

CHAPTER 1

INTRODUCTION

1.1 Background

Assessment is an integral part of effective teaching and learning. It allows the progress to be recognized and conducted and it informs the next steps and priorities of both teachers and learners. It is linked to the curriculum, which provides the content and context of assessment. There are many assessments to take place in teaching process where learners receive immediate feedback and where teachers adjust their short-term planning according to learners need. At other times, teachers need to stand back and reflect on the learners' performance across a subject or aspect of learning, drawing on a wide of evidence. An assessment provides clear information of students' achievement. It is also helps to identify the learner's strengths and priorities for improvement and inform the teacher's planning. It means the teacher is able to personalize the curriculum for pupils. In other words, the language assessment is very important and it is needed to develop the students' achievement and also to monitor the teaching goals.

Although we know that an assessment is essential, we should be able to know which assessment is accurate or not. Stiggins (2001) in Sari (2008 : 2) claims inaccurate classroom assessments can mislead student's need and do not inform which instruction is effective and which is not. In reality, the test, which is the instrument of assessment, have good or bad impacts, test are still needed to describe test-taker knowledge, skills, abilities, and so on. Teachers particularly,

need to know whether their students master certain knowledge and skills and are able to do some tasks. Spolsky (2000 : 537) argues that testing is an important but potentially dangerous component of language teaching. Furthermore, teachers do not just expect their students to do good work without giving any description or explanation on how to achieve the expectation. It means that the role of the teacher is needed in conducting an accurate classroom assessment.

On the other hand, the teachers as the test administrator do not consider that assessment is very important and while they are not interested in assessment. Shohamy (2004) cited in Sari (2008 : 3), claims that traditional testing is not interested in the motives for introducing the tests. Some teachers also consider that assessment is not important. Based on her knowledge as a teacher trainer, she finds some teachers rarely make their own test to evaluate their student's aptitudes. They just use textbook test without any review what they have taught. Some others simplify their tests in order their students can achieve higher grades with less work and effort. It proves that the teachers have little attention on language assessment.

In another case, testing oral proficiency has become one of the most important issues in language testing since the role of speaking ability has become more central in language teaching with the advent of communicative language teaching. An assessment can be used to improve instruction and help students take control of their own learning. That is like to be accomplished when assessment is authentic and tied to the instructional goals of the program. It is important to know, if a person can speak a language, then it should be important to test that

person's speaking ability directly (Jones, 1977) cited in Hyun (2004 : 2). It proves that speaking assessment is the crucial thing to check student's proficiency and to measure student's speaking ability.

However, although there are many English teachers are interested in communicative language teaching (CLT). Communicative assessment has received little attention. The previous study on English teachers of Korean Junior High School proved that, Korean teachers need to have assistance and encouragement to try new ways of communicative assessment in their EFL classrooms. The teachers need to make themselves aware of the shift in social and educational needs and to make conscious and persistent efforts to introduce communicative speaking assessment in spite of practical difficulties. It proves that the teachers have many difficulties in the construction and administration any of speaking assessment, so they need to have assistance to implement speaking assessment in class.

Therefore, it means that, most of English teachers do not have an effective speaking assessment to measure students' ability. They assume that conducting assessing speaking more complex and more difficult, so almost all of the times wasted for evaluating other skills such as writing, reading comprehension, listening or event another aspect in English, which is considered easy application in class. In this case the professionalism and the experience of the teacher are needed. The teachers should decide an effective way in constructing and administering the tasks of speaking assessment, by choosing an appropriate task, which is suitable for measuring students' competences accurately.

On the other hand, the roles of the school also take apart in the process of assessment. It is important to note that one school is different from another school. Every school has its own policy and also planning for improving the quality of education in that school, and it has the rules in conducting the teaching and learning process. Therefore, it has different way or different procedures on implementing an assessment, especially implementing speaking assessment.

In this study the writer intended to investigate the implementation of speaking assessment at Language Class for twelfth grade at SMA Muhammadiyah 1 GRESIK, because in this school, the teaching English is divided into four classes, those are reading class, speaking class, writing class, and listening class and the writer got the information that the English teacher has been implementing speaking assessment in class. Therefore, the writer was interested to identify how the teacher implements speaking assessment in Language class.

1.2 Problem Statement

Based on the background of the study above, the writer can draw the statement of the problem:

1. What is the type of speaking assessment tasks used by the teacher?
2. What is the type of competences measured by the teacher in assessing speaking?
3. How does the teacher implement the speaking assessment at language Class For twelfth grade at SMA Muhammadiyah 1 GRESIK?

1.3 The Purpose of the Study

The purpose of the study can be stated as follow:

1. To identify the types of speaking assessment task that used by the teacher.
2. To identify the types of competences that measured by the teacher.
3. To identify how the teacher implements speaking assessment at class.

1.4 Significance of the Study

This study is expected to give contribution for the school by presenting the information about the implementation of speaking assessment. Furthermore, it informs the progress or weaknesses on assessing speaking in that school. Moreover, it will be useful reference for the English teacher to make future planning, or to encourage speaking assessment. The last, the writer hopes that this study is useful for another school in implementing speaking assessment.

1.5 The Scope and Limitation

The scope of this study focuses on the assessment and concerns on speaking assessment at language Class of the twelfth grade at SMA Muhammadiyah 1 GRESIK. Moreover, this study is limited on identifying of speaking assessment task, identifying the competences which measured and identifying the implementation of speaking assessment. Therefore, the result of this study is only useful for the school only and might not be implemented in other schools.

1.6 Definition of the Key Terms

The definition of the key term is given to avoid misinterpretation. Some terms used for this study are defined as follow:

- a. Implementation is the carrying out, execution, or practice of a plan, a method or any design for doing something (Patricia, 2007 :1)
- b. Speaking Assessment is the tool to measure student's speaking ability, which informs the next steps and priorities of both teachers and learners(Harsono , 2008 : 2)
- c. Competence is a standardized requirement for an individual to properly perform a specific term. It encompasses a combination of knowledge, skills and behavior utilized to improve performance.
(www.wikipedia.com)
- d. Communicative competence is the knowledge that users of language have internalized to enable them to understand and produce messages in the language (Ellis, 1990 : 696).
- e. Grammatical competence was seen to encompass knowledge of lexical items and of rules of morphology, syntax, sentence, grammar, pronunciation, and phonology (Canale & Swain, 1980 : 29).
- f. Discourse competence was defined as the ability to connect sentences in stretches of discourse and to form a meaningful whole out of series of utterances (Canale & Swain, 1980 : 29).

- . g. Sociolinguistic competence is involving knowledge of the sociocultural rules of language and of discourse (Canale & Swain, 1980 : 29)

- h. Strategic competence was seen to refer to the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence (Canale & Swain, 1980 : 30)