

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter presents the results of the research in the description of the Teacher's Evaluation Techniques on Students' Speaking Ability at The Fourth Semester (Speaking III) and also the advantages and disadvantages of the techniques. To investigate the techniques used by the teacher, the researcher used observation and interview to the teacher, and used questionnaire to the fourth semester students at the English Department of Antasari State Islamic University Banjarmasin for investigating the advantages and disadvantages of the teacher's techniques.

Based on the results of the observation, interview and questionnaire, the researcher found several techniques used by the teacher to evaluate students' speaking skill ability in Speaking III course and the researcher also found the advantages and disadvantages of the techniques which are described one by one in the following paragraphs.

## 1. Teacher's Evaluation Techniques on Students' Speaking Ability

In order to find out the techniques for evaluating students in speaking ability, the class A, B, C, D and E of English Departments. In the observation activity, the researcher only focus on the middle test and final test activities. The reseracher also interviewed the English teacher about the evaluation techniques. The following are some of the techniques used by the English teacher in evaluating speaking III students' abilities which will be described in the following paragraph.

Based on the results of observations and interviews, the teacher used the communicative language teaching method as a whole the evaluation activities both during the middle test or final test. That is indeed very much related to speaking, namely conveying the language that we used communicatively to people around. However, there are several differences in evaluation techniques during the middle test and the final test. During the middle test, the teacher used interview technique and simulated like a real job interview. While in the final test, the teacher used recorded-role play technique by asking students to make a video report in the form of a news report in accordance with the topic desired by the students themselves. The results of the two evaluation tests will be used as an assessment of their speaking skills improvement and of course also as

their final grade as 4th semester students of English department at UIN Antasari for speaking III courses.

a. Interview Technique - Middle Test Evaluation

At the middle evaluation test, the teacher applied a lot of things in evaluating the students' ability in Speaking III, the following will describe the stages of evaluation techniques in the following paragraphs.

First, a week before the middle test done, the teacher provide information to all of the classes that their speaking classes will perform tests at the middle coming week. In this middle test evaluation, the teacher used interview technique by simulating like a real job interview. On this occasion, the teacher also informed what and how the evaluation activities in the upcoming middle test by giving a little evaluation simulation and a number of grid questions to be questioned in the evaluation activity in the form of a job interview. In giving a question grid in job interview, the teacher shared / used several examples of videos about general questions and is often asked in the job interview so that students have good and correct answers in the evaluation test in the middle test later.

Second, the directions and simulations from the teacher are in the form of; dress neatly and politely, making job application letters, making curriculum vitae, how to enter when students start knocking the door, shaking hands ethics, sitting ethics, body gesture, eye contact, and of course language assessments, vocabulary, pronunciation, grammar, accuracy of answers good and right and in terms of fluency. The teacher made all of these as indicators of assessment by making rubric scores to make it easier to give assessment score.

Third, even though the previous week had been given several directives and simulations, before the evaluation test began, the teacher repeated and reminded the students about the procedure for conducting speaking III evaluation. On this occasion, the teacher entered the class by making the list of the names of students who will be evaluated from the first to the last to be more focused and organized. After that, all students were asked to leave the class to wait for each call and turn one by one.

Fourth, when all evaluation preparations are ready, students entered one by one to be interviewed. The teacher invited in and sat in the chair in front of students and then checked the curriculum vitae and job application letter of the students while giving an assessment of

the score rubric and then asking questions about the job interview such as;

- 1) Could you tell me about yourself?
- 2) Could you tell me about your strenghts?
- 3) Could you tell me about your weaknesses?
- 4) Where do you see yourself on next five years?
- 5) What do you know about our company/school?
- 6) Do you work well under pressure?
- 7) Are you good dealing with change?
- 8) How do you make important decisions?

From some of the list of questions, students only got 3 questions considering the time in evaluating is very limited and asked randomly and different questions for each students.

Fifth, while giving questions, the teacher gave scores on the score rubric, especially in terms of language such as fluency, accuracy, vocabulary, grammar, and other things such as body language, eye contact, attitude, appearance, confidence, etc. When the students confused can not answer the questions, the teacher gave the students a chance to pass to other questions or later, so the error in the inability to

answer the previous question can be covered by answering the next questions.

Sixth, when asking questions about interview tests, the teacher only focused on giving job interview questions and giving an assessment without giving any responses to each students are asked. After completing the question, then the teacher gave a little response by saying "we will contact you if you are received at our company / school in the next few days, thank you" and then shook hands with job interview test participants who are then welcome to leave the room.

Seventh, after all students have been evaluated one by one, all students are asked to re-enter the class to be given some responses to the results of their evaluation test. In this case, the teacher appreciated some students who have good scores on just one criterion, several criterias, as well as good students as a whole. In this case, the teacher also expressed some of their mistakes in general in the face of job interviews but did not mention their names so that they did not feel embarrassed and remained confident to improve their speaking skills again.

Eighth, the teacher used the evaluation techniques above in the same way to all classes whether class A, B, C, D or E without any difference in evaluation techniques in each class. Furthermore, after all the middle Speaking III test evaluation scores are obtained, the value will be combined with other values such as the final test scores to be submitted to the online site assessment system belonging to the campus of Antasari State Islamic University Banjarmasin (SIKAD).

b. Recorded-Role Play - Final Test Evaluation

When the first meeting of the first class of Speaking III, the teacher asked the middle and final assignments as what the students wanted. Until there are two choices, face to face and video recording way. For face to face, the teacher used interview technique by simulating it like real job interview on the middle test evaluation and used recorded-role play technique by simulating news reports like journalists with the video recording during the final test.

During the final evaluation of this test, 2-3 weeks before the teacher was given instructions that final assignments will be collected on the appointed day. For this reason, it is expected that all students collect their assignments not exceeding the specified time limit. Some

of the techniques applied by the teacher in the final evaluation of the Speaking III test will be described in the following paragraphs.

First, before making recorded-role play video, students were divided into several groups. The division of groups is carried out randomly 2-3 weeks before the final evaluation of the test is done so that students have plenty of time to do it. One group contained 3 students. The making of this group is expected to make them more cooperate with each other in terms of video taking, news readers, field reporters, editing, etc.

Secondly, in determining the theme of the recorded-role play video to be made, the teacher gave it to the students themselves so that they would be more flexible in creating what themes they wanted to make and so that they could be more creative with their own ideas whether it was related to politics, current social issues, etc.

Third, in terms of determining the duration of the video, the teacher also free up how long it takes for students. This is done in order to students can explore their speaking skills optimally without the minimum time limit or maximum as long as the message and information from the making of the news report video can be understood well and clearly and made as attractive as possible.



Fourth, after the students finished in the manufacturing of recording news report video, teacher requested the video uploaded on youtube channels that belong to one person of their group member. Furthermore, the video link on the YouTube channel is what will be submitted to the English teacher for further evaluation and final evaluation.

Fifth, in this final evaluation test, there is no direct feedback from the English teacher, such as during the middle test, but directly on the overall final score on the online system belonging to the campus of Antasari State Islamic University Banjarmasin (SIKAD online system). Students will know the results of their overall Speaking III values by accessing the system after the value of the teacher uploads their values.

## 2. The Advantages of the Teacher's Evaluation Techniques

To know the advantages of evaluation techniques applied by english teacher, the researcher asked the student perceptions by questionnaire and the students can answer the questions openly. Then the questionnaire is randomly generated and then taken several samples which will then be used as data in the advantages or disadvantages of the technique used by the teacher in evaluating speaking III students both in the middle test and

final test. Here are a few paragraphs which describes about the advantages of evaluation technique used by the teacher.

a. The Advantages of Interview Technique - Middle Test Evaluation

First, students assumed that the applying of interview technique by simulating with job interview simulation is very useful as an initial experience and overview to face the real job interview when they will face the real job interview if they want to apply for a job sometime in the future. Many things are applied to the teacher so that this simulation is like a real job interview such as: making a job application letter, making curriculum vitae, in terms of appearance, body language, etc. It can added students' experiences about how the simulation of job interview implementation is good and right.

Second, because the interview evaluation test is done face to face, it makes teacher more intense and in-depth in evaluating students even though this made most students feeling nervous. But it is very good for them as an experience in the future if they face a similar interview especially for getting a job.

b. The Advantages of Recorded-Role Play Technique - Final Test  
Evaluation

First, because in making of the news report video was done in groups, the students considered it very good for them to practice in doing things in a solid, compact and teamwork manner. Without a solid teamwork, making video recordings will be difficult and very difficult to create as well as possible. But in this case, they must be able to divide tasks and understand each other so that in making this video recording there are similarities and accuracy of the portion in the process.

Second, making students more creative and active in creating video. Because the theme of making video is determined by themselves, they can create easier in video recording, interviews, news reporting, clothing, editing, etc. They can determine the project by themselves while it is in accordance with the scope of the news report. This is a new experience for them to think more creatively in terms of journalism, news report or news caster especially in Speaking III courses.

Third, they are more honed in their self-confidence when talking in front of the camera because most of them are still not used to talk in

front of the camera and recorded. Although not under the supervision of the teacher, some of them still feel awkward to record when they were speaking because in this case they also interact with the another speakers directly. They also can improve their listening skills when they were speaking with the resource person. Even though they reacted with other people, they did not feel as nervous as during the middle test that they felt more unconfident.

Fourth, in making video recording, they considered can save more time because making of video recording does not take a long time like the implementation of the middle test that is simulated with the job interview. In carrying out job interview, they are required to wait their turn for a long time.

Fifth, students have more time in preparation both in terms of ideas and video themes, dialogues, and recording tools so as to make the most interesting news videos. They can also evaluate in detail their speaking abilities by watching the previous video. If it is considered not good, they will re-take the video.

Sixth, students can learn more about some modern technology today. Starting from how to use the camera that is good and right,

editing, and also uploading on their youtube channel. This gives them new experiences about the digital world today.

Seventh, students felt more confident than evaluation tests in the middle test and also in improving listening skills. Because in this case they also interacted with the another speakers outside the classroom, they also increased their listening skills directly when they were speaking with the another speakers. Even though there were interactions with other people, they did not feel as nervous as during the middle test that they felt more of a sense of courage.

### 3. The Disadvantages of the Teacher's Evaluation Techniques

#### a. The Disadvantages Interview Technique - Middle Test Evaluation

First, students' difficulties when carrying out this job interview that they felt very nervous because they have never felt the name of job interview directly. Even though they have prepared a thorough training, the nervous factor has made students lose their focus when answering job interview questions from teacher so that their answers are not good and less convincing. Actually this is a weakness in the students themselves where they should prepare carefully by doing a lot of exercises so that the things that make the nervousness are reduced even there is no feeling of nervousness so they are able to release their best abilities when carrying out evaluations.

Second, even though the teacher tried to simulate job interviews like real job interviews by asking students to dress and look neat, making job application letters such as official job applications, making curriculum vitae, and sitting face to face each other so that in terms of body language they will be assessed. Although this is good for them and also includes evaluation criteria that will be assessed by teacher, the students complained about it as something that is not beneficial for them. They argued that the assessment should focus on matters related

to the speaking skill, not about another things that are even more given the judgment as well-dressed, body language, eye contact, and so on.

Third, there are 8 lists of questions that have been told in advance by the teacher before the evaluation test. From the 8 list of questions, only 3 questions were asked to students considering the limited evaluation time. This made students easily memorize their answers were already focused on the 8 list to this question at a time before being evaluated, and when they are evaluated by the teacher, the students just answered the questions by their rote answer, not from their reflex answer. The students assumed, it need to be improved so that time and job interview questions that could be more effective in improving students' speaking skills. Even though they feel easy with this, but they expect something unexpected questions and enough time for them to answer the many questions asked by the teacher so that they can improve their speaking skills better.

**b. The Disadvantages of Recorded-Role Play - Final Test Evaluation**

First, students difficulties in recorded-role play is editing section. The students had never before edited the video so in this case some of them asked for help from others to do it. But there are several students who did editing by themselves. They considered this opportunity to be

able to learn more in editing videos. It is good for their future experience to be able to better master the field of editing, especially in editing to make their videos as attractive as possible.

Secondly, giving freedom of video themes did not make them easy to determine the theme of their videos. They thought hard about what themes are interesting for their project videos. They also questioned technically about the video capturing and rubric assessment that was not informed and given direction by the English teacher. So the students felt confused in their making video. They expected more learning, explanations and clearer directions in making video recording by the teacher.

Third, because the making of this video was carried out in groups that demanded solid teamwork, some of them thought that the division of their work felt unfair. The students assumed that not all members of the group can show their best speaking skills and their best participation. The students can just read text that is hidden behind the camera when taking video, because without direct supervision by the teacher. In other words, the teacher could not see the students' abilities thoroughly and fully so that they considered making video recordings less effective in improving their speaking skills because of the above. The students even suggested not making video recording as a final



assignment but just for as a weekly assignment with the reason because some of them were not too used to talking in front of the camera so that some of the results were careless.

## **B. Discussion**

After the data has been obtained and the process is like the description above, the researcher has written and analyzed the data at the above findings.

Based on Thornbury, speaking is the most used skill to communicate with others every day. He defined that speaking; we will take it for granted (2005). Based on the statement above, the researcher found similarities in the lecturer evaluation technique towards students, so that students were more communicative in their daily activities with people around. They are also given good new experiences for their future lives when they want to work someday with examples of simulating job interviews and also being able to communicate with others by news report video recording simulation that requires them to interact communicatively with the surrounding people to be asked for various types of information and other things.

Based on Sukardi, the evaluation is the process of evaluating student growth in the teaching and learning process (2015). Dealing with Adkon, the test as an instrument of data collection is a series of questions / exercises that are used to measure the skills of knowledge, intelligence, abilities or talents

possessed by individuals / groups. Student development needs to be measured, both the position of students and individuals and positions in group activities (2006). The statement above is accordance with what researcher found on the field. The teacher made the evaluation tests in the middle and final tests to find out how much improvement in their speaking skills during the learning process they had done both individually such as during the middle test or in groups like in the final test so that they were given feedback in the form of assessment.

Based on Nunan, he said there are five principles for teaching speaking: (1) be aware of the difference between a language and foreign language in a learning context. (2) give students the chance to practice with both fluency and accuracy. (3) provide opportunities for students to talk by using group work or pair work. (4) plan speaking task that involves negotiation for meaning. (5) design classroom activities that involve guidance and practice in both transactional and interaction speaking (2003). The researcher found some of the statement points above on the field research, especially in point 5. The teacher set the class properly so that it would be easier for students to develop their speaking skills better. Among the things that teacher do in designing classes is to provide simulations and directives before the middle and final tests. This is very useful for student readiness and as learning before evaluation test is conducted.

According to Thornburry, he stated that the types of spoken test that used commonly, those are: interviews, live monologues, recorded monologues, role-plays, collaborative tasks and discussions (2005). Based on the statement, researcher found the interview as the evaluation techniques used by the teacher in the middle test evaluation by simulating it like a real job interview. For the final test, the researcher found recorded-role play as the technique to evaluate students' speaking ability. Recorded-role play is a combination between role play and recorded monologues. The teacher asked students' for doing role play with simulating them as news caster, reporter, and news anchor for making a news video recording that will be uploaded on students' youtube channel. The link of the news video report on youtube would be sent to the teacher. Next, the teacher watched the video and evaluated their speaking skill by the video. After that, the teacher gave final score of students' speaking ability.

Thornburry stated that some good criterias of speaking, reviews those are: grammar, vocabulary, discourse management, interactive communication (2005). Brown added those aspects are pronunciation, fluency, vocabulary, and accuracy (2001). The two statements above are indeed the same as the researcher found on the field. Some of the above criterias become benchmarks in Speaking III student proficiency assessment. In addition, the teacher also added other criteria such as: appearance, attitude, body language, eye contact, confidence, etc. According to the teacher, the addition of these criteria is

expected to be able to provide truly real simulations in the implementation of official job interviews such as in companies or other job vacancies. As for the assessment criterias at the recorded-role play with news report simulation in the final test, the teacher equated all the assessment criterias above by adding a few other assessment criterias such as: editing, video duration, and topics from the news that students delivered in the video recording of news report.

Dealing with Brown, there are five types of classroom speaking performance. It is useful in guiding teacher planning speaking instruction; imitative, intensive, responsive, interactive and extensive (monologue) (2004). Based on the statement above, the researcher found similarities in the data that occurred on the field at the evaluation activities both during the middle test and at the final even though the teacher did not really make students satisfied because the time was very limited. For example, to respond and provide interaction when evaluating in the middle test, the teacher only responded and interacted a little with students only when the evaluation has been completed, and even then in a very short time because the evaluation time is very limited. As for the news video recording activities in the final test, even though all of the above categories were almost carried out by students, but still needed to be improved in terms of giving direct responses from the teacher other than direct assignments score, including giving a little comment on the youtube channel who uploaded their video assignments so

that they had a little correction and responses from the teacher about their videos whether they had fulfilled the standards of good assessment in terms of news reports and of course in their speaking abilities.

According to Stewart & Cash, JR., "Interviewing is a process of communication of interaction between two parties that at least one of them has a serious goal that has been set and involves the process of answering something about" (2012). This statement is the same as what happened in the field when the researcher made an observation. The teacher asked some interview questions about job interviews seriously with the aim of giving them a little experience for them if someday they would like to apply for work and of course the main purpose of the job interview is to evaluate the speaking abilities of students who will then be given a grade in speaking courses they took in semester 4 (Speaking III) and of course interviews were conducted one by one with students so that the teacher could better explore and assess the extent of their speaking abilities and other skills of the students.

Sadiman stated that video is an audio-visual media that displays images and sounds. The message presented can be either facts (events, important events, news) or fictitious (such as stories), can be informative, educative or instructional (2011). Based on the statement, the researcher found similarities with the implementation of making recorded-role play video project during the final test. The students made a video about the events

that were busy being discussed in the present, both in fact, fictitious and also informative, educative and instructional.