

CHAPTER I

INTRODUCTION

A. Background of Study

Assesment is the process of determining students' competence and progress. That is why it becomes the most important aspect in education. The students can assess their ability after recieving learning materials in the classroom by using the most appropriate instrument, method, and procedures in order to get real information about their competence in a certain English skill (Ofelia, 2013, p. 104). The result of the assessment can be helpful information for the students, especially for knowing their weakness in learning process in the past. And then, the students can determine the best strategy or actions to improve their weakness.

According to Brown (2004, p. 6) states the interrelationship among the testing, measurement, assessment, teaching and evaluation. It showed all tests are formal assessment but not all formal assessment is testing. In conventional teaching method that commonly used in assessing is test. It is assumed as the most appropriate way to collect information toward students' ability. In this case, test is used for many times even aims to measure all aspect of students' progress. The test that is mostly chosen by the teacher is paper test such as multiple choices, close procedure, fill in the blank and essay. However, theoretically to measure students' ability completely, it is not enough only use test. Since test concern to measure students' final score and does not represent the students' progress during teaching- learning process even it seems a product-oriented. Allah said in surah Az-Zalzalah verse 7-8:

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ

Based on the verse above, there is the intention that an assessment must be carried out in accordance with the objectives to be achieved. The purpose of the assessment according to surah Az-Zalzalah verses 7-8 is the assessment that Allah did to give back to anyone who does good and anyone who does bad, even though the act is only as heavy as zarrah. Then the relationship with this research is that every assessment made must be aimed at the desired achievement. To achieve all that, a good method and criteria are needed in an assessment so that the things obtained are satisfactory, especially in the speaking assessment.

Most of students do these procedures of assessment, but they sometimes forget about the basic purpose of assessment. The students sometimes only conducted assessment for getting data in form of score for their educational reports. In this context, it does not mean that assessment is only the case of observing and testing the ability (Ofelia, 2013, p. 10). The most important thing is how the students use the data that they have collected through test can describe the real ability. Then, the students think seriously to find the best solution for their problem in the test result. The assessment can also be used to find out the strengths and weaknesses of the learning process, not for judging weakness.

Speaking is an oral productive skill which happens face to face between speaker and hearer (Widdowson, 2011, p. 57). It is an interactive process to build meaning which covers producing, receiving, and processing information (Burns and Joyce, 1997, p. 26).

Speaking is one of the four skills that students should master in learning English as a compulsory subject in all levels of education. Many students regard speaking skill measurement of knowing a language. They define fluency as the ability to speak with others. By learning speaking, the students know the way to express opinions, emotions, feelings and ideas meaningfully.

Different tasks and activities can be used in order to improve the quality of speaking and achieve the desire goal on students' oral performance. Hence, the assessment of speaking skill is considered as a crucial part in language teaching and learning in general. Assessing speaking focus much more on the oral production in which students faced talking tasks and have to speak while the teacher' role is to evaluate the students' level of speech and correct them.

Some studies on the importance of speaking assessment have been conducted in different area. One of them is a study by Ahmad (2019) which his findings showed that The key of assessing speaking skill is an understanding of the continuum of (1) spoken language, (2) task types and (3) scoring rubric. This non-rigid separation between one level of competence and another requires time and effort in specifying the criteria of speaking, task to elicit particular behavior and in developing practical and representative scoring rubric (p. 31). This previous study researched the same area with the present study which is criteria for speaking skill assessment. But, the present study is somewhat different from this previous study. While researcher focused on answering questions about speaking skill, speaking skill assessment, different levels and types of speaking, suitability of tasks, scoring procedure and current trends in speaking skill testing. Besides, the researcher will focus on what criteria do students usually use to assess their

speaking performance and how do students assess their speaking. Additionally, Yenny & Ertin (2014) emphasizes that a way to design assessment for speaking suitable for the Indonesian context at a university level (p. 200). For this purpose, such a reliable and valid approach of assessment is needed as can help decide whether the goals are achieved or not. Besides, the researcher investigates expectations of how students assessed their speaking with the knowledge they already had or the material they had learned about good methods and criteria in speaking assessment.

It can be concluded that previous research discusses how to assess speaking in the perspective of a teacher. Several previous studies also discussed good specifying criteria and how students can improve their speaking skills in good ways and criteria. Whereas in this study, the researcher wanted to find out how students assessed their speaking with the knowledge they already had or the material they had learned about good methods and criteria in speaking assessment.

There are speaking I, speaking II, and speaking III which are learned at the English Education Department in UIN Antasari Banjarmasin. These subjects aim at providing the speaking skill and speaking proficiency of the students. In the fact, all the students also have learned about Language testing and evaluation that can make students know how the best ways and criteria in assessing speaking. The speaking subject is one of the graded courses thus students must pass it to continue to the next level. In learning, the lecturer provides different methods or methods for each practice as well as for the criteria used. Students of English Education Department 2018 and 2017 have studied speaking I to III and also language testing and evaluation courses then that it will be easy

for them to choose or know which criteria and the most effective way for themselves in assessing their speaking skills.

According to some experts assessment is an important process in a learning process to achieve educational goals. In this scope, the researcher is interested in assessment speaking and focuses on the ways and criteria that usually students use to assess their speaking. In English Education Department at UIN Antasari Banjarmasin, in 5th semester students have studied LTE (Language Testing and Evaluation) so that it is very helpful for them when learning Speaking when they already know about good methods and criteria in speaking assessment. Therefore, researchers can find answers to research questions.

This research conducted at English Education Department class in UIN Antasari Banjarmasin, because of students should be known the best ways and criteria in speaking after learnt Language Testing and Evaluation. In fact there are many students who assess their speaking using differences ways and criteria. This condition is interesting for knowing what criteria and ways do students usually use to assess their speaking performance. In the goal process, students' concern are to grasp the learning objectives, orient themselves towards self-regulation, to take actions to achieve the desired goals, assess their learning, and develop the necessary strategies to make satisfactory progress. Then, students apply the strategy to be used for the classroom activities as to gain a better English learning process.

Therefore, the researcher interested to conduct the study of *Students' Ways and Criteria In Assessment Speaking*. This research would be investigates about how do

students assess their speaking and what criteria do students usually use to assess their speaking ability.

B. Research Questions

Base on the background of the study about the research questions in this research are:

1. How do students assess their speaking ability?
2. What criteria do students usually use to assess their speaking ability?

C. Objectives of Study

Base on the research questions about the objectives of study are:

1. To find out how do students assess their speaking ability.
2. To find out what criteria do students usually use to assess their speaking ability.

D. Significance of Study

1. Theoretical
 - a. The finding of this research will give information about students' ways and criteria in assessment speaking.
 - b. The finding of this research is expected to be useful reference for future researchers who are interested on this study. They can develop and modify about the ways and criteria in assessment speaking.
2. Practical
 - a. For the students

The results of this research are expected to have benefit to provide useful data for students to assess their speaking skill. The outcome of the study will reveal that the students who assess their speaking skill using good ways and criteria have better skills in speaking English.

b. For the teacher

The findings may also be beneficial for the teacher who teaches speaking for giving understanding to their students about ways and criteria of speaking are important things.

E. Definition of Key Terms

1. Students' Ways

Students' ways is the students' ways or method of assessing their speaking. The examples of students' ways are interview, discussion, monologue, and conversation.

2. Students' Criteria

Students' criteria are some criteria that they use for assessing their speaking skill as Fluency, grammar, vocabulary, and pronunciation.

3. Assessment Speaking

Assessment speaking is an assessment process in speaking learning activities. This process was not conducted to determine a score but was carried out to see the deficiencies a student still has.