

CHAPTER I

INTRODUCTION

A. Background

English is one subjects taught in schools in Indonesia from elementary school until college. English too is a second language or foreign language which is taught in school after language first or Indonesian. By therefore mastery of language is good spoken, writing and gestures are not avoidable including English as an international language, opens up world horizons and community communication global (Idrus, 2014, p. 89).

In learning English in schools, it tends to be emphasized only on grammar mastery only, while other skills are very holding important role in language is forgotten. One thing that is forgotten is one of the is a speaking skill. The reality experienced in formal and non-formal schools now it is most students have the ability to speak the language Inadequate English, despite their already proficiency in grammar quite good. This occurs due to the lack of opportunities for students to learn speaking and teaching methods used by teachers in schools are lacking help improve students' speaking skills (Nugraha, 2015, p. 2). From the above phenomena, an effort emerged to improve students' ability in speaking English, especially in speaking skills.

Speaking is taken into consideration as an crucial skill that should be acquired by using someone who learns a overseas language. Moreover, for children, it is very critical to azquire the speaking ability of their language improvement. It might be higher if teachers teach the talking ability first to the

students than other abilities when you consider that it is a foundation to develop different language capabilities.

In learning activities, teachers suggest that helping students to say what they want or need to say, several strategies can help to expand the language. Even if students are not right in grammatical or lexical terms, in the process of using language for communication, students will be faced with language input that can result in learning. Some students not only applied tactics but also gave some opinions related to using teaching strategies. For example, when the teacher applies the strategy of group discussion and presentation in class, students can express some opinions about the strategy (Novita, 2019, p. 82).

In addition, to find out the teacher's strategy in teaching speaking skills in English courses, the researcher has several reasons. The researcher believed that if there is self-confidence in speaking, there will be a good communication. Unfortunately, most of the students feel bored to practice speaking with friends or use it in daily conversation. Therefore, a teacher must be able to create some interesting strategies in teaching speaking skills. Strategies will help the students train their speaking ability so that the speaking skill can be used both in teaching or learning and daily conversation.

Student cannot be said to have mastered learning material from both cognitive, affective, and psychomotor aspects before student is evaluated and given assessments. The underlying assessment in the learning process of Islamic education is explained in the Qur'an Surah Al- Ankabut verse 2-3.

أَحْسِبَ النَّاسَ أَنْ يُتْرَكُوا أَنْ يَقُولُوا ءَامَنَّا وَهُمْ لَا يُفْتَنُونَ ﴿٢﴾ وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ

قَبْلِهِمْ ۗ فَلْيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلْيَعْلَمَنَّ الْكٰذِبِينَ ﴿٣﴾

Based on the verse above, if it is related to the education, the purpose of carrying out assessment in learning is to measure and find out to what extent and to what extent the subject matter has been mastered by students. So that it can be distinguished between students who have achieved learning objectives and those who have not achieved learning objectives.

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

The assessment can also be used to find out the strengths and weaknesses of the learning process, not for judging students' weakness. In many occasions, teachers only making a judge for the students' current ability without following up for the students' improvement. After evaluating students, the teacher sometimes did not doing actions for improvement. In other words, they

used assessment only for fulfill the administration purposes. The teachers should make revision, change and modification after identifying the information about the students. Through assessing the teacher can know what type of learning can make students interested in taking classes and getting good in results. The teacher evaluates so that students can find out where their mistakes are in accepting the lesson, then they will improve their learning methods to get good results from the knowledge delivered by the teacher.

Assessment plays important roles in teaching and learning process (Gomez, 2013, p. 51). Therefore, assessment can be a reflection of teachers success in teaching. A teacher is obliged to convey knowledge and then evaluate students. After making an assessment, the teacher can deduce what percentage of students have passed the lesson. After knowing that in assessing more students who got good grades above the standard, that means a teacher has been successful in teaching, but if on the contrary more students fail, not only students fail but also the teacher has failed in teaching process. Hence, from that a teacher may not judge his student with a bad word just because he failed the lesson, but used it for information of improvement in the next lesson.

According to Knight in (Rahmawati, 2014, p. 200) that assessment of speaking skills often lags far behind the importance given to teaching those skills in the curriculum. Several factors also contribute to the low quality of speaking assessment, as some studies show that teachers are lacking of knowledge on how to assess their students due to the poor training conducted in Indonesia. The teachers are either reluctant to test oral ability or lack of

confidence in the validity of their assessments. If the teachers are lack of knowledge on how to assess their students speaking performance, their competences in teaching are also far from effective (Rahmawati, 2014). Therefore, they need to know criteria to assess speaking performance. This paper suggests a speaking assessment for the university level on the basis of the criteria of effective assessment proposed by Brown and Abeywicrama, which include a specific criterion, an appropriate task, a maximum output and practical and a reliable scoring procedure.

There are many challenges in the assessment of oral skills in a foreign-language including defining language proficiency, avoiding cultural biases, and attaining validity. Teachers must use a variety of strategies in student assessment. Teachers need to use several strategies in assessing students' speaking ability. Based on this, this research aims to explore teacher strategies in assessing students' speaking skills.

Students learn four skill, from speaking, listening, writing and reading . In English skills, speaking is one of lesson that needs performance. In speaking class, most of students learn how to speak in daily life. It means that the students are encouraged to speak up in all context of life. They do a conversations, speech and other activities. In SMAN 1 Karau Kuala, there is only one English teacher, out of the many classes the teacher has to teach, how can the teacher manage speaking lessons and evaluate students' speaking. The teacher designing strategies to assessment in this course. In the learning process, what are the teacher's strategies in teaching and assessing students' speaking skill,

especially class XI at SMAN 1 Karau Kuala, Kalimantan Tengah so that it influences the learning process. Therefore, based on the description of the problem above, the author has done research and chosen the title “**Teacher’s Strategies In Conducting Speaking Assessment at SMA Negeri 1 Karau Kuala**”.

B. Question of The Study

Based on the aforementioned background, the writer proposed some following questions:

1. What are the strategies used by the teacher in teaching speaking skill?
2. How does the teacher assess students’ speaking skill?
3. What type of assessment used by the teacher in assessing students’ speaking skill?

C. Objective of The Study

This research has aimed at:

1. To know what are the strategies used by the teacher in teaching speaking.
2. To know how the teacher assess students’ speaking skill.
3. Figure out what type of assessment used by the teacher in assessing students’ speaking.

D. Significance of The Study

The significance of research here hopefully can be benefit, as follows:

1. Theoretical Benefit

- a. The researcher hope the result of this research gives the new knowledge of study about strategies in assessment.
- b. The result of this research can be used as the reference for those who want to conduct a research in second language acquisition study.

2. Practical Benefit

a. For the teacher

The researcher hopes that this research can be the source of improving the assessment strategies.

b. For the students

This research can be useful for the students because this research can motivate to the student to improve their speaking class, so that they will have a good quality in speaking.

E. Definition of Key Terms

1. Teacher's Strategies

The learning strategy is the teacher's action in implementing the teaching plan. That is the teacher's efforts in using several learning variables (objectives, materials, methods, tools, and evaluations) in order to influence students achieve the goals that have been set.

2. Speaking

Speaking skills is one of the four skill in English. In speaking one must know what to say about something, how to say it, to whom, where, and when to say.

3. Assessment

The learning assessment carried out by an educator itself is a process of collecting information/data about the learning achievements of students in the aspects of attitudes, knowledge aspects, and skills aspects which are carried out in a planned and systematic manner which is carried out to monitor the process, learning progress, and improve learning outcomes through assignment and evaluation of learning outcomes. Assessment in this research means the teacher strategies in teaching and assessing students' speaking skills.