TEACHER'S CLASSROOM ASSESSMENT TECHNIQUES IN
English As Foreign Language (EFL) SPEAKING CLASS
(A Case Study at Senior High School 08 South Bengkulu in academic year 2018/2019)

THESIS

Presented As Partial Requirement For Sarjana Degree (S.Pd)
In English Language Education

By:

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ENGLISH EDUCATION STUDY PROGRAM
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RATIFICATION

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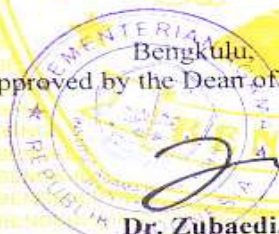NIP.197204101990032002

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Assalamu'alaikum Wr. Wb

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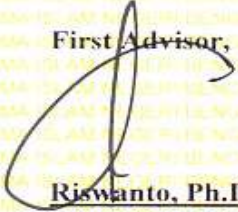
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Wassalmu'alaikum Wr.Wb

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MOTTO

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

يٰٓأَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلٰوةِ إِنَّ اللّٰهَ مَعَ الصّٰبِرِينَ

﴿١٥٢﴾

Meaning: you who have believed,

seek help through patience and prayer.

Indeed, Allah is with the patient.

(Al-Baqarah: 153)

I believe that everything I've got today is the best from God

And I belived that He'll always gives the best for me

At the time he has determined

DEDICATION

With gratitude and all my love, this thesis is dedicated to special ones who supported me during writing the thesis:

- ❖ My beloved father, Mahlan Arzon, and my beloved mother, Yeten Sumarni. Thank you a million for supporting me through the power of your pray.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis teachers **Classroom Assessment Techniques In English As Foreign Language (EFL) Speaking Class (A Case Study At Senior High School 08 South Bengkulu in Academic Years 2018/2019)** . is my real masterpiece. The things out of my masterpiece in thesis aresigned by citation and referred in the bibliography. If later proven that my thesis has discrepancies I am willing to take the academic in the from of repealing my thesis and academic degree.

Bengkulu,   Agustus 2019

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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, thereforecritics, correction, and advice from the readers are very expected to make it better.Finally, Allah My always bless us in peace life.

Bengkulu,   July 2019

Mita Maryana
The Researcher

ABSTRACT

Mita Maryana. (2019). *Teachers Classroom Assessment Techniques In Efl Speaking Class (A Case Study At Senior High Schcool 08 South Bengkulu In Academic Year 2018/2019).* Advisor 1: Riswanto, Ph,D , Advisor 11: Feny Martina, M.Pd.

This research aimed at investigating the implementation of speaking assessment at EFL class of SMAN 08 South Bengkulu in academic year 2018/2019 and to find out the classroom asssessment techniques are dominantly used by the teacher in speaking class. This research applied descriptive method, especially case study. The subjects of the research was english teachers assessment techniques in EFL speaking class at SMAN 08 South Bengkulu that were got through the english teachers who taught in SMAN 08 South Bengkulu. The research collected the data by using observation, interview, field note, and documentation. The result showed that the english teacher at SMAN 08 South Bengkulu used various kinds techniques in doing assessment in speaking skill of quize, mid test and final test. The assessment techniques were: (1) *Imitative:* phrase repetation and sentence repeatation; (2) *Intensive:* reading aloud, oral dialog completion, and direct response; (3) *Responsive:*picture description, question elicitation, question and answer, and elication for instruction. In addition, the dominant assessment techniques used in speaking skill was *Responsive* which covers *picture description, question elicitation, question and answer,* and *elicitation for instruction.*

Key Words ; *Classroom Assessment Tehniques, Speaking Class.*

ABSTRAK

Mita Maryana. (2019). *Teknik Penilaian Guru Pada Kelas Speaking english as foreign language EFL (Study Kasus Pada SMAN 08 Bengkulu Selatan. Pembimbing* 1: Riswanto, Ph. D, Pembimbing 11: Feny Martina, M. Pd.

Penelitian ini bertujuan untuk menyelidiki implementasi penilaian speaking pada kelas English For Learners (EFL) SMAN 08 Bengkulu Selatan pada tahun akademik 2018/2019. Dan menemukan teknik penilaian yang dominan digunakan oleh guru pada kelas speaking. Penelitian ini menggunakan metode deskriptif, kususnya studi kasus. Subjek penelitian ini adalah guru bahasa inggris SMAN 08 Bengkulu Selatan. Data dikumpulkan melalui beberapa instrumen, yaitu: observasi, wawancara, catatan lapangan dan dokumentasi. Hasil penelitian menunjukan bahwa guru bahasa inggris pada SMAN 08 Bengkulu Selatan menggunakan berbagai jenis teknik dalam penilaian speaking pada quiz, ujian tengah semester, dan ujian akhir semester. Teknik penilaian yang digunakan yaitu: (1) imitatif: pengulangan frase dan pen gulangan kalimat; (2) intensive: membaca nyaring, melengkapi dialog secara lisan, dan merespon langsung; (3) responsive: mendeskripsikan gambar, elisitasi pertanyaan, tanya jawab, dan elisitasi instruksi. Kemudian, dominan teknik penilaian yang digunakan dalam kelas berbicara adalah responsive yang meliputi deskripsi gambar, tanya jawab, dan elicitasi instruksi.

Key Words: *Teknik Penilaian Di Kelas, Kelas Berbicara.*

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CHAPTER I

INTRODUCTION

A. The background of study

Speaking is one of important skills in learning English. It has important roles bacause the main function of language is as an access of delivering idea or information verbally besides writing information[1]. It means that the main activity of language is speaking. Most of language activities is communicating orally from one speaker to other speaker in the context of daily life. Therefore, speaking skill must have more attention during the English lesson in order that the students can use it in every day life.

To make the students learn speaking, in Indonesian curriculum, speaking has become one of main skills in learning English. Students learn the four skills of English at school. One of them is speaking. However, speaking portion is less than the portion of reading comprehension. The students learn various kinds of topics in speaking class. However, many problems find in teaching and learning process. One of phenomenon that the students dominantly study about comprehending texts rather than learning speaking which basically train the students to produce sound for communication. As the result, it is difficult to find students who are very good in speaking English in the level of both junior and senior high school.

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[1]OCR. *Functional Skills: Assessment Guidence English Speaking, Listening, and Communication,* USA, Oxford, Cambridge, and RSA, 2016, P. 4.

These problems happen bacause they may have low standard of pronunciation skill and vocabulary mastery.

In Indonesian schools, there is no specific assessment standard for pronunciation in English class. The assessment only focused on the students' language skills. There is nothing to encourage students to study more about pronunciation as the most important element of speaking skill. If pronunciation is not included into serious assessment, the teachers will not give serious training about pronunciation to students. As the result, good speaking in learning English does not become priority in education. The effect is the students does not have good ability in speaking skill.

To know the real practice of assessment of speaking at senior high school 08 South Bengkulu, the researcher interviewed the English teacher. She said that she had difficulty in implementing actual speaking skill testing. That is because it is difficult to test a large number of learners in a relatively short time. The aspects of speaking that are considered part of its assessment include grammar, pronunciation, fluency, content, organization, and vocabulary. Then, the students should used acceptable language. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. As the English teacher, she must implement specific assessment techniques to do speaking assessment in this level by using appropriate assessment instrument and procedures.

From the result of interview above, it showed that the teacher felt that she had difficulty in doing assessment for speaking skill in the classroom. First, short time allocation limited her for doing speaking test for a large number of students. Second, in speaking skill test, there are complex aspects that must be assesessed. How the students use appriate grammar in their sentance? How they pronounce the utterance well in order to be understanable? How the students fluency in speaking English? How they organize the idea by using various kinds of vocabulary in order to produce acceptable content? At the last, whether the students have used acceptable language and accuracy in thier whole speaking.

Because of the complecated process of speaking assessment above, the researcher is very interesting in doing research entitled *"Theacher's Classroom Assessment Techniques in EFL Speaking Class (A Case Study at Senior High School 08 South Bengkulu in Academic Year 2018/2019".*

B. The identification of problem

The problems in this research can be identified that the teacher felt that she had difficulty in doing assessment for speaking skill in the classroom, especially a limited time for assessing a large number of students. There are complex aspects that must be assesessed in speaking class, namely: grammar, pronunciation, fluency, content, organization, and vocabulary that are complicated to assess in this level of education.

C. The Limitation of Problem

Based on some the problems above, this reseach only limits on investigating the teachers' assessment technique in EFL speaking class. In this case at the senior high school student of SMAN 08 south Bengkulu in academic year 2017/2018.

D. Research Question

Based on the background above, the problem of the research can be formulated as the following question:

1. How is speaking classroom assessment implemented by EFL teachers in SMAN 08 South Bengkulu in academic year 2018/2019?
2. What Classroom assessment techniques are dominantly used by the teachers in speaking class?

E. Purpose of the research

The objective of this research is to investigate the implementation of speaking assessment at EFL class of SMAN 08 South Bengkulu in academic year 2018/2019?

F. Significant of the study

This reserch can give advantages for students, teachers, and the next researchers. *First*, for the teachers, this research can help the teachers to describe a technique of assessment in education, especially assessment in speaking skill. Then, this research can remind the teachers that assessment is an important part of rducation. *Second*, for students, assessment can motivate

students to learn better to fullfil their their score and ability standard in speaking class. Then, to give information for students that speaking class can improve students' speaking skill through performing. *Third,* the next researcher, the researcher hopes that this research can be an inspiration for the next researcher to do the same research with a larger topic and scoope of the research. This research can be a guide for the next researchers who want to do research in the same field.

G. Definition of Key Terms

1. *Assessment Technique* is a tool that used by teacher in doing his daily routin as an educator to give judgement for students' performance in a certain subject especially about students information related to their knowledge,

2. *Speaking Skill* is one of productive skills that enable students to cerate communication with other people to express their opinion, feeling, and idea.

CHAPTER II
LITERATURE REVIEW

A. The Concept of Speaking Skill

1. Definition of Speaking Skill

Speaking skill is the language basic and the most important skill in language. Most people think that language is speaking in order that they communicate orally with other people to exchange information. Being able to express himself in the target language give one an edge over other who simply can not think of anything to say. It is also regarded as one of complicated skill for students to master because it includes into productive skills. Productive skills in English consist of speaking and writing, but they are different in many ways. However, there are a number of language production processes which have to be gone through whichever medium the students are going to work in. Speaking as productive skill can not be separated from listening. When someone speaks, she/he produces the text and it should be meaningful. In the nature of communication, people can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned[2]. From this definition, it can be cocluded that speaking needs long process

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[2]Elizabeth Grugeon, Lyn Dawes, Carol Smith, and Lorraine Hubbard. T*eaching Speaking and Listening in the Primary School Third Edition*, London, David Fulton Publisher. 2005. P. 1-10

to master it where the speaker should get it from listening process before imitating the words she/he wants to speaks. It can be said that what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speaks to other person, there will be a relationship. The relationship itself is communication. Furthermore, Palmer defines speaking as development of the relationship between speaker and listener; in addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation[3]. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

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[3]Erik Palmer. *Teaching the Core Skill of Listening and Speaking*, Alexandria, ASCD, 2014, P. 5-7.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Nunan said that speaking is fundamentally an instrument act[4]. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language[5]. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

It is obvious that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. In aaddition, speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary; that is why speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

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[4]David Nunan. *Language Teaching Methodology: A Textbook for Teachers*, USA, Prantice Hall, 2005, P. 23.
[5]David Nunan. Ibid, P. 39

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Based on the explanation above, it can concluded that that if someone speaks, he/she should understand what is he/she talking about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

2. **Students' Difficulties in Learning Speaking Skill**

Speaking is regarded as one of difficult skill because the process is complicated. In communication, it involves the use of verbal and non verbal media. For a speech act to take place, there are four important elements needed: (1) the sender or source; (2) a message; (3) a receiver; and (4) a response or feedback[6]. The communication process may be illustrated graphically as follows:
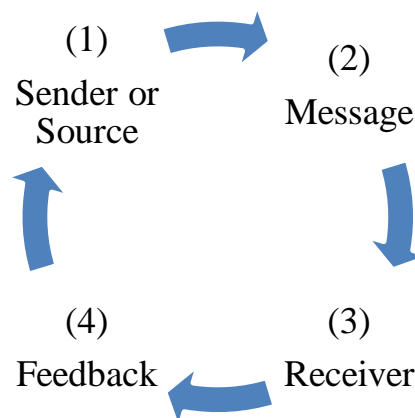
Figure 1: The Process of Oral Communication

The sender of source is the speaker or communicator and the medium used to send the message comes in all forms such as story, poem, music, etc. The receiver reacts or responds to thge message by means of feedback. An important variable that could affect

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[6]Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 24.

communication is noise. Psychological noise is usually in the sender and/or the receiver of the message. It affects how the sender expresses his message and how the receiver reacts to it. Psychological noise, on the other hand, affects the intelligibility and clarity of the message. A talking audience, background stereo music, the whirring of the ceiling fan, and other sounds in the surrounding are examples of physical noise.

In learning speaking, students find different kinds of difficulties. The difficulties are based on the students' previous experiences. At schools, English teachers find different experience in students' problems in speaking skill, such as some teachers in Teacher Education Council, Department of Education explained some students' problems in lerning speaking in the classroom based on their experience; they are[7]:

a. Inhibition

Unlike reading, writing, and listening, speaking requires some degree of real time exposure to the audience. Learners are often inhibited to speak in foreign language, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.

b. Nothing to say

Learners often complain that they can not think of anything to say. This condition makes them stay silent in their chair. They do not speak anything.

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[7] Ofelia Oracion Flojo. Ibid. P. 28.

c. *Low or uneven participation.*

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. *Mother tongue use.*

Most learners tend to use their native language because it is easier, and it is more natural for them to comunicate.

The students' difficulties above happen in English class because the students do not know a word or just can not remember it. For this problem, the students can employ some solutions or strategies proposed by Hammer[8]: (1) *improvising* – in this case, the speakers sometimes try any word or phrase that they can come up with in the hope that it is about right. Such improvisations sometimes work, but sometimes they can also meaning; (2) *discarding* – when speakers simply can not find words what they want to say, they may discard the thought that they can not put into words; (3) *foreignising* – when operating in a foreign language, speakers sometimes choose a word in a language they know well and 'Foreignise' it in the hope that it will be equivalent to the meaning they wish to express in foreign language; (4) *paraphrasing* – speakers sometimes paraphrase some information by paraphrasing lexical subtitution.

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[8]Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 249.

Basically, all English teachers have the same problems with above explanation. They can be said as common problems in English class, especially in ESL countries in the world, included Indonesia. The problems may be cused by various factors. One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines: How far, for instance, is the structure of a conversation culturally determined (also dealt with in pragmatics and ethnography)? How far are the grammar and vocabulary of speech different from other sorts of grammar (which is related also to the fields of syntax and semantics)? What are the critical factors in the stream of speech that make it intelligible (prosody, phonetics/phonemics)?[9]. In other words, the students should understand distinct areas: the global or discourse level, the structural level and the level of speech production.

These three areas above broadly relate to fairly stable areas of activity in linguistics of discourse, lexis and grammar, and phonology/phonetics and map on to, and overlap with, other threads of study in theoretical and linguistics[10]. Some of the relationships are teaching speaking is not easily separated from other objectives When the spoken language is the focus of classroom activity there are often other aims which the teacher might have[11]. For instance, a task may be

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[9]Rebecca Hughes. *Teaching and Researching Speaking Second Edition*, Great Britain, Pearson, 2011, P. 6.
[10]Rebecca Hughes. Ibid.
[11]*Loc Cit,*

carried out to help the student gain awareness of, or to practise, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point.

The goals of communication process is to get the message accross. If the message is not understood and responded to as intended, communication has not taken place. It means that the communication is failled. In this case, there are some factors that cause communication breakdown. They are related to language; the factors are[12]:

a. Mispronunciations. For example, if the word "ship" is pronounced as "sheep" that would change the meaning of the message "Look at the ship".

b. Lack of awarness of the pronunciation of a given word in the different varieties of English. For example in Australian English the word "today" is pronounced "tudai". A person used to American English would take it to mean "to die" instead of "today."

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[12]Ofelia Oracion Flojo. Ibid. P.25

c. Different meaning attached to a word. Denotative meaning is the dictionary meaning of a word while connotative meaning is the personal meaning attached to a word.

d. Psychological factors. Our reactions to a message may be conditioned by our opinion of and feelings for the sender of the message. Moreover, the way we word our message and the way we respond are affected by our feelings during the interactions.

e. Delivery of the message. The volume of one's voice and his rate of speaking could have an effect on the intelligibility and clarity of the message.

f. Situation or setting. Physical noise, the size of the room, size of the audience could impede communication.

3. **Characteristics of Successful Speaking**

In the process of teaching an English skill, the target is successful classroom. To reach the success class, it is important for the teachers to use the best strategy and model during the lesson. Harmer wrote that when teaching speaking or producing skill, the teacher can apply three major stages, those are[13]: (1) *introducing new language*, (2) *practice*, and (3) *communicative activity*. This theory means that the teacher should teach the students about basic knowledge of language (English) such as the elements of language that must be learned by the students. Then, the teacher should ask the

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[13]Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 269.

students to practice the language by using various strategies. To make the students familiar with the new language, they must use the language in every day life in form of various kinds of communicative activities.

The successful of speaking activity in the classroom is based on the participation of students in the classroom. To know the characteristics of successful speaking class, Flojo explained that[14]:

a. *More learner talk* – as much as possible a big part of the period allotted to the activity is in fact occupied by learner talk.

b. *Even participation* – classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and participate in the classroom.

c. *High motivation* – learners are eager to speak because they are interested in the topic and have something new to say about it.

d. *Acceptable language* – learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

To reach the success in the classroom, it needs active participation of teachers as tutor who guide the students in the classroom: how the teacher encourage the learners to speak, give students in even portion, motivate them, and train them in using acceptable English.

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[14]Ofelia Oracion Flojo. Ibid. P. 27.

4. Types of Activities in Speaking Skills

In speaking class, the English teacher should prepare appropriate activities for students in order that they can use their potency to speak English in the classroom. Related to speaking activities, David Nunan, one of English education experts, is called this process as spoken discourse. He explained three extracts of speaking activities in the classroom[15]:

a. *Interactional uses of language* – It's the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting, making smalltalk, telling jokes, giving compliments, making casual 'chat' of the kind used to pass time with friends or to make encounters with strangers comfortable.

b. *A Short Turn* – it's consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour's lecture . What is demanded of a speaker in a long turn is considerably more demanding than what is required of a speaker in a short turn. As

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[15]Penny Ur. *A Course in Language Teaching: Practice and Development,* New York, Cambridge University Press, 1999, P. 53.

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soon as a speaker 'takes the floor' for a long turn, tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a *coherent* mental representation of what he is trying to say.

c. *The Use of Roleplay* – The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom: they can be shopkeepers or spies, grandparents or children, authority figures or subordinates;they can be bold or frightened, irritated or amused, disapproving or affectionate;they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologising, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role-played, according to the physical setting imagined, according to the communicative functions or purpose required.

The extracts above are related to the process of speaking ability which can be applied to encourage students to speak up. For this case, the process of achieving expertise in a skill, especially speaking skill was outlined at least three stages: awarness, approriation; and autonomy[16]. The term appropriation, rather than either controlled practice or

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[16]Scott Thornbury. *How to Teach Speaking*. USA, Longman, 2007, P. 63.

17

restructuring, is used for the second stage because it captures better the sense that learning skill is not simply a behaviour (like practice) or a mental process (reconstructuring), but one of collaborative construction[17]. Over time, and through social interaction the skill, which is first "other-regulated", becomes "self-regulated". Central to the notion of the transfer of control is the idea that aspects of the skills are appropriated. Appropriation has a connotation of asking over the ownership of something, of "making something one's own".

Related to types of speaking activities, Scott Thornbury suggested some appropriate activities that can be applied in English classroom, namely: drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, and communication tasks[18]. In this research, researcher dominantly uses drilling and dialogue because they are the appropriate ones to apply based on the students' condition as respondents in this research.

B. Assessment in Speaking Skill
1. Definition of Assessment

Assessment can be important aspects in education. Therefore, it must be conducted fairly in education. Assessment is The most common way of gathering information through tests[19]. In testing, the teacher is expected that the students would reach the criterion that the teacher set, and the result is generally expressed through the assigned grades.

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[17]Scott Thornbury. *Ibid.*
[18]*Op Cit*
[19] Flojo. *Op Cit*. P. 94

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2. The Purposes of Assessment

Assessment is an integral part of a good teaching. Therefore, it must done well in order to give benefits for students. According to Flojo, assessment is done for some purposes; the main purposes are: (1) to test how much knowledge has been mastered by the students after teaching; *(2)* assessment can give feedback on students' performance in terms of their strengths and weaknesses; (3) Assessment can also help teachers to have a basis for rating students; and (4) Assessment can be a tool to serve as basis for future action\To communicate expectations and what are valued to students and parents[20]. It is clear that assessment has various purposes in order to be able to improve students' ability to be better.

3. Forms of Assessment

There are two ways of assessing learning: *formal assessment* (paper-and-pencil tests) and *informal or immediate assessment* (discussion of the story read, observation of pupils, etc)[21]. Whether formal or informal, the forms of assessment may be classified as traditional and non-traditional or authentic assessment.

Traditional Assessment

Teacher-made paper-and-pencil tests are the most common forms of assessment. Some examples are quizzes, seatwork, periodic tests, and similar tests. Paper-and-pencil tests may follow any of the following formats[22]:

1. *Short Answer Test* - The students are asked questions that need brief responses. There are few possible answers to the questions.

2. Multiple Choice - This test requires the students to choose the best possible answer from among the given options.

3. *Free Recall Test* - Students are asked to read passages, put them aside, and then write down or retell orally what they can recall about the passages.

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[20]Flojo. *Loc Cit*. P. 95
[21]Flojo. *Op Cit*. P. 96
[22]Flojo. *Ibid.*

4. *Cloze Test* - This test is constructed by deleting every nth word in the passage and simply requiring the pupils to restore the words that have been deleted.

Non-traditional or Authentic Assessment

This assessment directly measures learning based on the students' performance or products indicative of their undertaking a given task. Authentic assessment requires students to construct responses or perform tasks that need more than recall of information and concepts. This requires students to demonstrate global application of relevant component skills and knowledge.

4. **Assessment Techniques in Speaking Skill**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students[23]. Then, Brown added as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance and their assessment[24]:

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[23]H. Doughlas Brown. *Language Assessment Principle and Classroom Practices*, USA, Longman, 2007, P. 4.
[24]Ibid. P. 141

1. *Imitative*

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

Imitative is designed to practice some phonological or grammatical aspect of language[25]. It means that imitation occurs not for the purpose of meaningful interaction, but for focusing on some particular element of language form. There are some activities that the teachers do for imitation; they can be[26]:

a. *Drills* (limited practice through repetition)

Drills provide learners an opportunity to listen and to orally repeat certain strings of language. It means that drills offer students an opportunity to listen and orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical. Drills in language teaching offer limited practice through repetition. They allow the learner to focus on one element of language in a controlled activity.

[25]Luis Carlos Lasso Montenegro. Oral Cimmunication Skills and Classroom Speaking Performance, 2014, P. 1, retrived from online on Novemeber 2018 from https://www.slideshare.net/luiscarl1981/oral-skills-classroom-speaking-performance

[26] Luis Carlos Lasso Montenegro. *Ibid.* P. 6.

For better understanding of drills, the following explanation describes some useful guidelines for successful drills[27]: (1) Keep them short (a few minutes of a class hour only); (2) Keep them simple (preferably just one point at a time); (3) Keep them "snappy"; (4) Make sure students know why they are doing the drill; (5) Limit them to phonology or grammar points; (6) Make sure they ultimately lead to communicative goals; and (7) Don't overuse them.

b. *Minimal Pair Repetition*

Minimal pairs are word pairs where one sound changes, for example 'seat'/'sheet' (initial sound changes) or 'back'/'bat' (final sound changes). Children must first learn to hear the difference between the two words before they learn to say them. Using minimal pairs allows the teacher to take advantage of different meanings that exist when a child pronounces both "key" and "tea" as "tea", for example. Using minimal pairs allows for a lot of sound repetitions and this will support your child's listening skills and may help them to sound more intelligible/clear.

For doing minimal pair repetition, there are some guidlines must be done by the teacher in the classroom[28]:

Main Instruction

- Pictures of minimal pair words (e.g. key/tea).

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[27]Flojo. *Op Cit*. P. 102

[28]Nathaniel Branden. *Sentence Completion*, 2013, P. 6, retrieved on november 20 from http://www.nathanielbranden.com/sentence-completion-i

- Photocopy them on to card (e.g. 6 of each word) so that the child can't see through the card.

The Activities

- Put one of each picture (e.g. key and tea) on the table, face up.

- Mix up the rest of the pictures and put them in a pile face down.

- Take one picture from the pile, don't let the student see it!

- Say what is on the picture (e.g. key).

- Make sure the teacher presents the pictures in a random order so that the students can't predict what's coming next.

- The students has to point to the appropriate picture on the table.

- Play this in a pair or small group of students. Give each student a lotto board. Explain that they need to listen carefully to what you are going to call.

- Shuffle the picture cards and keep them face down. Take one card at a time, and say what picture is on it. The students who has that picture must ask for it

c. *Word/Phrase Repetitions*

There is a lot of activities in learning English. In common, English teachers use word/phrase repetition in song lyrics. For example, the teachers can use a song's refrain that might be repeated several times, or a particular phrase might recur throughout a song. When the repeated material focuses on a common idiom, phrasal

verb, or grammatical form,. In this situation, the teachers can capitalize on the repetition by using it as a teaching tool.

There are some activities that the teachers do in word/phrase repetition; they are[29]:

1) "We Can Work It Out" repeats the idiomatic phrasal verb *work out* eight times.

2) "With a Little Help from My Friends" repeats the idiomatic phrasal verb *get by* five times.

3) "Here Comes the Sun" repeats the expression *all right* six times and the grammatical form *it's been* four times.

4) "Anytime at All" repeats the expression *at all* thirteen times.

The teacher can simply call students' attention to the repeated phrase, explaining its meaning and use, or they can expand the lesson even further by adding an activity that focuses on the phrase.

d. *Sentence Repetition*

Sentence repetition can be a technique in speaking. For example of this activity is students listen to the teacher and repeat the pronunciation of English words and expressions such as:

Word Level: Bus Terminal, police station, desk clerk, information counter, downtown…

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[29]Elizabeth Grugeon, Lyn Dawes, Carol Smith, and Lorraine Hubbard. T*eaching Speaking and Listening in the Primary School Third Edition*, London, David Fulton Publisher. 2005. P. 19.

Expression Level: -Good Morning, may I help you? -Excuse me sir, where can I get a taxi? -How much does it cost? -What time does the bus leave?

2. *Intensive*

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). It provides learners the opportunity to "go over" and use certain forms of language through controlled speech production.

Examples of extensive assessment tasks include directed response tasks are as the following explanation[30]:

1) Reading Aloud

Reading aloud encourages students to practice their oral and pronunciation skills. It is best for teachers to read the stories to the class just before and immediately after passing out the papers. Students can be paired or put in small groups to practice reading to each other.

2) Oral Sentence Completion

Sentence completion is a technique that the teacher can developed in speaking practice that can be used to facilitate self-

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[30] Rebecca Hughes. *Loc Cit.* P. 12

understanding and personal growth. The essence of the sentence completion procedure is to start with an incomplete sentence, a "sentence stem," and to keep adding different endings, between six and ten, with the sole requirement being that each ending be a grammatical completion of the sentence[31]. The teacher can use sentence completion for students' therapy, where the students complete sentences orally. The description of oral complete sentence is below:

Yesterday, I_____

3) *Oral Dialogue Completion*

This kind of activity asks the students to responds the partner oral expression. The example of the activity is as the following example:

A: May I help you?

B: _____

4) *Direct Response*

This kind of activity asks the students to responds the partner oral questions directly, and another students answer the question rally and directly. The example of the activity is as the following example:What did you do last weekend?

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[31]Nathaniel Branden. *Sentence Completion*, 2013, P. 1, retrieved on november 20 from http://www.nathanielbranden.com/sentence-completion-i

3. *Responsive*

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like. Responsive speaking involves short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend to dialogues. Speech production can be meaningful and authentic. The activities of responsive speaking tasks can be[32]:

1) *Picture description or elicitation of directions*

This activity can be done by asking students some questions about direction. For example: How do I get to the post office? The teacher can give a map in order that the students answer the questions by explaining the direction correctly.

2) *Question & Answer*

The teacher can give a common queatins that are used in daily life. For example: How do you like the weather?. The students will answer the questions by describing the current weather in their environment.

3) *Question elicitation Ask about hobbies and interests.*

The teacher can ask the students about their hobbies and interest. The students will answer it by describing or eliciting their hobby and interest.

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[32]Luis Carlos Lasso Montenegro. *Loc Cit*. P. 8

4) *Elicitation for instructions*

For this speaking activities, the teachers can ask the students to do a certain procedures. For example: What's the recipe to make a pie? The students will answer the questions by telling the procedures in detail of making a pie.

5) *Paraphrasing*

The teacher can ask the students to read a short narrative, a phone message, report, or others. Then, ask them to retell the information by using their own words.

C. Some Related Previous Studies

There have been many researchers who conducted their research that related to assessment, especially speaking or oral profeciency assessment Techniques in EFL Classroom. One of them is Correia (2016) who conducted his research entitled "*Assessing Speaking Proficiency: A Challenge for the Portuguese EFL Teacher*". The result of the research showed that the two different practical examples of how to assess speaking in the classroom with a learning-oriented perspective in mind. In other words, another kind of speaking asessemnt (Communicative Competence Model) was less use in practice of oral assessment in the classroom[33].

In addition, Bohn (2015) conducted his research that related to speaking assessment entitled "A*ssessing Spoken EFL Without a Common Rating Scale: Norwegian EFL Teachers' Conceptions of Construct*". The result of this

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[33]Rúben Constantino Correia,"*Assessing Speaking Proficiency: A Challenge for the Portuguese EFL Teacher.*"e-TEALS: An e-journal of Teacher Education and Applied Language Studies 7 (2016): 87-108.

research showed thatwhile the raters had the same general ideas of the constructs to be assessed, there were differences in how they perceived the relative importance of these constructs, particularly as regards topical knowledge. The study has implications for language teaching and assessment practices at the intermediate to upperintermediate levels (Common European Framework of Reference, level B1/B2), particularly with regard to the role of topical knowledge[34].

From the some research above, there are some similarities and differences of this thesis with them. The similiarity is this research and the two research above focused on oral proficiency or speaking assessment in the classroom. However, the differences of the research are: *first,* Correia (2016) focused his reseach on a challenge for the Portuguese EFL Teacher in assessing speaking in the classroom. Then, Bohn (2015) focused his study on Norwegian EFL teachers' conceptions of construct in assessing speaking skill in the classroom. On the other hand, this reseach will focus on theachers' assessment techniques in EFL speaking class; Second, this research will use diffrent research method from the two research above; last but not least, different in population and sample will cause differences in the result of the research.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research will apply descriptive method. One of descriptive method is *case study*. According to Duff, The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources. It means that case study as a research method that explore a certain case in detail and intensive which included into descriptive research[35]. It means that, case study as a research method that explore a certain case in detail and intensive which included into descriptive research.

Then, Bassey explained that *case-study* is the examination of an instance in action that the researcher typically observes the characteristics of an individual unit - a student, a clique, a class, a school or a community to prove deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs[36]. It means that the researcher who conducted case study should conduct deeply and intensively observation as wll as phenomenon in the unit that she is analyzing.

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[35]Patricia A. Duff. *Case Study Research in Applied Linguistics,* USA: Taylor and Francis Group, LLC, 2008, P. 22.
[36]Michael Bassey. *Case Study Research in Educational Setting*, Buckingham, Open University Press, 2009, P. 24

From the definitions above, it can be concluded that case study is a an intensive, holistic description and analysis of a single entity where the researcher should conduct deeply and intensively observation as wll as phenomenon in the unit that she is analyzing in order to be able to describe the case detailly. In this research, the researcher will focus on the teachers' classroom assessment techniques in EFL speaking class at SMPN 08 South Bengkulu in academic year 2018/2019.

B. Population and Sample

1. Population

When a researcher wants to know something about a certain group of people, he or she must find a few members of the group to study them. This group of people is called population. It means that population is the larger group to which one hopes to apply the results where the researcher will would like to generalize the results of the study[37]. In this research, the researcher will conduct a research at English Teachers of SMPN 08 South Bengkulu in academic year 2018/2019.

2. Subject of the Research

The source of data is a very significant part in the research. The researcher needs the source of data to get the information dealing with the formulation of the problems. Sherman states that data sources of research

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[37]Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition,* USA, McGraw Hill, 2012, P. 92.

are the subject that the data can be collected[38]. In the research process, it is important to select the subject of the reseach who will participate (be observed or questioned) in order to get accurate data. Therefore, the process of selection individuals becomes the most important avtivity.

The data of this research are information about English teachers' assessment techniquess in EFL speaking class at SMAN 08 South Bengkulu. Here, the data will be taken from English teachers as primary data source. There are three English teachers in SMAN 08 South Bengkulu. The researcher selected only one of the teachers because she has longer experience in teaching English. According to Nunan, quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice[39]. The teacher transfer knowledge of their subject matter and the learning process through good communication, diagnostic skill, understanding of different learning styles and cultural influences, knowledge about students' development, and the ability to use ssessment techniques to meet student needs.

C. Technique of Data Collection

To obtain the data, the researcher needs some tools . The tools will help the researcher to work easier, systematic, efeective, and intensive. To collect the data in this research, the researcher will use some methods and

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[38] Robert R. Sherman. *Qualitative Research in Education*, Ney York, Routledge, 2005, P. 114

[39]David Nunan. *Desining Tasks for the Communicative Classroom*, USA, Cambridge, 2011. P.5

instruments, they are: observation, interview, and documentation. The detail description can be as the following explanation:

1. *Observation*

Observation will be collected the data in systematic way to understand and interpret actions, interaction or the meaning of event. This method will be used to collect information about teachers' classroom assessment technique . The stepts is in doing observation will be as follow:

a. The researcher will prepare the *observation sheet*.

b. The researcher will join in the classroom,

c. The researcher will observe when the teachers do English assessment in English subject.

d. The researcher will write *field note* from the result during the assessment.

2. *Interview*

It is known that interview is a dialog done by interviewer to get information from the interviewee. In this research, the interview will be conducted in *Bahasa Indonesia* to avoid misunderstanding of the intention given and to make the situation more relax. The people who will be interviewed by the researcher are English teachers. The researcher interviewed the English teacher to know about assessment techniques in English assessment and explore the teacher's reasons why they are using those technique. The researcher will record their answers.

In this case, the researcher will talk and ask the informants in informal situation and friendly way. When conducting interview, the researcher will prepare a list of question as guidance to know the asessment techniques that are applied by the teacher in teaching English In collecting the data from interview, the researcher used steps as follow:

a. The reseacher pwill repareso me questions that would be asked to selected teacher. The researcher will also prepare recorder to record their answer.

b. The researcher will ask and talk in friendly way based on the question that had been prepared.

c. The researcher will record their answer.

This method conducted to get deep information about assessment techniques that the English teacher applied in English lesson. Because the researcher need the subject and then informants to collect information, so the researcher conducted the interview twice.

3. *Documentation*

Documentation will be used to supporting document to describe authenticity of the data in the research. In this research, documents refer to a wide range of written, physical, and visual materials. They can be in form of records, personal writing, or instructional materials used by the English teachers that related to their assessment tecniques. In addition, the pictures will be also as secondary data of documentation. All the

documents and Photographs will use to support the primary data from observation and interview.

D. Technique of Data Verification

It is important to make sure the validity of data in qualitative research. For this research, the researcher will use *triangulation* to check the validity of the data. According to Cresswel, Triangulation of data, data will be collected through multiple sources[40]. It means that the researcher will use multiple sources of data, multiple observers, and multiple methods for the verification process in order that there is a consistent similarity of the data that will be collected.

In a real application, the reseacher will usedmethodology triangulation to check the validity of the data. The researcher will use different method to get the some data. It means that, to get the validity of the data in this research, the research will not only conduct interview but also do observation and make documents. So, by using those methods, the researcher will be able to compare the result of each method. From those three different methods, the data collected by the researcher must be the same.

E. Data Analysis

This research will use interactive model of data analysis proposed by Miles and Huberman (1994). The data analysis consists of three main components, namely: (1) data reduction; (2) data display; and (3) drawing and

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[40]John W.Cresswel. Research . *Qualitative Research*, USA, Routledge, 2009, P.185.

verifying conclusion. The components above can be illustrated as the following figur[41]:

Interactive Model Miles and Huberman
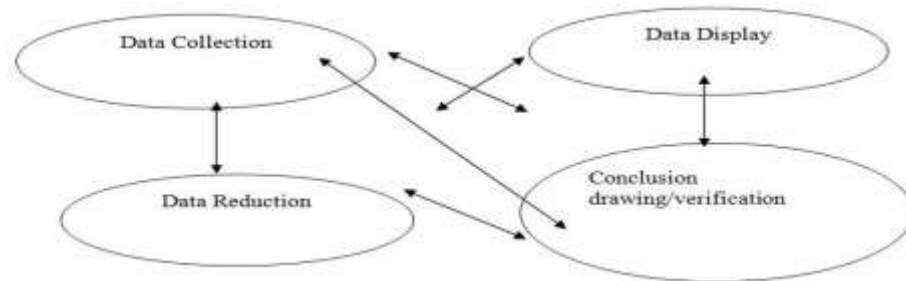
The figure above can be explained as the following details:

a. Data Reduction

Data Reduction in this reseach will be started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. So the data reduced can give description deeply to the observation result. In this research, data reduction will be done by making summary contact, developing category coding, making reflection note and data selection. Data reduction can be the using of greeting in opening and ending the lesson, the teacher's voice in teaching, and etc. The data is reduced because it is not related to the title of the research and the formulation of the research problem.

b. Data Display

Data Display is the process showing data simply in the form of words, sentence, narrative, table, and graphic in order that the data collected are

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[41]Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

mastered by the researcher as the basic to take appropriate conclusion. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher will use narrative essay in displaying the data because it is the most common data display used in qualitative research.

c. Verification and Conclusion

Making conclusion is the process of drawing the content of data collected and the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. After getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be obtained.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher would describe the result after completing the data in the research in the field. This part consisted of two parts, namely: the result of the research and the discussion. The detail explanation for this chapter can be as follows:

A. Result of the Research

The result of the research consisted of two parts, namely: the implementation of speaking assessment and dominan speaking assessment technique used in SMAN 08 South Bengkulu. The detail explanation can be explained as the following detail:

1. The Implementation of Speaking Assessment in SMAN 08 South Bengkulu

The English teacher did assessment to gather information for students' speaking in several occasions, namely: *quize, mid semester test, and final test*. The purposes of assessment in speaking skill in SMAN 08 South Bengkulu were the same as Flojo's idea: (1) to test how much knowledge has been mastered by the students after teaching; *(2)* assessment can give feedback on students' performance in terms of their strengths and weaknesses; (3) Assessment can also help teachers to have a basis for rating students; and (4) Assessment can be a tool to serve as basis for future action\To communicate expectations and what are valued

to students and parents[42]. The implementation of Speaking assessment in SMAN 08 South Bengkulu is as follow:

a. *Quize*

The English teacher conducted quize in every meeting. Quize was given to the students after the teacher finish giving and discussing teaching materials. The purpose of giving quize was to test how much knowledge has been mastered by the students after teaching one topic of teaching materials. Then, it can also give feedback on students' performance, especially strengths and weaknesses for improvement; Quize can help teachers to have a basis for rating students in mastering learning materials in one topic as well.

The teacher applied various kinds of classroom assessment techniques in assessing students speaking class of daily quizes. The assessment techniques can be:

1) *Imitative:* Phrase Repetition and Sentence Repetition

It is important to remind that imitative is one of speaking assesment technique designed to practice some phonological or grammatical aspect of language[43]. It means that imitation occurs not for the purpose of meaningful interaction, but for focusing on some particular element of language form. There are some activities that the English teachers do for imitation in speaking

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[42]Flojo. *Loc Cit*. P. 95

[43]Luis Carlos Lasso Montenegro. Oral Cimmunication Skills and Classroom Speaking Performance, 2014, P. 1, retrived from online on Novemeber 2018 from https://www.slideshare.net/luiscarl1981/oral-skills-classroom-speaking-performance

class of SMAN 08 South Bengkulu to assess her students' speaking in quize; they were *phrase repetition* and *sentence repetition.* The explanation is as follows:

a) Phrase Repetition

Phrase repetition in speaking assessment of SMAN 08 South Bengkulu was conducted by teacher by repeating the idiomatic phrasal verbs or expressions based on the learning topic at the meeting. The teachers used this techniques in almost all learning assessment and practice in daily quize. For example, in lerning speaking with topic *offering help* on Friday, January 25, 2019 (in Class XII IPS 1), the teacher asked the students to do phrase repetition for some expressions used in *offering help* situations and responding it one by one after class.

The teacher evaluated the students' correctness in pronunciating the expressions and responces. Then, the teacher also assess for students accurateness of using the expression and the approriateness in responding expressions of *offering help*. The phrases were taken from students' textbook that they used frequently in the process teaching and learning in the classroom. The phrases that becomes the learning objects were described in the following table[44]:

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[44]Mahrukh Bashir. *Bahasa Inggris untuk SMA Kelas XI*, Klaten, Pt. Intan Prawira, 2017, P. 7.

The Table Of Example Offering Help

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, Please I Really appreciate it	It's okay. I can do it myself.
Shall I bring you some tea?	Thank you. It is very kind of you	No. Thank you
Would you like another helping of cake?	Yes, Please. That would be lovely.	No, thanks, I don't want another helping
How about I help you with this?	Yes, Please. That would be very kind of you.	Don't worry. I will do it myself.
Can I take you home	Thank you. I appreciate your help	That's all right. I'll manage on my own.

During the lesson, the English teacher simply called students' attention to repeated those phrases, explaining its meaning and usage, and expand the further lesson by adding an activity that focuses on the phrase. For detail data in this discussion, see appendix 4 about observation sheet meeting 1, appendix 13 about field notes meeting 1, and appendix 22 about the transcript of interview meeting 1.

b) Sentence Repetition

In assessing students, especially to make sure students' mastery about speaking materials, the English teacher also used sentence repetition technique. For example of this activity is students listen to the teacher and repeat the pronunciation of English words and expressions. In using this assessment technique, the English teacher applied in *word level* and *sentence level*. This assessment technique can be seen in students' meeting on Sunday, January 25, 2019 (in XII IPS 1):

The topic was *If Clause* . In teaching this grammar material, the teacher tended to be producing the words and sentence beside the formula of thet Conditional sentence. In teaching it, the teaching *word level* and *sentence level*.

Word Level: the teacher reviewed some vocabularies before asked the students to make oral sentences in If clause pattern. Students listen to the teacher and repeat the pronunciation of English words For example: *return, become, talk, move, provide*, and other past form of verbs.

*Sentence Level:*the teacher reviewed the formula of If clause before asked the students to make oral sentences in If clause pattern. Students listen to the teacher and repeat the pronunciation of English sentence in form of If claus. For example:

If I am not busy, I will return your book at night.

You will become a success man if you study hard

For detail data in this discussion, see appendix 5 about observation sheet meeting 2, appendix 14 about field notes meeting 2, and appendix 23 about the transcript of interview meeting 2.

c) *Intensive:* Reading Aloud, Oral dialogue completion, and direct response

Intensive is one of classroom assessment techniques used in speaking class at SMAN 08 South Bengkulu.Intensive speaking assessment involves producing a limit amount of languange in a

highly control context[45]. It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). It provides learners the opportunity to "go over" and use certain forms of language through controlled speech production. There were three kinds of inetnsive asessment techniques applied by English teachers in SMAN 08 South Bengkulu, they were: Reading Aloud, Oral dialogue completion, and direct response. They can be explained as follows:

1) *Reading Aloud*

The aims of doing reading aloud in the classroom is to encourage students to practice their oral and pronunciation skills. In this class, the English teacher read aloud an analytical exposition text entitled *Global Warming*. The teacher read the text twice to give clear example for the correct pronunciation of the text. Then, the English teacher asked some students to read the texts. At the last activities, the teacher asked students to find their own partner (reading aloud in pair) to cross-check their reading aloud practice. When a student read the text, another student checked his friend's pronunciation.

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[45]Nathaniel Branden. *Sentence Completion*, 2013, P. 1, retrieved on november 20 from http://www.nathanielbranden.com/sentence-completion-i

Reading aloud activities were conducted on Tuesday, February 19, 2019 (XI IPA 2).For reading aloud activity, the teacher used exercise in the textbook page 46 entitled *Global Warming: Is it an End to Our World?* (text book page 46). The text is as follow:

Global Warming

Global warming is a phenomenon used to describe the gradual increase in the temprature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started poluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research the greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical counties around the world. These forests are used to grow crops like palm sugar, palm oil and coffee – the life line of western society. The impact of climate change is noticable through out Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economic as well.

Furthermore, the shifting weather patterns have made it difficult for formers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops.

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to to help overcome this issue. It is not only for us but for all the future generation to follow.

From the explanation above, it is clear that the English teacher used reading aloud activity as classroom assessment technique in the level of quize.For detail data in this discussion, see appendix 5 about observation sheet meeting 3, appendix 15 about field notes meeting 3, and appendix 24 about the transcript of interview meeting 3.

2) *Oral dialogue completion*

In speaking activity, sentence completion is one of learning technique to facilitate students' self-understanding and personal growth. In SMAN 08 South Bengkulu, Especially at Class XII MIPA 2the English teacher used oral dialogue completion in assessed students' speaking skill. On Sunday, January 21, 2019 (XII MIPA 2), the teacher taught students "Suggestion and Offering". In quize, the English teacher asked students to do *Oral Dialogue Completion*. In doing it, the teacher gave a case to students and complete it with a suggestion.

Teacher's Example: Marry can not speak English, ...

The student's answer: Marry can not speak English, *I think she should take English course.*

Other completion items used by the English teacher to assess students' speaking skill in quize were:

1) *Dina looks very tires, ...*

2) Mr. John Has not had Lunch, ...

3) John's uniform is dirty, ...

4) The classroom is very dirty, ...

5) The students do not have good vocabulary mastery, ...

In doing this quize activity, the teacher grouped the students into a small group, and gave them some dialogues to complete as the above example. The teacher used this kind of activity to train them in responding all situation by using English. In this case, responding for giving suggestion.For detail data in this discussion, see appendix 7 about observation sheet meeting 4, appendix 16 about field notes meeting 4, and appendix 25 about the transcript of interview meeting 4.

3) *Direct Response*

Direct response did by teacher almost every day meeting in English class. The English teacher asked the students' condition and their feeling after weekend. The other application of direct response in speaking class, it can be seen on Tuesday, January 28, 2019 (X IPS 2). The teacher taught students about *opinion and Thought*. The teacher aksed the students to sat in their partners. Then, they must prepare some questions to ask to their partner. They asked and answered question in turn orally and directly.

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In a real practice after preparation, the students mostly asked their partners about these following questions:

1. *Question: What do you think about English?*

   Students' answer: I think English is important lesson, but it is very difficult.

2. *Question: What do you think about Titanic film?*

   Students' answer: In my opinion, Titanic is a good film I've ever seen.

For detail data in this discussion, see appendix 8 about observation sheet meeting 5, appendix 17 about field notes meeting 5, and appendix 26 about the transcript of interview meeting 5.

d) *Responsive:* Picture Description, Question Elicitation, Questions and Answers, and Elicitation for Instruction

Responsive assessment can also be found in speaking test in SMAN 8 South Bengkulu. Responsive assessment tasks found in this school included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like. Responsive speaking involves short replies to teacher or student-initiated questions or comments. These replies are sufficient and do not extend to dialogues. Speech production can be meaningful and authentic. The activities of responsive speaking tasks in this school were:

1) Picture Description

Picture description was also found in testing speaking in this school. Picture description was taught by teacher in form of asking students asking students some questions about direction. The teacher gave a map in order that the students answer the questions by explaining the direction correctly. Picture description was conducted on Thursday, January 31, 2019 (X MIPA 1).

Before asking questions, the English teacher explained some teaching materials related to *Asking Direction*. The teaching materials were:

Some terms of Asking Direction:

- *Turn: belok*   *- stright on: lurus*
- *Left: kiri*   *- crossroad: persimpangan*
- *Right: Kanan*   *- take: mengambil*
- *Beside: Di sebelah*   *- side: sisi*
- *In front of: di depan*   *- opposite: berhadapan*

Some important expressions for asking direction:

- *Can you tell me how to get to .... from here?*
- *Could you direct us to ...?*
- *Can you give us directions to...?*

The example of teacher's question to students in the classroom:

Teacher: Excuse me!
Student: Yes, Please.

Teacher: Can you tell me how to get to SMAN 8 from here?

Student: Take this way, stright on about 1 km. Then, you will find five junctions and turn left. You will find SMAN 8 in the left side beside Raja Computer.

Teacher: Thank you.

Student: You are welcome.

Based on the activities above, it is clear that the English teacher used *Picture description*to test speaking in the classroom. The kind of picture description is in form of telling directions.For detail data in this discussion, see appendix 49about observation sheet meeting 6, appendix 18 about field notes meeting 6, and appendix 27 about the transcript of interview meeting 6.

2) *Question Elicitation*

Question elicitation was also found in learning speaking in this classroom. In this using this assessment technique, the English teacher asked the students about their hobbies and interest. The students will answer it by describing or eliciting their hobby and interest. Question Elicitation was conducted on Thursday, January 10, 2019. The topic was about *Talking About Self*. In this meeting, the English teacher asked the students to describe about their hobbies and leisure time activities. The students told about those topic in front of the classroom.For detail data in this discussion, see appendix 10

about observation sheet meeting 7, appendix 19 about field notes meeting 7, and appendix 28 about the transcript of interview meeting 7.

3) *Questions and Answers*

Another assessment technique in speaking is questions and answers. The teacher can give a common questions that are used in daily life. Questions and answers were conducted on Friday, January 07, 2019. The topic was about *Application Letter*. In this meeting, the English teacher asked the students' knowledge about working life and the relation between application letter and working life. The teacher's questions to students in the classroom were as follows:

a) *Teacher:* Anybody know about application letter?

Student: Yes mam. Application letter is a letter that we write when we want to apply a job.

b) *Teacher*: so, is it important or not to learn how to write a good application letter?

Students: Sure. We should learn how to write a good application letter in order to get a job easily.

c) *Teacher*: Can you write a good application letter in English?

Student: No. Mam. We want to learn how to write a good application letter with you.

For detail data in this discussion, see appendix 11 about observation sheet meeting 8, appendix 20 about field notes meeting 8, and appendix 29 about the transcript of interview meeting 8.

4) *Elicitation for Instruction*

Elicitation for instruction was also used by the teacher as assessment technique in speaking skill. For this speaking activities. It was used on Tuesday, February 12, 2019. The topic was about *Invitation Letter*. In this meeting, the English teacher asked students to write invitation letter. Then, the English teacher asked the students to stand up un the classroom and explained the procedures of writing invitation letter to their classmates. In other words, the students explained their certain procedures in writing invitation letter. For example: what the writer needed to prepare in writing invitation letter? The detail procedures in writing invitation letter.For detail data in this discussion, see appendix 12 about observation sheet meeting 9, appendix 21 about field notes meeting 9, and appendix 30 about the transcript of interview meeting 9.

b. **Mid Semester Tes**

In Mid semester Test, the English teacher design a test in form of speaking test. The test in form of performance test. The detail description can be explained as the following explanation:

Tenth Grade (X)

To assess students' ability in mid semester, the English teacher prepared an isntrument in form of speaking testat tenth grade. It is in form of performance test. The teacher design the test by using *picture description* of assesessing technique. In this test, the English teacher asked students to bring a picture or photograph of the person that the students admire very much. The instruction can be seen as the following description:

> Bring a photograph or picture!. It can be your family member picture (Mother, father, sister, brother, etc) or the picture of your favourite artist/singer or other person that you admire very much. Describe his/her physical appearance and his/her qualities that make you admire him/her. Describe him/her in the classroom for 3-4 minutes. You only get 10 minutes for preparation.

Based on the instruction above, the students were asked to bring photograph. Then, they got time to prepare their presentation for 10 minutes before they describe the picture for 3-4 minutes in front of the classroom. For more clearer description for instruction of Mid term of tenth grade, see appendix 2.

Eleventh Grade (XI)

To assess students' ability in mid semester, the English teacher prepared an isntrument in form of speaking test at the eleventh grade. It is in form of performance test. The teacher design the test by using *question elicitation*of assesessing technique. In this test, the English teacher asked students to remember the best moment that they had. Then, ask them to preparation before explanning it to their friends in front of the classroom. The instruction can be seen as the following description:

Remember the best moment you have ever had. The best moment can be:
1. Your travelling experience
2. Visiting your village
3. Going to the zoo
4. Watching Movie in the Cinema
5. Gardening in Holiday
6. Going to the Beach
7. Visiting Grandma's House

Prepare some important notes for 10 minutes. Then, perform your story to your friends in front of the classroom. The presentation is limited only 3 to 4 minutes.

Based on the instruction above, the students were asked to remember one of their best memory/moment. They can choose one of suggested moment. Then, they got 10 minutes for mpreparation before they perform it in front of the classroom for their friends for 3-4 minutes. For more clearer description for instruction of Mid term of eleventh grade, see appendix 2.

Twelfth Grade (XII)

To assess students' ability in mid semester, the English teacher prepared an isntrument in form of speaking test at the twelfth grade. It is in form of performance test. The teacher design the test by using *elicitation for instruction* of assesessing technique. In this test, the English teacher asked students to explaine how to make their favourite food. The instruction can be seen as the following description:

> Choose one of the best recipe you like. Make a written ingredients and systematic procedures. Then, demonstrate how to make it in detail in front of the classroom. The explanation is in English. You only have 10 minutes for preparation and 2 to 3 minutes for presentation. The presentation includes:
> 1. Stating the name of food
> 2. Introducing the ingredients used
> 3. Explaining the steps
> 4. Closing statement

Based on the instruction above, the students were asked toexplaine orally about how to make one of their favourite food. The students should explain the ingredients, systematic steps, and closing statement for the cooking. For more clearer description for instruction of Mid term of eleventh grade, see appendix 2.

c. *Final Test*

In the final test at X, XI, and XII grades, the English teachers did not give specific tests in speaking skill in form of performances.

The teachers only prepared some multiple choices items to assess students' speaking skill. The description of final test items can be seen from the following table:

Tenth Grade (X)

Item No.	Topic	Assessment Technique
1	Congratulate Friend	
2	Response Conratulation	
3	Expressing Pride	
4	Expression Gratitude	Dialogue completion (Written)
5	Congratulate expression	
6	Congratulate expression	
7	Introducing expression	

In final test instrument of tenth grade, there were 25 items to test students' integrated skill in English. There were only 7 items used to assess students' speaking skill. The items were in form of dialogue completion (written) test in some kinds of topics. For more detail, see appendix 3 (Instrument for final test tenth grade).

Eleventh Grade (XI)

Item No.	Topic	Assessment Technique
1	Expressing suggestion	
2	Expressing suggestion	
3	Expressiong offering	
4	Expressing offering	
5	Leave taking expression	Dialogue completion (Written)
6	Leave taking expression	
7	Expressing opinion	
8	Expressing opinion	
9	Expressing opinion	
10	Expressing opinion	

| 11 | Understanding Dialoue | |
| 12 | Expressing opinion | |

In final test instrument of eleventh grade, there were 27 items to test students' integrated skill in English. 25 items in form of multiple choice and 2 items in form of essays. There were 12 items used to assess students' speaking skill. The items were in form of dialogue completion (written) test in some kinds of topics. For more detail, see appendix 2(Instrument for final test eleventh grade).

Twelfth Grade (XII)

In final test instrument of twelfth grade, there were 30 items to test students' integrated skill in English. 25 items in form of multiple choice and 5 items in form of essays. There was no item used to assess students' speaking skill.

2. **Dominan Speaking Assessment Technique Used in SMAN 08 South Bengkulu**

Based on the detail analysis above, the English teachers used various kinds of assessment techniques in assessing students' speaking skill in quize test, mid test, and final test. However, the frequency in using those assessment techniques are different. The use of assessment techniques in teaching and learning speaking in SMA Negri 8 South Bengkulu can be seen as the following table:

Assessment Techniques Used by the English Teacher	Quize	Mid Test	Final Test	Frequency
A. Imitative				2
1. Phrase Repeatation	✓			
2. Sentence Repeatation	✓			
B. Intensive				4
1. Reading Aloud	✓			
2. Oral Dialogue Completion	✓			
3. Direct Response	✓		✓	
C. Responsive				7
1. Picture Description	✓	✓		
2. Question Elicitation	✓	✓		
3. Questions and answers	✓			
4. Elicitation for Instruction	✓	✓		

Based on the table above, it is clear that the dominat assessment techniques used by the English teacher in quize, mid test, and final test were *Responsive Assessment Technique* that cover some kinds of activities, namely: *picture description, Questio, elicitation, question answer, and elicitation for instruction*.

B. **Discussion**

The problems in this research were the English teachers had difficulty in doing assessment for speaking skill in the classroom, especially a limited time for assessing a large number of students. There are complex aspects that must be assesessed in speaking class, namely: grammar, pronunciation, fluency, content, organization, and vocabulary that are complicated to assess

in this level of education. Therefore, this research focused on investigating the teachers' assessment technique in EFL speaking class. In this case at the senior high school student of SMAN 08 south Bengkulu in academic year 2018/2019.

This research applied assessment techniques for speaking skills proposed by Doughlas Brown (2007). He devided assessment techniques of speaking skill into three kinds of major, namely: Imitative, intensive, and responsive assessment techniques. Then, this research applied descriptive method, especially case study. The result of the research can be as the following discussion:

The first test conducted by the English teacher was quize. Quize was conducted by the teacher frequently after she gave teaching material. It was done to check the students' daily understanding or a unit understanding. In quize tests of speaking skill, the English teachers used various kinds of assessment techniques, namely: (1) *Imitative*: phrase repeatition and sentence repeatation; (2) *Intensive:* reading aloud, oral dialogue completion, and direct response; (3) *Responsive:* picture description, question elicitation, question and answer, and elicitation for instruction.

The second test conducted by the English teacher was mid test. It was conducted by the teacher after she gave teaching material in a half of semester. It was done to check the students' understanding of learning materials after they have finished a half of learning materials. In mid test of speaking skill, the English teachers used some kinds of assessment

techniques, namely:(1) *Responsive*: picture description, question elicitation, and elicitation for instruction.

The third test conducted by the English teacher was final test. It was conducted by the teacher after she gave full teaching material in a semester. It was done to check the students' understanding of learning materials after they have finished all of learning materials during a semester. In the final test of speaking skill, the English teachers used a single kinds of assessment technique, namely:(1) *Intensive*: especially written *direct reponese*. There was no performance test in final exam. All the items in form of written multiple choices.

The dominant assessment techniques used in speaking skill was*Responsive* which covers *picture description, question elicitation, question and answer,* and *elicitation for instruction*.

Based on the explanation above, it is clear that the English teacher gave performance assessment techniques in speaking skill dominantly in daily or unit assessment in quize test and Mid test. However, in final test, the teacher used written assessment techniques, especially in form of written direct responses at SMAN 8 South Bengkulu in academic year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing data analysis, the researcher concluded that the English teacher at SMAN 8 South Bengkulu used various kinds in doing assessment in speaking skill of quizes, mid test, and final test. The assessment techniques were: (1) *Imitative*: phrase repeatition and sentence repeatation; (2) *Intensive:* reading aloud, oral dialogue completion, and direct response; (3) *Responsive:* picture description, question elicitation, question and answer, and elicitation for instruction. In addition, the dominant assessment techniques used in speaking skill was *Responsive* which covers *picture description, question elicitation, question and answer,* and *elicitation for instruction*.

B. Suggestion

After completing this research, the researcher would like to suggest that:

1. Applying appropriate assessment techniques especially in teaching speaking are important in order that the result of assesment can be useful data for teachers to follow up the students' problems and maximize the students' potency.

2. Assesment in speaking skill is complecated. For this case, the English teacher should design clearer assessment techniques and scoring standard in order to give valid data about students' mastery.

3. The English teachers should give priority to assessment techniques that tend to encourage students to perform their English oral speaking test, not written English test.

4. It is important for the next researchers to develop research related to assessment techniques in order that teachers can have nore attention in assessment. Then, the research can be developed in broarder scoope in order to give more benefits.

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