. Outlining the major instructional goals

Assessment is an activity to gain the goal of learning. So setting learning goals is the most important thing. The four respondents have the same answers to questions about the major goals of learning. Learning objectives are written in the syllabus as core competencies. That means the objectives of learning is determined by curriculum. Core competence is the elaboration of learning content as an effort to achieve graduation standards. The major goals in the syllabus are then broken down into basic competencies in the lesson plan. So in determining the major instructional goals, teachers rely on learning targets determined by the curriculum. The writer named this method as *'Curriculum Centred'*.

The followings are the respondents' interview data:

Respondent LP

… The learning objectives are in the syllabus as core competencies and basic competencies… .

Respondent HS

… the purpose of the assessment used is already in the teaching tools, syllabus and lesson plan... this goal is adjusted to the task book used, and the book is provided by school… .

Respondent H

... the learning objectives already exist, then adjust them to the material book, then determine the learning objectives in the basic competencies...

Supported documents :

Figure 2. Learning goals

Learning objectives are specific statements expressed in performance that are written to describe the expected learning outcomes. Learning objectives usually refer to indicators of competency achievement. The formulation of objectives is a statement about the learning outcomes that are expected to be achieved by students, or more precisely what new abilities are mastered by students at the end of learning. It should be remembered that the formulation of learning objectives is not a statement about what the teacher plans to carry out in teaching and learning activities , but rather what students should get or do from a learning process (Bereiter : 2018)

The learning objective is the mastery of operational competencies that are targeted or achieved by students in lesson plans. The learning objectives are formulated by referring to the formulas listed in the indicators, in the form of

operational statements. The urgency of preparing the formulation of learning objectives in lesson plans is explained by Majid (2005) as follows: 1) Teachers could select materials, methods, media, and sequence of activities; 2) Teachers have a commitment to create a learning environment so that goals are achieved; 3) Assist teachers in ensuring the correct evaluation.

3. Deciding to make an **audio or video recording**

Assessment with video recordings is a formative assessment. The four respondents admitted that they did not carry out speaking assessments via video during direct learning. This is because during direct learning, speaking assessment is carried out by monitoring students directly. Another reason is that recording will take time besides that the recording facilities owned by the teacher are inadequate, memory is limited. Respondents explained that talking via video was only done during distance learning. Based on this information, the assessment of speaking skills via video is only an alternative, so it is called *'Alternative Speaking Assessment'*.

The followings are the respondents' interview data:

Respondent H

… during face-to-face lessons students were assessed and monitored directly and corrected directly if there were errors… .

Respondent LP

… taking videos for speaking assessment would be time consuming… .

Respondent M

… I could not facilitate video capture with limited memory. For now, teachers only have a phone as recorder. So with a very large number of students, it is hard to accomplish the video recording… .

Respondent HS

… the evaluation of using video can be an alternative for certain needs such as during the previous pandemic… .

Brown and Yule (1983) suggest that a tape for each student be used if oral language is an essential part of instruction. They also suggest that students be recorded conducting different types of tasks, such as describing a picture or event, telling a story, or expressing an opinion. By assessing different kinds of performances the teacher gets valuable feedback on student needs and is able to focus instructional goals accordingly.

Assessment with video media was carried out by 4 respondents during distance learning. This is because the learning process must not be carried out face-to-face to avoid Covid. The activity chosen was oral presentation. Assessment of speaking skills through video recordings provides a new experience for students and teachers.

Using a video and voice recorder as media for speaking assessment will save a little time in class, but the teacher needs effort to open and play the recordings one by one as many as the total students in the class. Continuing work at home that should be done at school will take up the teacher's time outside of the teacher's working hours (Allen : 2021)

4. **Deciding how often to collect information**

As a skill in English subject that has four skills, Speaking takes once to be presented in class. According to the four respondents, speaking is held once a month because time is also divided for other skills.

The followings are the respondents' interview data:

Respondent HS

…students learn English only once a week, where for 1 subject there are 4 skills. So that in his assessment for speaking can only be done once a moth….

Respondent M

...because of the limited time, speaking is done once... .

Respondent LP

...once, because we also have to allocate time for listening, reading and writing… .

Respondent H

…Yeah... like it or not, I only speak once a month...

A teacher whose purpose is to monitor students' progress will need to collect information more often than those whose purpose is for reclassification decisions, which may require assessment only twice a year. Teachers who wish to monitor students' progress should plan to incorporate assessment into their instruction regularly so that a small amount of information is collected on individual students periodically over time and across a variety of oral language tasks.

Learning English in Indonesian public schools is allocated once a week. So that the frequency of student data collection for speaking skills can only be done once a month (H: 2022). Students are expected to be able to master 4 skills in English, and the existing time allocation can only be carried out skill assessment for 1 meeting.

Limited time allocation for English subjects is one of the factors causing the learning objectives not to be achieved perfectly. Especially with the large number of students, the time for learning and assessment is narrowed. Teachers are overwhelmed in dividing time so that sometimes class activities are not optimal. Teachers have tried various ways to outsmart the existing conditions. Dividing into groups when learning takes place gives some relief for teachers to identify weak and bright students. However, students who are lacking in speaking

skills still need a special time allocation for practice and catching up. So that once meeting for students' speaking skills is still considered insufficient for 4 respondents.

5. **Deciding when and how to provide learners with feedback**

Feedback in learning assessment is an action given by educators to help students understand a lesson by responding to learning outcomes or students' work with the aim of improvement. The four respondents provided feedback either verbally or nonverbally on student tasks or performance. The following is the classification table of feedback.

Responde nt	Verbal Feedback			Nonverbal Feedback			
	Motivati on	Correcti on	Appreciat ion	Smile	Curious	Flat Expressio n	Appl ause
HS	✓	✓	✓	✓	✓	✓	✓
SM	✓	✓		✓			✓
LP	✓	✓	✓	✓	✓	✓	✓
H	✓	✓	✓			✓	✓

a) Verbal feedback

Verbal feedback is given by the teacher to comment on student work or student performance. This feedback is done to motivate students, to correct and also to appreciate. 4 respondent provide verbal feedback for students. The words they usually use are 'good job', 'excellent', 'good', 'very good'. These words are used to appreciate student performance and motivate students to try their best again. The followings are the respondents' interview data:

Respondent HS

… often, I often give feedback… students are given comments, are they good or lacking, or what should they improve… If students show good performance they are given praise 'good job', 'excellent'… if they are lacking, I ask their friends to cheer them up or ask their friends to give applause… .

Respondent SM

... yes, feedback is important. Feedback needs to be given so that students are motivated, they know where they are lacking… feedback by praising, such as good, very good, or applauding… .

Motivating with feedback is important in the learning process. Providing positive feedback is an alternative that can be applied in the learning process which can increase motivation and learning outcomes. Based on the research journal Anggraini (2015) it was found that feedback has an influence on learning outcomes of 0.936 (high). Then in the research journal Ismiyyah (2014) it was also found that positive feedback can improve student learning outcomes. The way that should be done by the teacher to motivate students is to give praise when the performance is in progress or the performance has been completed. Give feedback as needed and do not repeat feedback too often to avoid feeling familiar to students when they hear feedback from the teacher.

Correcting by providing constructive feedback is feedback that allows intense communication to open between teachers and students. Teachers can convey the evaluation results to students, and at the same time can work together to improve and improve the learning process. Providing correction and communication should avoid other students if this correction is intended individually. This is to maintain the feelings and self-confidence of students who have problems in the learning process.

b) Nonverbal Feedback

The opposite of verbal feedback, nonverbal feedback is given by the teacher through expressions and actions. The expression shown by the teacher is curiosity when the teacher does not understand the student's intentions. Express a smile or be amazed and pay close attention if the student's performance is good. Have a flat expression if the student's assignment is not satisfactory. Applause is a form of feedback action carried out by the teacher to give enthusiasm and appreciation for student performance. The following are the interview data:

Respondent LP

... feedback is done in every lesson. Children love to be praised. If there is an improvement, even a little, we give appreciation, if there is not enough, we provide motivation, correction... for non-verbal feedback, usually through expressions or applause, or smiles... and no expression when students' assignments are disappointing.. .

Respondent H

… yes they were given feedback. If, for example, they speak well in front of the class, they will be applauded. Or they say 'good'... if they are lacking, then they are motivated and they are told what is right to add.... If they have been corrected but it's still not enough. what can we do? We should not make expressions that make them afraid, just a flat face... .

The four respondents claimed to provide feedback spontaneously both verbally and nonverbally. For respondent H, feedback is actually sometimes consciously or not carried out in class. By seeing good student performance, perfect assignments, the teacher will be happy and provide feedback. For respondent M, giving good feedback to students will increase motivation and reduce disappointment if the they get a poor results. Hays (2010) suggest some benefits of feedback are : (1) encouraging increased student effort, motivation and engagement while reducing the difference between current achievements and the goals to be achieved, (2) providing appropriate strategic alternative information within the framework of the process of understanding the material, (3) Confirm

with students regarding the results of work/tests whether they are right or wrong while providing input and corrections to accelerate the achievement of learning objectives, (4) more information is available that can be used as a basis for improving learning, (5) show directions and learning solutions to students, (6) lead to a more practical and effective restructuring of understanding.

Feedback is a response or response to an action. Feedback or responses can be given either verbally or nonverbally. Providing feedback correlates consistently with student achievement, when compared with other learning indicators. If corrective procedures are used appropriately, feedback can increase student learning achievement by above 20 percent (Khong: 2021). Techniques that can be used in providing feedback, namely: 1. Utilizing acceptable assistive techniques for teaching materials including certain materials that are sometimes complicated and complex if only described verbally; 2. provoke students' apperception in giving and getting feedback fellow teachers can use apperception, namely assimilating an observation or concept that is being discussed and experience that has been previously owned; 3. Choosing the right motivation to generate motivation is a good way to encourage feedback; 4. Use a variety of methods.

Another type of feedback put forward by Thurlings (2013) is positive feedback, neutral feedback, and negative feedback. a) Positive feedback is feedback that is expressed in nice, fun, smart, interesting, and great words. b) Neutral feedback is feedback that does not refer specifically to students who make mistakes doing motion assignments, but neutrally reminds all students who are doing motion assignments. c) Negative feedback is the opposite of positive feedback, although it is rarely recommended considering the fear of undermining student confidence. Although it is rarely recommended to give negative feedback

considering that it is worried that it will undermine students' self-confidence, negative feedback is given in the following ways: 1. implicitly (indirectly) 2. given to students who do not understand after being given feedback several times. 3. given to students who do not pay attention to the teacher's explanation.

Teachers' Performance in Planning Speaking Skill Assessment Chart
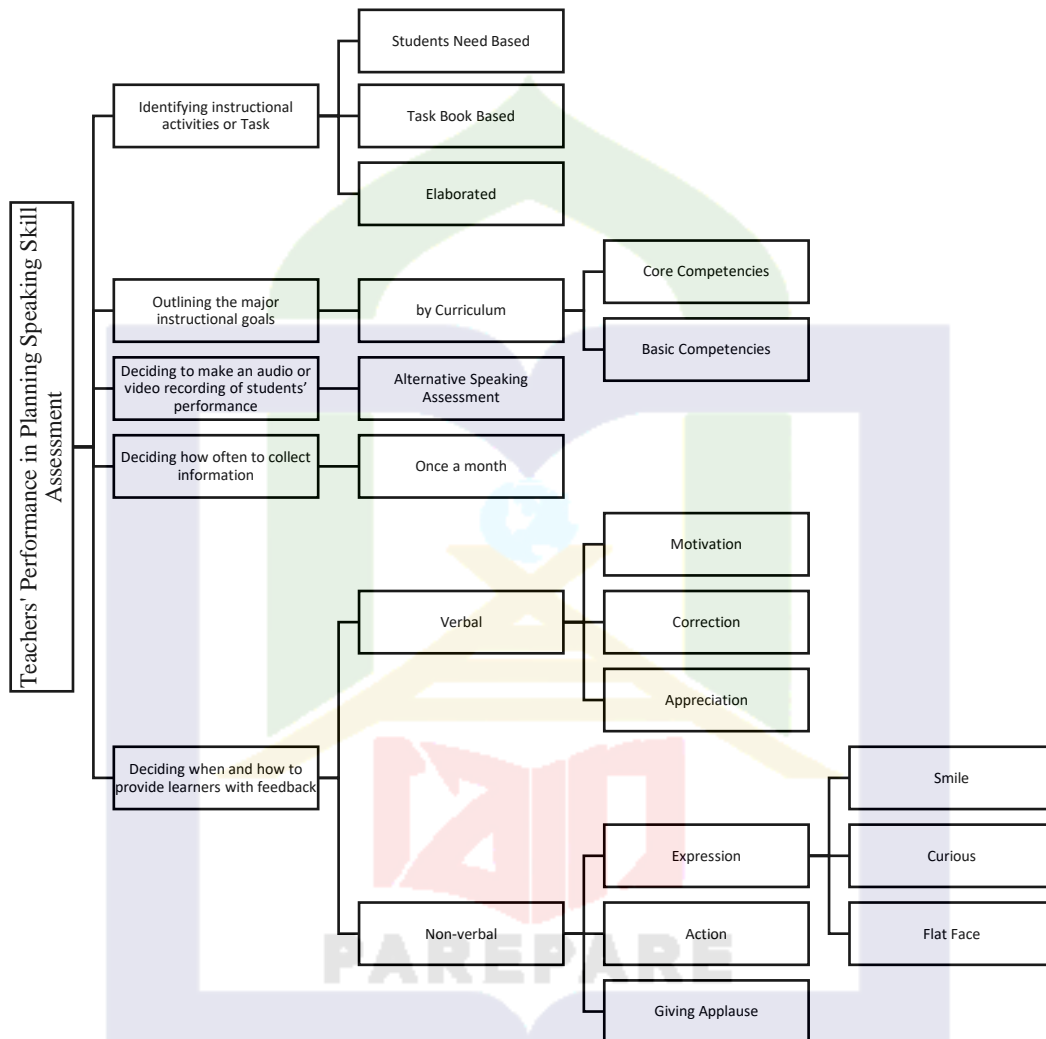
Chart 2. Teachers' Perfomance in Planning Speaking Assessment

B. Teachers' performance in constructing the model and content of speaking

Constructing the model of the speaking test refers to developing the model of speaking test conducted by the teacher both in formal and informal tests. While constructs the content is the development of speaking test content. The followings are how teachers construct the model and content the speaking skill assessment.

1. Select the speaking activity

This stage is a way of construct the model of speaking. Constructing the model of the speaking test refers to developing the model of speaking test conducted by the teacher both in formal and informal tests. The fourth teachers stated that the determination of the speaking test model to assess students' speaking skills was based on the textbooks they used. Instructions for teaching skills are listed in the book, so the teacher only follows the instructions and information in the book.

4 respondents said that dialogue (intensive type or responsive type) is the most popular activity to do because the implementation is practical. 2 respondents chose oral presentation activities after dialogue, 2 respondents chose imitative and 2 respondents chose games for additional activities.

4 respondents chose dialogue activities to measure students' vocabulary, students' understanding (talk as interaction) and to train students' mentality (talk as performance).

2 respondents chose oral presentation (extensive type) to measure students' vocabulary, grammar, and fluency.

2 respondents chose imitative to measure students pronunciation, and 2 respondents chose games to measure student vocabulary and train student cohesiveness (interactional skills). The table of classification as follows:

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Table 2 Type of speaking activity

Respondents	Type of speaking			
	Imitative	**Responsive**	**Extensive**	**Interactive**
HS		Dialogue		Games
SM	Imitative	Dialogue	Oral Presentation	
LP	Imitative	Dialogue		Games
H		Dialogue	Oral Presentation	Games

The following is table specification activity based on speaking assessment

criteria:

Table 3 Speaking assessment criteria

Respondents	Speaking Assessment Criteria				
	Grammar	**Vocabulary**	**Comprehension**	**Fluency**	**Pronunciation**
Dialogue		✓	✓		
Oral Presentation	✓			✓	
Imitative					✓
Games		✓			

The followings are interview data:

Respondent HS

… dialogue is considered more practical and involves more than 1 person… easy to do, and students can practice with their friends…. Usually to measure vocabulary and understanding… .

Respondent SM

… I prefer dialogue activities. Apart from the fact that the format of the task has been provided in the textbook, the dialogue activity is also an exercise for students in applying real speaking… other activities are in the form of teaching pronunciation… presentations…. Presentation on measuring fluency.

Respondent LP

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…dialogue is the most types of speaking used in the classroom. However, students also sometimes do oral presentations by telling their daily lives in grammar lessons… to measure grammar, vocabulary… we ask them to complete the dialogue and come to the front of the class to read and dialogue with their partners… besides dialogue there is also imitative to measure students' pronunciation… if games are done to increase vocabulary as well… .

Respondent H

… that dialogue stimulates intimacy between students in class… games in the form of telling activities in pictures is also often done, but students can only convey words and not all students can compose sentences properly and correctly… sometimes also presentations, but rarely… .

Construct the model of speaking refers to developing speaking activity for assessment (Carlson : 1995, Sawaki : 2007). The speaking activity is to determine the type of speaking based on the principles of assessment and the objectives of the assessment as previously written. If the purpose of the assessment is to assess students' fluency in speaking, then it is not appropriate to choose the imitative type as a speaking assessment activity. Selection of assessment activities that are in accordance with the objectives of the assessment results in a valid assessment. (Duran : 2008).

According to information from 4 respondents, dialogue is most often done in the speaking class. This is considered more practical because it is very easy to do and can be done spontaneously. Dialogue is an activity that is carried out by more than one student in the class, this emotionally builds communication between children and grows their self-confidence because they are not performing alone.

The next popular speaking activities for 4 respondents were oral presentations, imitation and games. Oral presentation is also a practical activity to do. Usually students will be asked to present their assignments about personal information. Next, Imitation activities are carried out by the teacher to provide

pronunciation exercises. The teacher gives examples of pronunciation and will be imitated by students afterwards. And the last popular are games. Games are chosen to stimulate students for what they have learned. Games are done to avoid learning boredom. In addition to spurring student motivation, games in learning are also fun.

Selection of learning activities and assessment determines the validity of the assessment (Luoma : 2004, Cook : 2016)). The consideration that should be made before choosing speaking activities is to determine the purpose of the assessment. Determine what criteria will be assessed and consider the speaking skills that need to be developed. Choosing imitation activities when assessing fluency is inappropriate so that the assessment is not valid. Likewise, when the purpose of the assessment is interaction and the activity being carried out is an oral presentation, the assessment is not valid, because the activities carried out must be able to measure what should be measured.

The followings are supporting documents:
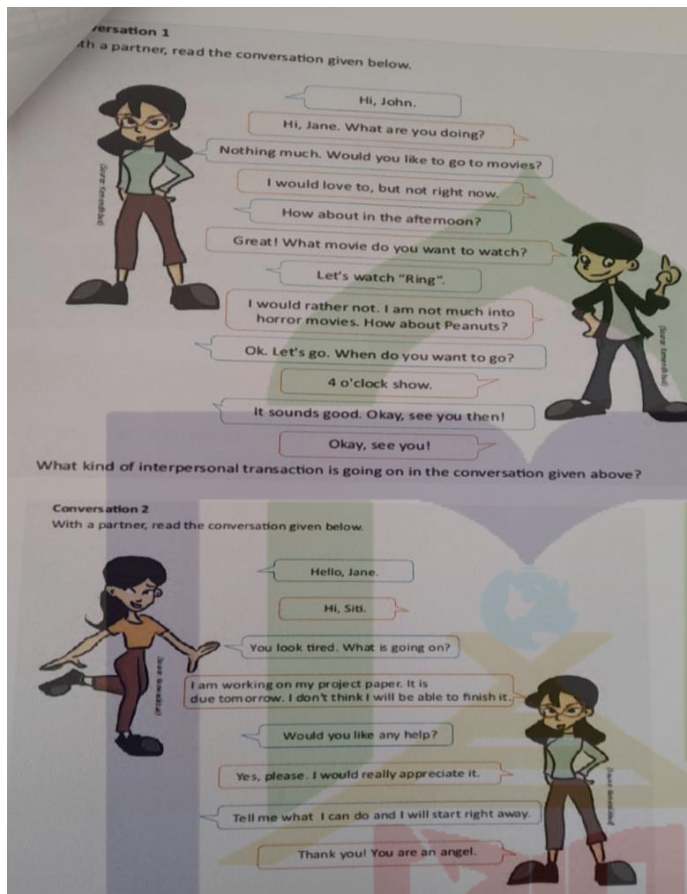
Figure 3. Instructional activity from task book.

2. Identification of need for material

This stage is the first step of constructing the content of speaking. Construct the content refers to the development of speaking test content. 4 respondents were very dependent on the task book used in determining activity and speaking content. The speaking activities have been provided in the book, the content and target vocabulary are also provided in the book. So 4 respondents developed the content as material for speaking assessment was carried out spontaneously and it was not recorded as a learning target

4 respondents developed material or speaking content by combining book material and adding new material according to the environmental context and

student needs. The context and environment in question are new vocabulary lists, both nouns and verbs, or adjectives, that are around students but not found in the task book

The steps taken by the 4 respondents in developing the material were:

| Listed material from task book | identifying contextual material needed | Listing the new contextual material on white white board (local language) | translate the local language into English | students taking note of the new contextual material |
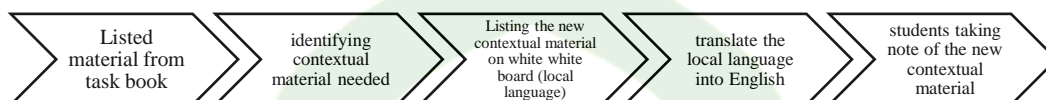
Chart 3. Steps in developing material

The followings are interview data:

Respondent HS

… there is additional material… students sometimes ask for new vocabulary that is not found in the book. … for example: take a pee (verb), fan, sunglass, and so on… students are asked to take notes, then students call out a list of new words and the teacher writes on the white board, then the word is interpreted then students take notes… .

Respondent SM

… adding… students must be curious about the English translation of the things they see…. Sarongs, home dresses, filling the bath… the additional material is only written on the board with the meaning, then students write..

Respondent LP

… yes, they ask for some new vocabulary words when for example they are doing an assignment,… they ask for things they see, for example ojek, get a lift…. We write these words on the blackboard and they write down the meaning… .

Respondent H

... students are given additional vocabulary... the vocabulary around is then recorded on the blackboard and they also make notes... with their meanings... .

At this stage, material developers identify students' needs for problems to be solved. The vocabulary needs of students in each school are different, so that the development of materials needs to be done by identifying the needs of students. In the speaking class, sometimes students do not find vocabulary around them in textbooks. In this case the teacher plays a role in adding material to the learning process. Material development not only adds to students' knowledge of language use, but also sharpens their curiosity about other words around them.

Four respondents identified the material needs of students spontaneously when learning took place. The new material is recorded on the whiteboard and then the teacher explains the use and changes in the word form. The addition of this material is limited to being recorded by students in their book. The addition of material did not have been written in the teaching device by the teacher.

According to Saddhono (2015), the development of teacher learning materials must be able to identify learning materials by considering: 1) the potential of students; 2) relevance to regional characteristics; 3) the level of physical, intellectual, emotional, social and spiritual development of students; 4) benefits for students; 5) scientific structure; 6) actuality, depth, and breadth of learning materials; 7) relevance to the needs of students and environmental demands; and 8) time allocation.

The potential of students, namely the level of students' ability to capture and master the information contained in learning materials. Consideration in this case is clearly very important to do, because inappropriate considerations allow students to find it difficult to understand what is explained by the teacher.

Relevance to regional characteristics, this is an effort that must be made by teachers and their educational work relatives who must be able to serve the

community optimally. One of them is to create quality human beings, and useful for his life, his family, and also the society in which he lives. Therefore, the determination and development of learning materials in learning activities must be able to equip students to live life in the future, especially life that is in accordance with the characteristics of the environment.

The level of development, contains almost the same purpose as the consideration of the potential of students, where the material developed must be in accordance with their abilities. It's just that if the potential emphasizes more on aspects of knowledge, then development includes everything, such as physical, intellectual, emotional, social, and spiritual.

Usefulness is the reason why learning materials must be in accordance with the potential and development of students. That is so that the learning material can provide something meaningful for his life.

The scientific structure is one of the requirements that must be met by a learning material if it is seen as a science. In this case material is considered as something that must have a definite, fundamental, and acknowlegable truth value.

Actualization, depth, and breadth of material, namely learning materials are attempted not only to focus on one aspect that must be mastered, but the whole, including cognitive, affective, and psychomotor. The hope is that children can interact totally when faced with an object, problem, or when adapting to the environment.

Allocation of time, namely learning material must really be able to take advantage of the available learning time, and can be successfully delivered at the right time.

3. **Contextual realization of material**

Contextual realization of the material is how the development of the material provided is used according to the needs of the context, environment, culture, and knowledge and daily activities.

4 respondents explained the use of the material provided based on student needs, the environment and daily use by making new material as material for making sentences, paragraphs, presentations, dialogues. The followings are the table classification

Table 4. Classification of contextual realization of material

Respondent	Contextual realization of material			
	Sentence	**Paragraph**	**Dialogue**	**Presentation**
HS	✓	✓		
SM	✓			✓
LP	✓		✓	
H	✓			✓

The followings are interview data:

Respondent HS

... the material provided will be used in sentences, composing paragraphs .. .

Respondent SM

… the material will be made into sentences… or create information for presentations… .

Respondent LP

... students will make sentences from the material that has been given, or used as material for dialogue...

Respondent H

... the material is made into sentences... or used as presentation material…

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Contextual learning is an educational process to help students see meaning in the lessons they learn. The trick is to connect academic subjects that have been studied with the context of everyday life (Johnson: 2002). Contextual learning emphasizes the relationship between the material being studied and conditions in real life that can be seen and analyzed by students with the aim of increasing students' interest to always learning, thus they can gain flexible and applicable knowledge in everyday life and improve learning outcomes students through increased understanding of the material being studied.

In the contextual realization of the material, four respondents stated that this was spontaneously done in the learning process. When students ask about new vocabulary or material, the teacher explains directly and gives other explanations contextually so that students could understand clearly. The contextual approach to learning requires the teacher to be able to present a picture of the real world in the classroom. Thus, students more easily understand the essence of the things being studied. Nunan (1991) suggests some benefits of contextual material realization: 1) Improving students' ability to think critically, logically, and systematically; 2) The understanding gained by students can last longer because they understand by applying; 3) Students can be more sensitive to the surrounding environment; 4) Increase the creativity of students related to existing problems around which are adapted to the knowledge obtained.

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                                        ┌─────────────────┐
                                        │    Imitative    │
                                        └─────────────────┘
                                        ┌─────────────────┐      ┌─────────────────┐
                    ┌──────────────────┐│   Responsive    │──────│    Dialogue     │
                    │Select the speaking│└─────────────────┘      └─────────────────┘
                    │     activity      │┌─────────────────┐      ┌─────────────────┐
                    └──────────────────┘│    Extensive    │──────│ Oral Presentation│
                                        └─────────────────┘      └─────────────────┘
                                        ┌─────────────────┐      ┌─────────────────┐
                                        │   Interactive   │──────│      Games      │
                                        └─────────────────┘      └─────────────────┘
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Chart 4. Teachers Performance in constructing model and content of speaking assessment

Teachers' performance in constructing model and content of speaking

Select the speaking activity
- Imitative
- Responsive — Dialogue
- Extensive — Oral Presentation
- Interactive — Games

Identification of need for materials
- Combining
  - Task Book
  - Enviromental Context
  - Students need

Contextual realization of material
- Sentence
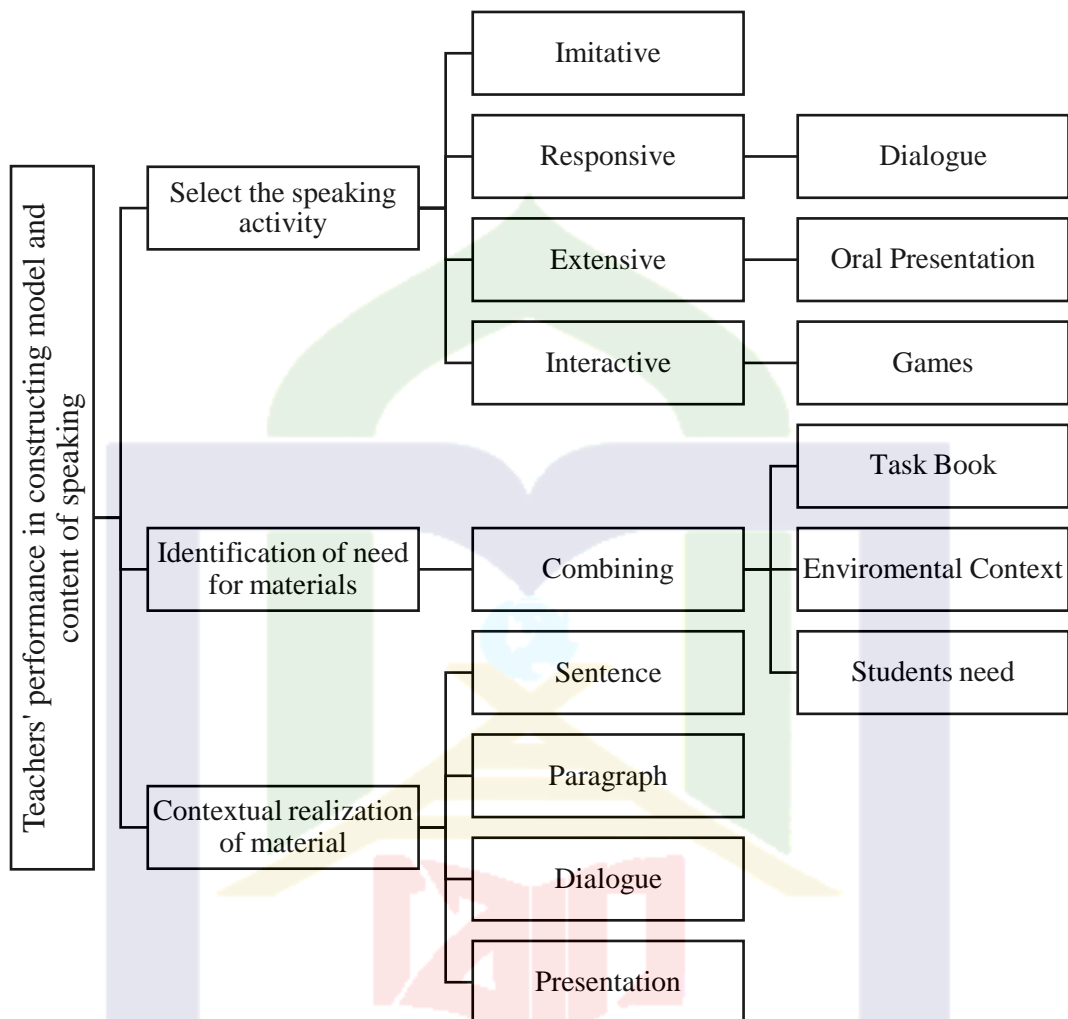- Paragraph
- Dialogue
- Presentation

Chart 4. Teachers Performance in constructing model and content of speaking assessment

C. Teachers' performance in scoring students' speaking performance

1. Establish criterion levels of speaking

Of the 4 respondents, 2 respondents did not make criteria for speaking level. Assessment of speaking skills in English subject is a daily assessment which is carried out once a month. The student's final score is a combination of 4 skills, namely English in general, so that the level criteria are not made by 2 respondents. The following is a classification table :

Table 5. Classification of criterion levels of speaking

Respondents	Speaking Criterion	General Criterion
HS	✓	
SM	✓	
LP		✓
H		✓

The followings are the interview data:

Respondent HS

… there is a criterion for speaking…. Grammar, vocabulary, fluency , pronunciation, comprehension… .

Respondent SM

... the same, the criterion level that we made is the same (with HS). There is Grammar, Vocabulary and others… .

Respondent LP

"… in teaching tools there are no assessment criteria for speaking… we use general assessment criteria because speaking is only a daily value…"

a) Speaking Criterion

Respondent HS dan SM used speaking criterion by adopting the speaking criterion of Brown (2004). The speaking criterion are pronunciation, intonation, fluency, and accuracy.

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The followings are supported documents:

Figure 4. Scoring criteria

2. Operational the criteria based on actual student performance

4 respondents assessed student performance in different ways. The writer categorizes these methods with the terms: Relation (individual/group), rubric (holistic/analytic), scale (5/100), partial (one by one/representation level), judgment (measured/guessed).

Relationship is the relationship between scores given by the teacher. 4 respondents assessed the students individually, where the scores between students 1 and the others were not related to each other. 1 respondent added a group assessment. Group assessment is an assessment based on group performance, where the value of each group member is related or the same.

4 respondents rated speaking in a holistic way. This method is by giving a score numerically without any qualitative analysis given by the teacher. 2 respondents rated it with a scale of 5 and 2 respondents rated it with a scale of 100.

Partial assessment is the way the teacher assesses students. 2 respondents assess one by one the ability of students. 2 respondents assessed the level of student representation. This representation will be a benchmark for the scores of students who are at the same ability level even though they have not performed yet.

Assessment is based on the type of judgment that is measured the ability based on scoring criteria for speaking, and guessed is a way of assessing by estimating student scores without scoring criteria for speaking. The following is the classification table.

Table 6. Classification of Teachers Method in Scoring

Respondents	Teachers' method in scoring									
	Relation		Rubric		Scale		Partial		Judgement	
	Individual	Group	Holistic	Analytic	5	100	One by one	Representation of level	Measured	Guessed
HS	✓		✓		✓		✓		✓	
SM	✓	✓	✓		✓		✓		✓	
LP	✓		✓			✓		✓		✓
H	✓		✓			✓		✓		✓

The followings are interview data:

Respondent HS

… I use a rubric with a scale of 5… giving scores to each student after performance. assesses students' performance scores recorded one by one when students perform… it is important to keep records of each student to show to the student's parents if anyone asks… Score records make it easier for teachers to carry out long-term assessments because student data is stored in detail… .

Respondent M

… I scores directly with scale 1-5. Scoring is sometimes done individually and sometimes in groups. Individual scoring is done by giving an assessment of speaking skills to students one by one, while group assessment is to give a score based on the performance of a group of students where the value of each group member is the same… .

Respondent LP

… I scores on a scale of 100 with a holistic rubric scoring…. the assessment of speaking as a daily value was only carried out on a few people and did not assess every child in the class…. it is to streamline the time in assessment and learning…. I ask students A, B and C to represent their friends' abilities in class. … students have a static pattern of abilities, between subjects 1 and the others. So that the value given to students can be guessed… .

Respondent H

… I scored with a scale of 100 holistic scoring rubric. Scoring is done when students perform. It provides an estimate of the time for each student to perform and gives a score when the performance is complete. I considers

students' speaking abilities can be measured from daily scores so that in scoring, the teacher has memorized students with high, medium and low scores… ."

Teachers' Performance in Scoring students' speaking Performance

Establish criterion levels of speaking
- Speaking Criterion
- General Criterion

Operationalize the criteria based on actual student performance
- Relation
  - Individual
  - Groip
- Rubric
  - Holistically
- Scale
  - 5 Scale
  - 100 Scale
- Partial
  - One by One
  - Representation of level
- Judgement
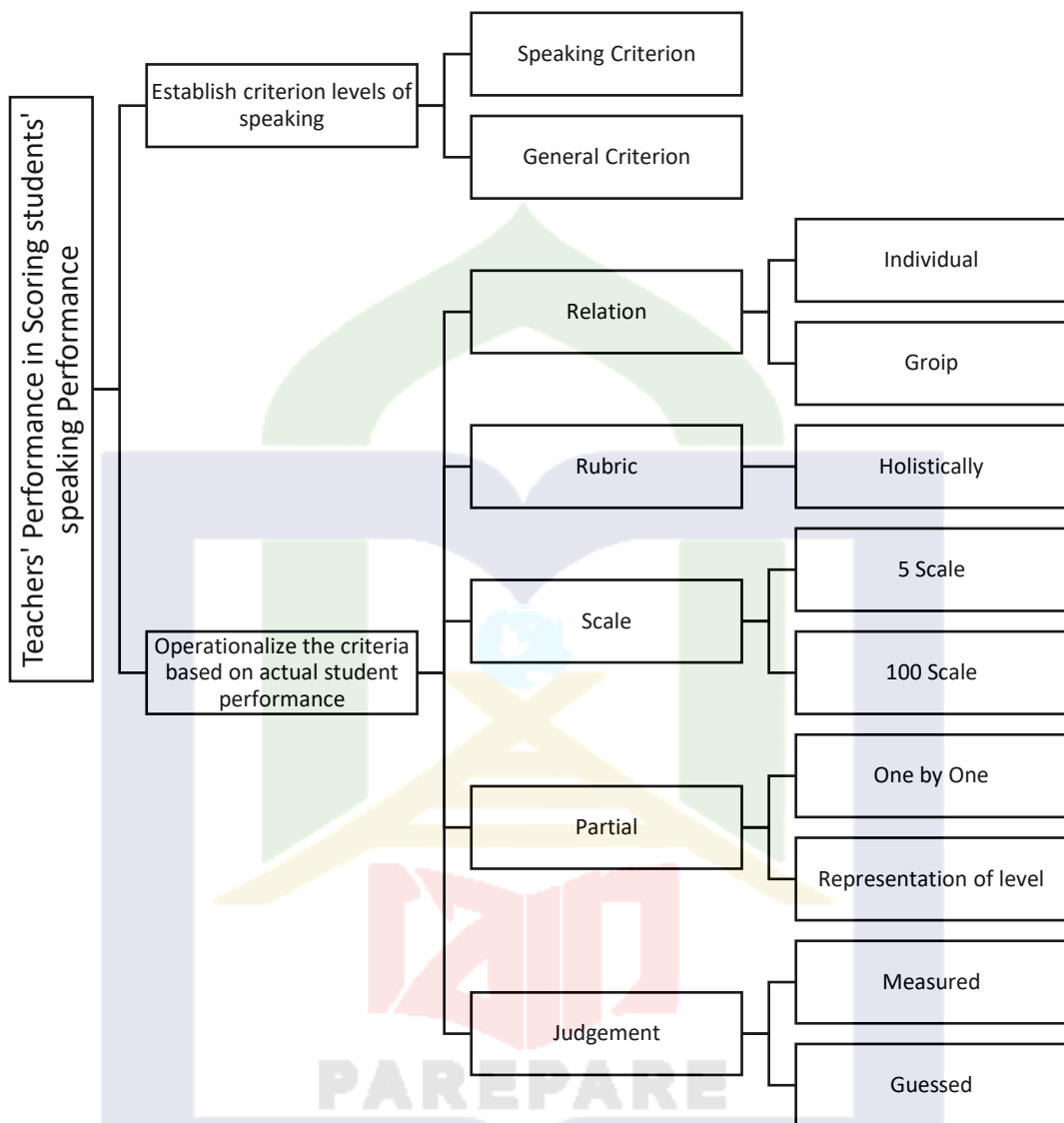 - Measured
  - Guessed

Chart 5. Teachers' performance in scoring speaking performance

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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 MAN 1 and MAN 2, Parepare City. This study aimed to investigate teachers' performance in speaking skill assessment focused on planning the assessment, constructing model and content of speaking and scoring the speaking skill.

According to the results in the previous chapter, some conclusion can be inferred. The first, in planning the assessment teachers put the objectives of learning and assessment on the teaching device (syllabus and lesson plan). They depend on the task book to determine the instructional activity or task to assess the students' speaking. Assessment of speaking via video and voice recorder is only done during distance learning. The speaking assessment is only done once in a month or sometimes once in two months. All teachers provide verbal feedback spontaneously to motivate students, but all teachers did not provide a test specification for speaking assessment. All the instructions for the speaking task deliver verbally to students.

The second, both in constructing models and content of speaking, all teachers practically choose dialogue as speaking activity for assessment and some of them conduct the assessment by assessing students' oral presentations. Sometimes all teachers give addition material as development material. This

additional material did not reach the final stage of systematic material development because there was no production in the form of a physics module made by the teacher, and no detailed and written explanation of the additional material provided. This additional material is delivered directly in front of the class.

The third, for scoring, 2 teachers established the criterion level and two others did not. HS and M prepare the scoring rubric using a scale of 5 to score the speaking skill holistically by number. LP and H did not prepare for speaking rubric. They use the general rubric to assess all the skills in English subject. Scoring and data collection is sometimes not done for all students. Students who are active in class will be entered in their value as a daily value, while the teacher will appoint some non-active students to perform. Teachers sometimes infer student grades based on the average ability in the class. This was done because of limited time and large class students.

B. *Suggestion*

Based on the findings, this study suggests teachers to plan a speaking assessment specifically not only as a daily assessment, but a formal assessment for speaking, such as a performance test, provide a specification table, at least once. The study also suggests teachers to make a proper speaking assessment criteria to specify the data of students, implement the scoring to whole students by determining a practical activity and instruction that adjusts the number of students and time availability.

Hopefully this research can be a reference, inspiration for prospective researchers to conduct research in the same field, as well as other researchers to follow up on the research results that have been presented. The researcher also

hopes that other researchers afterward can provide other perspectives in the same research focus.

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APPENDICES

SURAT IZIN MELAKSANAKAN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 **website:** www.iainpare.ac.id, **email:** mail@iainpare.ac.id

Nomor   :   B-929/In.39/PPs.05/11/2022   29 November 2022
Sifat   :   -
Lampiran :   -
Hal   :   Izin Melaksanakan Penelitian

Yth. **Bapak Walikota Parepare**
Cq.   **Dinas Penanaman Modal Dan Pelayanan**
      Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama   :   YULIS FIRAWATI NURUL HAKIM

NIM   :   2020203879102010

Program Studi   :   Tadris Bahasa Inggris

Judul Tesis   :   Teahers' Performance In Speaking Skill Assessment.

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Desember** Tahun **2022** Sampai Selesai.

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

                                   Direktur,

                                   Dr. Hj. Darmawati, S.Ag.,M.Pd
                                   NIP. 19720703 199803 2 001

SURAT IZIN MELAKSANAKAN PENELITIAN

SRN IP0000883

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 883/IP/DPM-PTSP/12/2022

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA

MENGIZINKAN

NAMA	: **YULIS FIRAWATI NURUL HAKIM**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **TADRIS BAHASA INGGRIS**
ALAMAT	: **BTN BUMI TASSISSO PERMAI**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **TEACHERS PERFORMANCE IN SOEAKING SKILL ASSESSMENT**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 1 DAN MAN 2 KOTA PAREPARE)**

LAMA PENELITIAN : **19 Desember 2022 s.d 19 Januari 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **13 Desember 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina (IV/a)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

SURAT TELAH MELAKSANAKAN PENELITIAN

MAN 1 PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 1 KOTA PAREPARE
Alamat: Jalan Amal Bakti Nomor. Telp (0421)21289 Parepare 91132
Website man1parepare sch id   E-Mail man1parepare@gmail.com

SURAT KETERANGAN
Nomor : B.052 / Ma.21.16.01/PP.006/1/2023

Yang bertandatangan di bawah ini ;

Nama	:	**Muhammad Ridwan AR, S. Ag., M.Pd.i**
NIP	:	19700126 200701 1 015
Pangkat	:	Pembina/ IV a
Jabatan	:	Kepala Madrasah Aliyah Negeri 1 Kota Parepare

Menerangkan bahwa ;

Nama	:	**Yulis Firawati Nurul Hakim**
Tempat Tgl/Lahir	:	Taccipi, 18 Juli 1990
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswa IAIN Parepare
Alamat	:	BTN Bumi Tassiso Permai

Benar telah melakukan penelitian/mengambil data pada Madrasah Aliyah Negeri (MAN 1) Parepare Semester Genap Tahun Pelajaran 2022/2023, mulai tanggal 19 Desember 2022 s.d 19 Januari 2023 dalam rangka penyelesaian penyusunan **SKRIPSI** yang berjudul :

"THEACHERS PERMORMANCE IN SOEAKING SKILL ASSESSMENT"

Demikian Surat Keterangan ini kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 31 Januari 2023

Mengetahui :
Kepala MAN 1 Kota Parepare

Muhammad Ridwan AR

SURAT TELAH MELAKSANAKAN PENELITIAN

MAN 2 PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 2 KOTA PAREPARE
Jalan Jenderal Sudirman 80, Kota Parepare
Telepon (0421) 21483; Faksimili (0421) 28179;
Email : man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 093 /Ma.21.16.02/PP.00.6/01/2023

Yang bertanda tangan di bawah ini :

Nama	:	**Dra.Hj. Martina,.M.A.**
NIP.	:	19650101 198903 2 005
Pangkat, Golongan	:	Pembina, IV/a
Jabatan	:	Kepala MAN 2 Parepare

Menerangkan dengan sesungguhnya bahwa :

Nama	:	**Yulis Firawati Nurul Hakim**
Tempat/Tgl.Lahir	:	Taccipi, 18 Juli 1990
Pekerjaan	:	Mahasiswa
NIM	:	2020203879102010
Alamat	:	BTN Bumi Tassisso Permai

Benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Kota Parepare mulai tanggal 19 Desember 2022 sampai dengan 19 Januari 2023, dengan judul " **TEACHERS' PERFORMANCE IN SPEAKING SKILL ASSESSMENT"**.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 30 Januari 2023
Kepala Madrasah Aliyah Negeri 2
Kota Parepare

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RESEARCH INSTRUMENT

INTERVIEW GUIDE

Aspek	*Indikator*	*Pertanyaan*
Planning the Speaking Skill Assessment	Determining Objectives and the purpose of the test	1. Apakah Bapak/Ibu sebelum membuat tes Speaking, Ibu mengetahui dan menentukan tujuan test tersebut? 2. Bagaimana Bapak/Ibu menentukan tujuan tes tersebut? Apa dasar Ibu menentukan tujuan tesnya?
	Preparing and Drawing the Test Spesification	1. Apakah Bapak/Ibu menyiapkan dan Menyusun table spesifikasi tes sebelum melaksanakan tes? Jika tidak, mengapa? 2. Bagaimana Bapak/Ibu Menyusun table spesifikasi? 3. Informasi apa saja yang Bapak/Ibu masukkan ke dalam table spesifikasi?
Construct the model of Speaking test	Determining the basic types of speaking	1. Bagaimana Bapak/Ibu menentukan model tes Speaking yang akan Bapak/Ibu laksanakan? 2. Apak pertimbangan Bapak/Ibu dalam memilih speaking model dalam melaksanakan tes speaking?
Construct the content of speaking test	Preparing Test Item	1. Bagaimana Bapak/Ibu menetukan item konten Speaking? 2. Apakah Bapak/Ibu memperhatikan level siswa dalam menentukan item konten speaking? 3. Tipe Speaking apa yang sering Bapak/Ibu gunakan dalam melaksanakan tes Speaking? Mengapa? 4. Apakah Bapak/Ibu Menyusun item konten speaking berdasarkan tujuan pembelajaran yang tertera dalam silabus dan RPP?
	Preparing Instruction	1. Apakah Ibu membuat instruksi tertulis dalam melaksanakan tes speaking? Kalua tidak, mengapa? 2. Bagaimana Bapak/Ibu memastikan bahwa siswa memahami instruksi

		tes yang diberikan?
Scoring the Speaking performance	specify scoring procedures	1. Bagaimana prosedur yang Bapak/Ibu lakukan dalam skoring speaking test?
	Eliciting the specific criterion	1. Apakah Bapak/Ibu menentukan standar kriteria dalam melakukan skoring? 2. Bagaimana Bapak/Ibu menentukan standar kriteria dalam skoring? Apa dasarnya?

TRANSCRIPT INTERVIEW DATA

Location   : MAN 1

Informan   : M & H

R   : Researcher

Date   : 19 December 2022

R   : Jadi untuk penilaian speaking yang saya ambil ada tiga aspek, yang pertama planning, yang kedua construct, dan yang ketiga scoring. Ee, Bagaimana bapak ibu mempersiapkan atau merencanakan penilaian speaking? Misalnya ee besok atau minggu depan ada ee agenda untuk dinilain speakingnya siswata. Iye... bagaimana ki melakukan? Mungkin dari Ibu... (mempersilakan)

M   :Ada planningnya bilang minggu depan ada speaking, eh trus minggu depannya itu kita bagikan kertas

R   : iye.. Bagaimana Ibu menentukan aktifitas atau kegiatan dalam penilaian speaking?

M   ; kegiatan dan materinya dari buku…

R   : oh dari buku… apa apa biasa dilakukan?

M   : anak-anak berdialog, membuat dialog yang disuruh baca satu persatu.

R   : Umm..Adakah kita, apakah dalam menentukan speakingnya tersebut, apakah ada, kita tentukan tujuannya?

M   : Iya ada

R   : Ada tujuan speakingnya? Misalnya tujuan speakingnya ini untuk melatih grammar tertentu misalnya

M   : Iya ya, ada. Sebenarnya tujuan pembelajarannya itu ada memang mi di silabus perangkat mengajar.

R   : oh… jadi tujuan pembelajaran kita ambil dari silabus?

M   : iya..

R   : Iye..... kita bikinki spesifikasinya?

M   : Eeh iyya

R   : Ada tes spesifikasinya?

M   : Ndk. kulampirkan di situ cuma anu saja... ee dii... saya tentukan saja anunya... ee dipenilaiannya....

R   :Di penilaian, kita tertulis?

M   :Eeh iyya

R   : Di penilaian kita tertulis tes spesifikasi?

M   : Tertulis

R   : Oo... Iye. Jadi catatannya itu mereka baca?

M   : Iya baca

R   : Berapa kaliki melakukan test speaking dalam 1 semester itu?

M   : Tergantung dari materinya...

R   : Oh iye.. kalo tujuan speakingnya dari mana kita ambil?

H   :Dari bacaan itu

R   : Oh jadi materinya, yang menentukan tujuannya...?

M   : Iyya

R   : Ee, Materi atau buku yang dipakai ini rujukan dari?

M   : Buku paket. Ada memang buku paketnya.

R   : Dari dinas? (Dinas Pendidikan)

M   : Dari dinas, iya

R   : Itu berdasarkan RPP ya Buk yah...

M   : Iye berdasarkan RPP

R   : Kalau bapak? Bagaimana Bapak merencanakan speaking?

H   : Ee pada saat mengajar, pada saat ahir pembelajaran diinfokan kepada anak-anak, bahwa minggu depan adaa.. tes.

R   : Iye… Mohon maaf pak, besar-besari suarata..

H   : O iya… Pada ahir pembelajaran saya sampaikan kepada siswa bahwa ee minggu depan ada tes speaking.

R   : Iye… Terus bagaimana bapak menyiapkan tujuan assessmentnya. Apakah Bapak tentukan sendiri, atau, ee hasil rapat dengan guru guru.. mata pelajaran yang lain atau dari buku atau bagaimana Pak?

H   : Emm...

R   : Tujuan penilaiannya?

H   : Diambil dari RPP, tujuan penilaian yang dipakai itu sudah ada perangkat mengajar, Silabus dan RPP…

R   : oh iyye

H   : Ee... dari materi juga... sudah jelas di situ tujuannya. tujuan ini disesuaikan dengan buku tugas yang digunakan, dan buku tersebut disediakan oleh sekolah…

R   : Adakah eeh... spesifikasi tes kita bikin? Spesifikasinya mislanya ee... tes spesifikasi itu mengandung informasi misalnya.... tes ini akan berlangsung selama 30 menit, atau selama 5 menit per orang berbicara di depan. Eeh... objek-objek yang termasuk di dalam tes ini adalah misalnya ee vocabularynya apaa... bla bla bla ... gitu. Bikinki begitu atau tidak?

H   : Saya tidak buat begitu, saya cumaa... seperti apa namanya, sesuai dengan materi, contohnya seperti ungkapan, ungkapan ungkapan atau expression...

R   : Oo

H   : Membuat dialogue, kemudian ditampilkan di depan kelas.

R   : Ungkapan di...

H   : Iya ungkapan

R   :Jadi tes spesifikasinya tidak diberitahu siswa, apa apa yang akan diujiankan

H   : Eeh diberitahu

H   : ee… yang dinilai seperti pronunciation, kelancaran, dan ketepatan makna….

R   : oo… iye… yayayaya.. tapi tidak kita tulis ki di? Secara lisanji kita sampaikan?

H   : Iya… Secara lisan

M   : secara lisan, ndak ditulis ehehehe

R   : oh iyye

R   : Apakah Bapak melakukan penilaian menggunakan video atau audio recorder?

H   : video… anak anak merekam begitu?

R   : pada saat kita lakukan penilaian, apakah kita rekam siswata saat mereka tampil atau melakukan performance?

H   : tidak…

R   : oh tidak pak yah

H   : penialaian menggunakan video bisa jadi alternative saja untuk kebutuhan tertentu seperti waktu pandemic kemarin.

R   : oh iyye… kalua kita ibu?

M   : tidak juga…

R   : oh iye..

M   : tidak bisa ki fasilitasi rekam video. Karena biasa full memory…

R   : oh begitu di…

M   : iye…guru Cuma punya HP, trus kalua mau direkam semua siswa, sepertinya susah…

R   : ohh iye… berapa kaliki biasanya melakukan penilaian speaking?

H   : "…siswa belajar Bahasa inggris hanya sekali dalam seminggu, dan ada 4 skill. Sehingga untuk speaking hanya dapat dilakukan 1x sebulan.

R   : oh begitu pak di… kalo Ibu?

M   : iya sama. karna keterbatasan waktu speaking dilakukan 1x sebulan.

R   : Apakah Bapak/Ibu memberikan feedback kepada siswa saat penialaian speaking?

H   : sering, sering memberikan feedback…

R   : bagaimana kita kasi feedback Pak?

H   : diberikan komentar, apakah dia sudah bagus, atau kurang, atau apa yang harus dia perbaiki…

R   : kapan dikasih feedbacnya itu Pak?

H   : Kalau siswa menampilkan performance yang baik diberikan pujian 'good job', 'excellent'… kalau kurang, biasa diminta juga temannya semangati atau kasi tepuk tangan… .

R   : oh iyya bgitu… kalua ibu? Bagaimana itu feedback?

M   : iya feedback itu penting. Feedbeck perlu diberikan agar siswa termotivasi, mereka tau kesalahannya.

R : bagaimana bias akita kasi feedback Ibu?

M : dengan cara memuji, seperti good, very good, atau bertepuk tangan…

R : Ok, kita menuju ke model speaking. Jadi ada beberapa model speaking misalnya Intensive, Responsive, extensive, yang kayak gitu… ada imitative… imitative itu disuruh anak anak mengulang apa yang kita bilang misalnya ee reading, disuruh anak-anak bilang reading juga…

M : saya biasanya sering melakukan dialog.

R : kenapa Bu?

M : dialog bisa melatih siswa berbicara, biasa juga diajarkan pronunciation, terus presentasi….

R : kalo presentasi apa biasa diukur?

M : Presentasi untuk mengukur fluency

R : kalo pronunciation ibu?

M : oh iya iya, itu mi yang kita pake misalnya kita baca terus disuruh mi anak-anak juga ulang I Kembali…

R : oo iye.. kalua Bapak, bagaimanaki menentukan model speakingnya?

H : yang paling sering?

R : iye yang paling sering.

H : dialogue… dialog lebih praktis untuk dilakukan…

R : oh bgitu di…

H : iya, dialog melibatkan lebih dari 1 siswa bisa praktek bersama temannya.

R : ee, kan dari beberapa model speaking ini, apa landasanta untuk "saya mau ambil tipe ini saja".. Apakah karena gampangki dikerja, atau karena memang kita mau challenge siswata bilang mereka belum pernah melakikan ini sebelumnya, jadi saya mau melakukan tipe ini. Ataukah karna oh, ini terlalu buru buru mi waktunya jadi saya mau pake ini saja. Bagaimana carata, kenapaki memutuskan untuk memilih satu model speaking tertentu tersebut?

M : Ya karena kita mau tau apakah anak-anak maksudnya bisa membaca, bisa mengerti bacaan itu, dan bisa dijawab dengan jelas…

R : jadi pemilihan modelnya bergantung pada ?

M : tujuannya

R   : Oh tujuannya

M   : iye

R   : iyayaya.. Kalau Bapak?

H   : iyaaa seringnya seperti itu, Cuma biasa juga kalua di kelas, ee, setelah mempelajari materi speaking, saya sarankan ke anak-anak, untuk membuat semacam dialog, menurut karya… menurut dia sendiri…

R   : iye, oh jadi anak-anak juga dituntut untuk kreatif…

H   : kreatif untuk membuat umpanya ungkapan inii…membuat sebuah dialog yang didalamnnya ada ungkapan-ungkapan.

R   : jadi ungkapannya sudah ada di buku, terus anak-anak diminta untuk bikin dialog…

H   : sudah ada

R   : setelah anak-anak bikin dialognya mereka diminta untuk apa?

H   : diaa mempraktekannya nanti secara berpasangan di depan kelas.

R   : ooh iyye… jadi anak-anak praktek di depan kelas di..

H   : iye.. ok… berikutnya tentang konten. Konten itu misalnya dalam speaking kan ada vocabulary yang diajarkan, atau yang harus mereka tau, terus pertimbangan misalnya pronunciation, fluency… bagaimana Bapak Ibu menentukan item konten dalam tes speaking ini. Misalnya apa vocabularynya yang harus mereka ucapkan salam speaking? Bagaimana ki tentukan kontennya?

H   : penentuan kontennya itu, adaa… contohnya ungkapan,

R   : iya

H   : Ungkapan menawarkan ee bantuan. Dalam dialog itu harus ada ungkapan ungkapan itu.

R   : iya

H   : itu yang pertama, artinya anak-anak paham materi speaking itu ungkapan, ee memberikan bantuan, menerima bantuan, menolak bantuan secara halus dan sopan.

R   : Bagaimana Bapak/Ibu menentukan konten speaking dalam penilaian speaking? Apakah dari buku semua?

H   : ada penambahan materi.

R   : Oh iye… bagaimana kita tambah materi Pak?

H : siswa kadang bertanya vocabulary baru yang tidak ada di dalam buku. misalnya : buang air kecil (verb), kipas angin, kacamata, dan sebagainya

R : lalu dicatat?

H : siswa diminta catat, lalu mereka menyebut daftar kata baru dan ditulis di white board, lalu diartikan kemudian siswa mencatat.

R : iye…. Apakah anak-anak hanya terpaku apa yang ada di buku atau bagaimana Pak? Biasanya kejadiannya di kelas apakah anak-anak juga biasa melontarkan ungkapan yang lain tapi tidak sesuai di buku?

M : biasa juga ada.

R : ada di …

M : iye… lontaran lain selain daripada buku…

R : iye… oh mereka bisa… nah kalua ibu, bagaimana preparing penentuan kontenta/

M : se kira sama ji tadi itu anunya yang…

R : iye… dari buku? Adakah ditambahkan misalnya kearifan local selain di buku?

M : ee ada juga… kita ambil dari yang lain, misalnya yang ada dalam ruangannya, apa yang dia lihat, bisa diucapkan…

R : umm iye iye. Kalua berdasarkan buku yang kita ambil… apakah kita cantumkan di dalam RPPta?

H : iya… biasa juga diambil dari sumber sumber lain, tidak patok dari satu sumber..

R : oh iyye dak patok satu sumber.

M : biasa juga kita buka di internet apa, apa yang cocok kita masukka di situ sesua dengan RPP.

R : tapi semua itu sumber dari buku yang kita ambil, kita rangkum, kita tulis atau tidak> atau spontan saja kita kasi ke siswa?

M : ndak ditulis di RPP

H : ditulis saja situ sumber Internet. Ndk lebih spesifik.

R : kontennya maksudku Pak,

H : oh kontennya..

R : iye… apakah kita tulis, atau langsung saja kita lemparkan ke siswa?

M : pernah juga ada ditulis,eeh kalua yang dilemparkan siswa cari ini di sini.

R : ooh…. Ada yang kita tulis…

M : misalnya kita kasih contoh ini, trus misalnya kalau ada tugas disuruh cari di internet yang sama dengan yang tadi dibutuhkan.

R kalua ibu? Kita tambahkan juga materi?

M : iya, menambahkan materi… siswa penasaran dengan terjemahan Bahasa inngris benda yang mereka lihat seperti Sarung, daster, mengisi bak mandi… tambahan materi tersebut Cuma dicatat di papan dengan artinya, kemudian siswa menulis.

R : dari materi yang kita tambahkan, ad akita kasi penjelasan?

H : dijelaskan artinya, bagaimana menggunakannya dalam percakapan…. Perubahan bentuknya dijelakan jika dibutuhkan.

R : oh iye… kalua ibu?

M : Iya artinya di jelaskan. Contoh penggunaan kata tersebut juga diberikan contoh… bengubah bentuk kata kalua siswa bertanya saja… apabila dibutuhkan.

R : Nah, sekarang preparing instruction dalam konten. Kan kalo speaking siswata naik di depan kelas atau tidak? Atau mereka di bwah saja?

H : kadang naik, kalau umpanyanya di suruh naik ke depan, Cuma kalo Latihan Latihan biasa ji di tempatnya.

M : iye di tempatnya.

R : iye, tapi kalo penilaiannya ini misalnya mid semesternyalah kita ambil, penilaian speaking yang paling seriusmi misalnya kan…

M : iya…

R : Bagaimana carata kasi instruksi? Misalnya kita ambil satu topik speaking, bagaimana carata kasi instruksi? Apakah kita kasi informasi tentang lama waktu, konten kontennya, atau langsung saja kita suruh naik bilang ee tentang ini, kemudian selesai. Mereka naik baru kita nilai?

M : oh iyya kita suruh saja naik baru kita nilai. Cara pronunciationnya,

R : Langsung saja?

M : Iya langsung saja.

R : Oh iye… tanpa instruksi yang mendetail?

M : iya tidak.

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R : kalua Bapak, bagaimana?

H : biasanya kalo saya kasi waktu, karna biasa apa Namanya, lewat.

R : Tabe Pak besari suarata

H : ee biasanya saya beri waktu, umpamanya sekian menit untuk membuat percakapan, materi…

R : jadi misalnya kita informasikan ki ke siswa berapa menit yang harus dihabiskan?

H : iya…

R : itukan untuk membuat kontennya, ini kalua anak-anak sudah mau speaking ini, misalnya… "anak-anak, hari ini sudah tes, sebagaimana sudah diinformasikan sebelumnya, bahwa hari ini kita akan tes, waktunya sekian, materinya ini, eee… ini ini yang akan dinilai. Misalnya pronunciationnya harus bagus, target vocabularynya sekian misalnya. Diinformasikan begitu tidak?

M : kurang lebih begitu modelnya. Kita informasikan

H : yaa disampaikan…

M : yang model-modelnya

R : iye…

H : yang mau di… cara pengucapannya, intonasinya.

R : tapi tidak tertulis yah…?

M : tidak ehehehe

H : tidak

R : secara langsung di..?

M : iye ye

R : Bagaimana penggunaan tadi materi yang ditambahkan, bagaimana siswa melakukan pembelajaran berdasarkan materi tersebut?

H : materi yang diberikan akan dikgunakan ke dalam kalimat, mengarang paragraph.

R : oh iyye mengarang pak di..

H : iya.

R : Kalua ibu?

M   : materinya akan dibuat menjadi contoh kalimat

R   : hanya itu bu?

M   : atau membuat informasi untuk presentasi.

R   : oh kita presentasi di… bagaimana bias aitu presentasinya?

M   : biasa kegiatan sehari-hari, atau tentang dirinya sendiri…

R   : oh iyye. Apakah Bapak/Ibu membuat kriteria penilaian khusus speaking?

H   ; ada..

R   : apa-apa itu kriterianya Pak?

H   : Grammar, vocabulary, fluency , pronunciation, comprehension.

R   : oh iyye. Kalua ibu?

M   : sama, yang kami buat sama (dengan HS). Ada Grammar, Vocabulary dan yang lain.

R   oh iyye fluency, pronunciation, sama comprehension di?

M   : iya.

R   : boleh saya liat nanti ibu di?

M   : boleh.

R   : Nah yang terakhir. Bagaimana Bapak/Ibu melakukan scoring dengan kriteria tersebut?

H   : ee 1 sampai 5

R   : oh bapak 1 sampai 5. Kita?

M   : 1 sampai 5

R   : ok..ee bagaimana prosedurta melakukan scoring? Misalnya kan, kita lihat mi siswata performing to, bagaimanaki melakukan scoring?

M   : jadi scoringnya itu misalnya ini naik, ee… cara ucapannya trus, bagaimana dia mengucapkan, bagaimana dia melakukan di depan temannya.

H   : Kalau lancar dapat 5

M   : kalua biasa biasa dpat 4

H   : kalua cukup 3, kalua agak kurang 2, kalua tidak sama sekali 1.

M   : ehehehe

R : iye… kalua biasa biasa atau lancarnya ini apa indikatornya Ibu? Siapa tau sembarangji kata na sebut, tapi lancarki bicara… eheheh

M : eheheh

R : misalnya dia sebut kata yang lain, bagus skali diliat ngomong padahal…

H : anu, sesuai dengan materi, yang ungkapan apa..

M : iya yang bacaan yang tadi.

H : mialnya dialog yang mereka buat tentunya mereka ada ee… apa namanya,, materi yang ada di percakapan yang mereka buat itu.

R : oh iye,… dalam penilaianta itu misalnya kita nilai secara keseluruhan atau kita bagi-bagi sepesifikasinya, misalnya pronunciationnya beda, vocabularynya beda, atau langsung kita nilai secara keseluruhan?

M : iya keseluruhan

R : jadi kalau bagus performing nya langsung semua kita kasi nilai bagus?

H : kalua saya bagi-bagi…

R : oh kita bagi… seperti ap aitu Pak bagibaginya?

H : di sni kan ada 4, pronunciation, fluency, kohesi, kalua cara pronounnya itu bagus nah nilainya tinggi, kalua tidak ya kurang juga.

R : Nah kan ada mi ini kayak standarnya, 1 sampai 5, trus indikatornya juga Bapak sudah tentukan, di mana ki ambil standar indicator tersebut?

H : saya ambil di RPP

M : silabus, RP Pada di situ.

H : Rubrik penilaian speaking

R : ada di…

H : ada di RPP, ada di internet juga

R : itu kita bikin sesuai kesepakatan dengan guru lain, atau sesuai dengan inisiatifta sendidi karena membaca?

M : sesuai indicator di situ kita buat mislnya ini indikatornya.. nah kita buatmi, kita liat dari silabus dan RPP.. indikatornya dikasi pisah lagi.

R : oh iya… tapi penentuan standar skoringnya, kan ada score nya 1 sampai 5, misalnya angka 5, dapat menjelaskan tujuan pembelajran sengan baik dan lancer itu skornya 5. Siapa yang bikinki indicator tersebut? Kita sendiri atau kita ambil referensi lain?

H : saya ambil dari referensi

R : boleh bapak sebut referensinya siapa?

H : saya cari di google rubrik penilaian speaking….

M : ambil di google baru kita ambil di situ, rubrik penilaian.

R : umm…iya yaya ok… anak anak dinilai satu persatu di?

H : iya tampil satu persatu. memberikan skor kepada masing masing siswa stelah performance.

R : um… kapan kita lakukan atau kapan kita kasi nilai? Setelah performance atau sementara performance?

H : ee, saat perform. Kadang setelahnya juga.

R : jadi siswa satu persatu tampil pak di?

H : iya…

R : um iya…mengapa scoring satu persatu pak?

H : penting untuk diperlihatkan ke orang tua siswa kalua ada yang bertanya. Memudahkan guru juga untuk penialaian jangka Panjang anak-anak, karena nialinya detail.

R : ok… kalua ibu? Bagaimana cara ta kasi skor?

M : saya langsung kasi skor, nilainya 1-5

R : oh begitu… anak anak tampil satu persatu ibu?

M : iya… kadang juga diberikan tugas kelompok. Kadang individu kadang group.

R : um iye… kalua tugas kelompok nilainya bagaimana Bu?

M : tergantung bagaiman performancenya secara kelompok

R : oh iye..

M : kalua bagus caranya nilai semua anggota kelompok juga bagus…

R : oh iyye

DOKUMENTASI PROSES PENGUMPULAN DATA

MAN 1 PAREPARE

DOKUMENTASI PROSES PENGUMPULAN DATA

MAN 2 PAREPARE

DATA DOKUMEN PENDUKUNG

1. Sampel tujuan pembelajaran respondent HS dan SM

Analisis Keterkaitan Ki Dan Kd Dengan Ipk Dan Materi Pembelajaran

ANALISIS KETERKAITAN KI DAN KD DENGAN IPK DAN MATERI PEMBELAJARAN

Satuan Pendidikan : MAN 1 Kota Parepare
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI 1-2 (Ganjil & Genap)
Tahun Pelajaran : 2022/2023

2. Sampel tujuan pembelajaran respondent LP dan H

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MAN 2 Parepare			
Mata Pelajaran	: BAHASA INGGRIS	Kelas/Semester	: X / 1	KD : 3.1 dan 4.1
Materi	: Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga	Alokasi Waktu	: 3 jam pelajaran	Pertemuan ke : 1

A, TUJUAN PEMBELAJARAN

- Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Menyusun kalimat meminta infromasi terkait jati diri dan keluarga teman
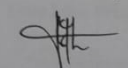- Menanggapi permintaan informasi terkait jati diri dan keluarganya

B, KEGIATAN PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
• Whattsapp, Google classroom, Telegram, zoom, google form dll • Slide presentasi (ppt)	• Laptop, Handphone, tablet dan lain lain	• Buku guru dan siswa • Modul, bahan ajar, internet, dan sumber lain yang relevan

PENDAHULUAN	• Guru memberi salam dan mengajak peserta didik berdoa bersama (*Religious*) • Guru mengecek kehadiran peserta didik *(melalui Whattsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya)* • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan *(melalui Whattsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya)* terkait materi *Ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga. (Literasi)* • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga. (HOTS)* • Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga.(Collecting information and Problem solving)* • *Melalui Whattsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya,* Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya *(Communication)* • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga,* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami *(Creativity)*
PENUTUP	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C, PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau projek dengan rubrik penilain sebagai nilai ketrampilan.

Mengetahui,
Kepala Madrasah

Dra. Hj. Martina, M.A

Parepare,   2021
Guru Mata Pelajaran,

Lucy Pausia S.S

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3. Kriria penilaian respondent HS dan M

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (*pronounciation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (*intonation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

ngayaan
gi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan
giatan pengayaan.

ngayaan
gi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan
medial

Parepare, 17 Juni 2021

Guru Mata Pelajaran,

Mengetahui
Kepala Madrasah,

MUHAMMAD RIDWAN AR, S.Ag., M.Pd.I
NIP. 197109141999031005

HUSNI SAINI, S.Pd.I., M.Pd.
NIP. 198204182014111002

4. Kriria penilaian respondent LP dan H

FORMAT PENENTUAN KRITERIA KETUNTASAN

Mata Pelajaran : Bahasa Inggris
Kelas : XI (Sebelas)
Semester : Genap

Kompetensi Inti :

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
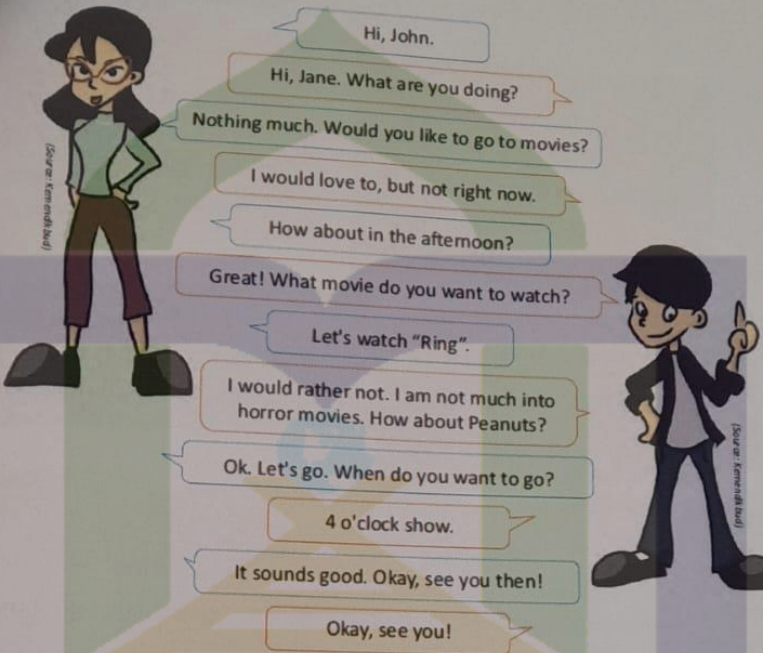
KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Indikator	Kompleksitas			Daya Dukung			Intake			KKM
		Tinggi 50 - 64	Sedang 65 - 80	Rendah 81 -100	Tinggi 81 -100	Sedang 65 - 80	Rendah 50 - 64	Tinggi 81 -100	Sedang 65 - 80	Rendah 50 - 64	
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan	• Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi		70			70			70		70
	• Memahami struktur teks dari surat pribadi		75			70		85			77
	• Memahami unsur kebahasaan surat pribadi		75			70		85			77
4.6 Teks surat pribadi	• Menganalisis unsur-unsur eksposisi surat pribadi		70			70			70		70
	• Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar		70			70			70		70
4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya	• Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga pribadi yang koheren, seperti aslinya		75			70		85			77

5. Sampel materi pembelajaran (dialog)

BIOGRAPHY OF THE WRITER

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Reg Number	:	2020203879102010
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HISTORY OF FORMAL EDUCATION

1. S-1 Universitas Negeri Makassar 2012-2014
2. D-3 Universitas Negeri Makassar 2009-2012
3. SMAN 2 BONE 2006-2009
4. SMPN 1 Cina Arasoe 2003-2006
5. SDN 199 Arasoe 1996-2003
6. TK Mattiro Deceng Ulaweng Cinnong 1995-1996

JOB EXPERIENCES

1. PIA school 2010-2012
2. Mindset English Center 2012-2014
3. United Kingdom School 2014-2017

ORGANIZATION HISTORY

1. Wakil Ketua Dewan Ambalan Imangkawani Pramuka Kab. Bone 2008-2009
2. Ketua Bidang Penalaran BEMJ Bhs. Inggris FBS UNM 2010-2011

PUBLISHED SCIENTIFIC RESEARCH WORKS

1. Book Chapter: Keterampilan menyimak Bahasa Inggris sebagai bahasa asing: Problematika, metode dan evaluasi
2. Book Chapter: Pembelajaran Bahasa di Era Digital 4.0