

APPROVAL

This is to certify that the Sarjana's Thesis of Makhbub Zunaidi has been approved by thesis advisors for further approval by board of examiners.

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MOTTO AND DEDICATION

Motto:

“Make effort, always pray, be optimistic and you will gain the success”

This Thesis is dedicated to:

My beloved parents and my family

And

All my friends, my lecturers and the people who had accompanied, leaded, and supported me.

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Finally, he admits that this thesis is far from perfect. Therefore, any constructive criticisms will be welcomed.

Writer

ABSTRACT

Zunaidi, Makhbub.(2009). The Implementation of Speaking Assessment at The Twelfth Grade of Language Class at SMA Muhammadiyah 1 Gresik.
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The speaking assessment is an important thing to evaluate students' speaking proficiency. Moreover the result of the assessment can inform the success of teaching and learning process in class. On the other hand speaking assessment is considered as difficult to be administered by the teachers and most of the senior high schools have many difficulties in implementing speaking assessment. Therefore, the objective of this study is to investigate how the teacher executes the speaking assessment in class. Especially, the aims of this study are to identify the types of speaking assessment tasks used by the teacher and to identify the competence measured by the teacher. The research was conducted at language class of the twelfth grade at SMA Muhammadiyah 1 Gresik. That school was chosen based on the information that the English teacher has been implementing the speaking assessment. The data of this study were compiled through interview, questionnaire, observation, and documents. The result of this study reveals that there are some various speaking assessment tasks used by the teacher such as discussion, conversation, and describing pictures.

The competences measured by the teacher cover three competences. Such as grammatical competence; including the mastery of grammar, vocabulary, pronunciation, accuracy and fluency; discourse competence is included the coherence of meaning; and strategic competence is included into analyzing the expression, therefore the teacher doesn't not measure the sociolinguistic competence.

Based on the findings it can be concluded that the teacher applied some speaking assessment tasks such as discussion, conversation, and describing picture. In addition, the teacher had some procedures in conducting every task. In conducting discussion, the teacher applied some procedures like the discussion was conducted in group, while each group consists of five members or more. The topic would be discussed was given by the teacher. On the other hand, each group had to find the materials, which were needed for discussion. In the day of assessment, the teacher asked the group to come forward and sat on chairs which arranged in circle form and they could begin to discuss. Then the teacher offered some questions. During discussion each student had to share his / her argument or opinions freely. The teacher gave at least 10 minutes for each group to discuss. The teacher would score directly while the discussion was running.

In conducting conversation the teacher also applied some procedures like conversation was conducted in pairs. It was a dialogue between two students. The topic was about usual daily conversation, such as conversation in restaurant, bank, school and etc. the students can choose one of those titles and then they had to make preparation in pair. After that, they learnt it and performed it. The teacher scored directly while the teacher looked and observed the performance of the students.

In conducting describing picture the teacher also had some procedures like the students had to tell something based on the picture. In this case, the teacher gave a picture of map of certain places to the student and then each student would come forward and answered the teacher's questions. The students are recommended to talk actively as clear as possible to answer the questions. Thus, the teacher scored directly.

In addition, it had better for the teacher to select an appropriate speaking assessment task to examine all the competences especially sociolinguistic competence and it is important also for the teacher to apply student-self assessment to assess students' speaking skill.

Key words: Speaking Assessment, Speaking Assessment tasks, Communicative Competences.

Table of Contents

Approval.....	i
Motto and Dedication.....	iii
Acknowledgement.....	iv
Abstract	v
Table of Contents	vii
1. CHAPTER 1	
1.1. Background	1
1.2. Problem Statement	4
1.3. The Purpose of the Study	5
1.4. Significance of the Study	5
1.5. The Scope and Limitation	5
1.6. Definition of the Key Terms	6
2. CHAPTER 2	
2.1. Communication.....	8
2.2. Communicative Competences	9
2.2.1. Grammatical Competence.....	10
2.2.2. Sociolinguistic Competence.....	10
2.2.3. Discourse Competence.....	11
2.2.4. Strategic Competence.....	11
2.3. Communicative Language Teaching.....	13
2.3.1. The Objective of Communicative Language Teaching	15
2.4. Communicative Language Testing	16
2.4.1. The Concept of Communicative Language Testing.....	16
2.4.2. The Characteristic of Communicative Language Testing.....	17
2.4.3. The construction of Communicative Language Testing	19

2.4.3.1. Test Design.....	19
2.4.3.2. Test Development	19
2.4.3.3. Operation.....	20
2.4.3.4. Monitoring	20
2.4.4. The Methods of Communicative Language Test	22
2.5. Speaking Assessment	23
2.5.1. Validity.....	24
2.5.2. Reliability	25
2.5.3. Test Efficiency	25
2.5.4. Authenticity.....	26
2.5.5. Scoring	26
2.6. The Types of Speaking Assessment.....	27
2.7. The Types of Speaking assessment Tasks	29
2.7.1. Word Repetition Task	29
2.7.2. Phonepass Test	29
2.7.3. Reading Aloud Task.....	30
2.7.4. Monologue	30
2.7.5. Dialogue	31
2.7.6. Directed Response.....	31
2.7.7. Describing Pictures	31
2.7.8. Oral Presentation.....	32
2.7.9. Interview	32
2.7.10. Role Play	33
2.7.11. Sharing	34
2.7.12. Discussion	34
2.7.13. Conversation	34
2.7.14. Speech	35
2.7.15. Story Telling.....	35
2.7.16. Question and Answer	35

2.7.17. Paraphrasing	36
2.7.18. Debate	36
2.8. Basic Types of Speaking.....	37
2.8.1. Imitative	37
2.8.2. Intensive	37
2.8.3. Responsive	38
2.8.4. Interactive.....	38
2.8.5. Extensive.....	38
2.9. Assessing Speaking.....	38
2.10. The Characteristic of Good Classroom Assessment	40
3. CHAPTER 3	
3.1. Research Design.....	42
3.2. Subject.....	43
3.3. Instrument and Data Collection Methods	43
3.3.1. Procedures to Collect the Data	44
3.4. Data Analysis	44
3.5.1. Data Triangulation.....	44
4. CHAPTER 4	
4.1. Research Finding.....	46
4.1.1. The Result of Interview.....	46
4.1.2. The Result of Observation.....	49
4.1.2.1. Discussion	51
4.1.2.2. Conversation	52
4.1.2.3. Describing Pictures	53
4.1.3. The Result of Questionnaire	54
4.1.4. Documentation	58

4.2. Discussion	59
4.2.1. The Speaking Assessment Tasks Used by the Teacher	59
4.2.2. The Types of Competences Measured by the Teacher	63
4.2.3. The Way of the Teacher in Implementing Speaking Assessment	66
5. CHAPTER 5	
5.1. Conclusion	70
5.2. Suggestion	72
References	74
APPENDIXES	
Appendix 1. Instrument for Conducting Observation.....	77
Appendix 2. Observation Sheets	78
Appendix 3. Script of Interview	84
Appendix 4. Questionnaire	87
Appendix 5. The Data of Questionnaires	89
Appendix 6. Documents (Rubrics).....	93
Appendix 7. Portfolios	96
Appendix 8. Scoring of Portfolios	103
Appendix 9. Picture of Map	104