

CAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents the review of underlying theories and review of related study. The areas that will be discussed are communication, communicative competence, communicative language teaching, language assessment and speaking assessment.

2.1. Communication

As the basis for investigating communicative competence, the writer begins by defining what communication is. According to Morrow (1977) cited in Thompson (2003 : 8) communication varies according to sociolinguistic discourse context which carried out under performance limitations such as fatigue, memory constrains and unfavorable environmental condition. Moreover it always has a purpose to establish social relations to express ideas and feelings.

On the Other hand, Fiske (1990) in Thompson (2003 : 9) proposed that communication is one of those human activities that everyone recognizes but few can define satisfactorily. Indeed it can be seen that communication is such an integrated part of our daily existence that we have to take it for granted. It means that communication is always exist in our daily activities and it is needed to show or establish the messages to the other persons.

Moreover Cobley (2001) in Thompson (2003 : 14) explains that communication is a form of semiosis which is concerned with the exchange of any

messages from the molecular code and the immunological properties of cells all the way through vocal sentences.

2.2. Communicative Competence

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). Communicative competence is a linguistic term, which refers to learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately.

The term of communicative competence was coined by Dell Hymes (1972) in Harsono (2008 : 3) against the concept of language competence which was proposed by Chomsky (1965). According to Chomsky competence is knowledge of the language system or the grammatical knowledge. Language competence was more psycholinguistic in nature. While Hymes Proposed communicative competence was more sociolinguistic. His concept of competence includes the concept of appropriateness and acceptability.

Hymes divides communicative competence into four sectors. The first is grammatical competence, which is equal to Chomsky's concept. The second sector deals with feasibility of the grammatical sentence. The third sector covers the appropriateness to context. The fourth sector refers to accepted usage. Hymes terms of communicative competence was interpreted and developed in sociolinguistic area.

Therefore Canale and Swain (1980) in Harsono (2008 : 2) stated that communicative competence includes grammatical competence that is knowledge

of the rules of grammar; sociolinguistic competence, that is the rules of use and the rules of discourse; and strategic competence that is knowledge of verbal and non-verbal communication of strategies. According to Canale (1983) cited in Harsono (2008) : 2, communicative competences consist of four domains of knowledge and skills. Such as grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

2.2.1. Grammatical Competence

Grammatical competence refers to Chomsky's linguistic competence. It deals with the mastery of verbal and non-verbal linguistic codes. This competence includes the mastery of vocabulary, words, phrases, sentences, fluency, accuracy and pronunciation. This competence is very much needed to interpret and convey the literal meaning of utterances. Moreover, Canale and Swain (1980 : 338) explained that grammatical competence includes the knowledge of lexical item and of rules of morphology, syntax, sentence, grammar, semantics and phonology which those items are the parts of linguistics.

2.2.2. Sociolinguistic competence

Sociolinguistic competence relates to the ability to select and use suitable linguistic form for a certain context of communication. This competence also has to do with socio-cultural and discourse rules. Therefore this sociolinguistic context will depend on certain factors like the objective of the interaction, the status of the speaker and the listener, and the norms and rules of the interaction. Sociolinguistic competence is involving knowledge of the sociocultural rules of

language Canale and Swain (1980 : 338). In another word this competence is the ability to interpret the social meaning to choose linguistic varieties and to use language with the appropriate social meaning for the communication situation. It involves how to use the language in formal or informal setting. It also deals with politeness of using language.

2.2.3. Discourse Competence

Discourse competence is related to the mastery or ability of the learners to combine the grammatical forms and meaning to form a complete spoken or written discourse or text. The unity of a text or discourse is realized through the use of form cohesion and meaning of coherence Canale and Swain (1980 : 339). Cohesion is the relationship between utterance and grammatical structure device to help one to interpret the meaning of a discourse. Coherence is the relationship among several meanings in a text.

Discourse is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Moreover, this competence knows how to interpret the larger context and how to construct longer stretches of language so the parts make up a coherent whole. It involves the selecting appropriate words, phrase, and sentences to create conversations, speeches, or articles.

2.2.4. Strategic Competence

Strategic competence is the ability to use verbal and non-verbal communication strategies in order to make-up the weaknesses in communication

because of the limitation of the language mastery. In addition to that strategic competence is also used to strengthen the effectiveness of communication. This competence knows how to recognize and repair communication breakdowns. It can be done by selecting appropriate use of communication strategies such as using expression to share the ideas or using gestures to support the utterance become clear. Canale & Swain (1983 : 339)

Celce-Murcia et al. (1995 : 17), proposed more detailed model of communicative competence consisting of five components: (1) discourse competence, (2) linguistic competence, (3) actional competence, (4) socio-cultural competence and (5) strategic competence. They divide sociocultural competence of Canale and Swain's model into three that is sociocultural, actional, and discourse competence. The terminological change of grammatical competence to become linguistic competence is to indicate that this competence also includes lexis and phonology in addition to morphology and syntax. Actional competence is defined as competence in conveying and understanding the communicative intent that is matching actional intent with linguistic form based the knowledge of speech act and the set of speech act itself. A more recent survey of communicative competence is coined by Bachman (1990 : 326). He divides it into the broad headings of organizational competence, which includes both grammatical competence and discourse competence, which includes both sociolinguistic and illocutionary competence.

However, through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education and the central to good classroom practice (Savignon, 1998 :

178). This is in contrast to previous views in which grammatical competence was top priority.

2.3. Communicative Language Teaching

Communicative language teaching is an approach to the teaching of second and foreign languages that emphasize interaction as both the means and the ultimate goal of learning language. Communicative language teaching starts with a theory of language as communication. The goal of classroom instruction is focused on developing learner's communicative competence. In order the learners are encouraged to communicate with the target language through interaction from the beginning of instruction. In the communicative language teaching, meaning is most important.

Communicative language teaching needs the use of authentic materials in teaching language. It also gives learners the opportunity to respond communicative needs in real life situations. It means that the learners need practice the language in daily activities. This is to help the learners develop strategies for understanding language as actually used by native speakers. Communicative Language Teaching is often called Communicative Approach. In the 1994 secondary school syllabus in Indonesia called Pendekatan Kebermaknaan or Meaningful Approach Harsono (2008 : 1). This communicative approach refers to the goals of second language teaching rather than to the methods or techniques. There are differences between communication learning and language learning. Communication learning implies that the skills, which

needed by the students are not limited to the use of language grammar but also the use of other skills for communicative function in real situation.

According to Das (1985) cited in Harsono (2008 : 1) Communicative Language Teaching covers two different versions. That is language for communication and language through communication. In Language for communication, the purpose of language learning is to enable the learner to communicate. In Language through Communication focused on classroom activities, which help the learners to acquire the rules unconsciously. Therefore the learners have to focus on meaning.

Communicative Language Teaching is usually characterized as broad approach to teaching, rather than as teaching method in classroom practice. According to him there are five principles or features of CLT. First, is Communicative Language Teaching is an emphasis on to communicate through interaction in the target language. Second, is introducing of authentic text into the learning situation. Third, is the provision of opportunities for learners focuses not only on language but also on the learning management process. Fourth, Communicative Language Teaching is an enhancement of the learner's personal experiences, which is an important contributing element to classroom learning. The fifth, Communicative Language Teaching is an attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and of their learners as well as the connection between the language that has been taught in the class and it used outside the classroom. Thus, in the classroom, CLT often takes the form of pair and group work. While,

fluency-based activities can encourage the learners to develop their confidence, therefore role-plays in which students practice and develop language functions.

2.3.1. The Objective of Communicative Language Teaching

According to the proponents of Communicative Language Teaching, the objective of Communicative Language Teaching is to develop communicative competence that is the ability to use English for communication. Communication in this context covers both the oral and written communication. Therefore, the language skills covered all the four skills of listening, speaking, reading and writing. Since, communicative competence also includes grammatical competence, the mastery of the linguistic/grammatical structure is also one of the objectives of CLT.

In the context of English Language Teaching in Indonesia, especially in the secondary school's context, communication was interpret wrongly, which is only limited to oral communication (Harsono 2008 : 2). Therefore, the term of Meaningful Approach or Meaning-Based Approach is used in the 1994 English Curriculum, which is the translation of Pendekatan Kebermaknaan. This term is used to avoid misinterpretation of the real meaning of communicative approach.

Moreover, it is also emphasized that in Communicative language Teaching, appropriateness and fluency are the first target rather than the accuracy.

Underwood (1984) in Harsono (2008 : 5) stated that CLT has the slogan of “fluency before accuracy” not “accuracy before fluency”. With this slogan it does not mean that accuracy is not important. While, accuracy is the ability to use grammatical structure or grammatical competence, is become an integral part of

the communicative competence. So, accuracy as objective of CLT must be achieved with the achievement of appropriateness and fluency.

2.4. Communicative Language Testing (CL TEST)

Communicative Language Testing is the test to analyze the learner's ability and to clarify the competence of each student. There are four subsections will be discussed to clarify what and how to assess English Communicative Competence. Such as the concept of CL Test, the characteristic of CL Test, the construction of CL test, and the method of CL Test.

2.4.1. The Concept of Communicative Language Testing

According to Harsono (2008 : 3), the concept of Communicative Language Test states that communicative language test should not only test the learner's competence, that is, what the learners know about the foreign language and about how to use it but also the performance which the learners are able to demonstrate the knowledge in meaningful communication situation.

According to Canale and Swain (1980) cited in Harsono (2008 : 5), they explained that the concept of CL Test is related to the theoretical framework for communicative competence that includes three main competences: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence includes knowledge of lexical items and rules of morphology, syntax, word, phrase, sentence, grammar, semantics, and phonology. Sociolinguistic competence includes two sets of rules; those are sociocultural rules of use and rules of discourse. Strategic competence consists of verbal and non-verbal

communication strategies that may be used to make easy for communication, because of performance are not sufficient.

There are two important things for testing communication in second language those are the distinction between communicative competence and performance, and the types of the test. In this case, CL Test should not only test the learner's competence, that is what the learners know about the second language and about how to use it but also to the performance, that is to what the learners are able to demonstrate this knowledge in a meaningful communicative situation. Therefore, pencil and paper test do not indicate second language learner's skill in performing in real communicative situation. Furthermore, to do the performance test, someone can do it informally in the classroom.

In relation to the type of test which is more suitable to measure communicative competence, discrete point test may be more effective than the integrative one. This type of test is easier to administer and score in reliable manner than the integrative one. Although it seems that discrete point test are more suitable to assess communicative competence and integrative ones are more suitable to assess communicative performance that is wrong.

2.4.2. The Characteristic of Communicative Language Test

According to Weir (1990 : 41), the characteristic of Communicative Language Test focuses on the context, authenticity, purpose, direct and indirect test, and holistic and qualitative assessment. Moreover, it is important to note that the purpose of the teaching process is to reach the Communicative Competence. The mastery of Communicative Competence requires the understanding of the

kinds of competence such as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Moreover, the mastery of Communicative Competence includes the mastery of the use and communicative function in real communication. This language use should be the objective of the instruction and has to be tested.

Moreover, related to the language use in real life communication implies that there is a variety of communicative language needs. These needs have to be considered in planning and implementing, in the teaching and learning process and should be tested. In order these needs is done in teaching and learning activities, there are also a variety of testing strategies and formats.

According to Carroll (1980 : 34-35) there are three tests format categories such as open-ended, closed-ended, and restricted-response. In open-ended test, the students as the test taker is free to give response in to the communicative task he is required to perform. In close-ended tests the students has no chance of expressing his idea to respond the question. They just select what been provided into the options by the test constructor. Restricted- response tests provide the students with the opportunity to compose his response, even though he is not as free as that in open-ended tests.

Communicative language test includes tests of all the four language skills, such as listening, speaking, reading, and writing and using variety of formats (Weir, 1990 : 42-85). The format tests of reading comprehension include multiple choice questions, short answer questions, close procedure, selective deletion gap filling, C-Test, Cloze elide, and information transfer. Testing listening comprehension formats include multiple choice questions, short answer questions

and information transfer. For testing extensive listening skills can use dictation and listening recall. Moreover, the formats of testing writing include editing task for indirect methods for assessing linguistic competence such as like essay tests, controlled writing tasks, and summarizing for the direct testing writing. While the formats of testing speaking include verbal essay, oral presentation, the free interview, the controlled interview, information transfer such as description of a picture sequence, questions on a single picture, interaction tasks and role plays.

2.4.3. The Construction of Communicative Language Test

The construction of CL Test covers five steps specifying the objectives and content, specifying the types and forms, writing the type items, revising the test items, and finalizing the test. Meanwhile, Weir (1990 : 36-41) states that there are four stages in test construction and validation namely, design, development, operation and monitoring.

2.4.3.1. Test Design

In test design the first thing a test developer to do is defining carefully the testee, for whom the test is being prepared. After defining the testees, he has to find their purpose of using the language (their communicative needs), that the settings in which they will use it and all the activities they will need to carry out.

2.4.3.2. Test Development

In this stage, the draft of the tests is developed. The next step is trying out the draft test on the suitable samples. After being tried out, the test results have to

be analyzed to check its validity, reliability, and it's practically. The analysis item also needed to make sure that items and tasks work satisfactorily. The test needs to be revised based on both the qualitative as well as quantitative data which are concerned with its items, validity, reliability and efficiency.

2.4.3.3. Operation

This stage deals with the first actual operation of new test. It involves the preparation, printing and distribution of appropriate information manuals for candidates, receiving institutions and markers. The information includes familiarizing with the test formats and how the answers have to be recorded by the testees.

2.4.3.4. Monitoring

Monitoring the results of each test administration should be carefully undertaken and the data of the results should be stored for future revision.

On the other hand Djiwandono (1996 : 106-116) states that there are five steps to follow constructing CL Test. First is specifying the objectives and content, second is specifying the types and forms, third is writing the test items, Fourth, revising the test items and the last is finalizing the test.

For the first step, that is specifying the objectives and content, the achievement test should be constructed based on the content and the objectives of the teaching. On the basis of the objectives and content of the teaching, a table of specification is developed. Based on the table of specification a picture of what topics to include in the test can be clearly seen.

The next step is determining the types and forms. There are a lot of factors to be considered in determining the types and forms of test. Such as the number of participants, the materials to cover, the time to administer the test, the teachers ability to develop the test, the practicality of administering the test, the scoring and grading and etc. The weaknesses of each test format, has to be carefully considered.

For the third step, that is writing the test items. This step begins with determining the number of test items, which depends on the types and forms of test. The type chosen determines the number of items to be developed. After determining of test items, the writing of the test items can be done. The number of test items prepared should be more than those needed in the real test so that when there are some items that do not work well in the development can be dropped without constructing other items. The test items should be written clearly so as to be easy to understand. In addition, when writing multiple choice items, the writing of the choices that consist of the answer key and destructors has to be similar in content, form and length. Moreover, the writing of the instructions of what to do and how to do should be clear.

The fourth is improving test items. The first draft of the test as the result of writing the test items at the begging stage still needs improvement. In doing the improvement there are at least three steps to follow. First, read trough the whole test, second, ask other comments or opinions to other people and the last, try out the draft to the target students. The first step of reading through the draft of the test can be done by the test constructor himself. The second step can be done by asking other teachers or experts to give critical comments, suggestions, and

opinions about the test. The third step can be done by trying out the draft of the test to the target students. This last step is used to see the characteristics of the test especially the validity, reliability, practicality and also the effectiveness of the test items like the difficulty index, and discrimination index. These efforts are conducted to improve the draft of the test to make a better test.

The last is about final test draft. Through the previous steps of developing the test, it is expected that the final test has fulfilled the important aspects as good test. That is clear objective, form and type of the test. The characteristic of the test are also understood, such as validity, reliability and practicality. More complete information of the test also includes difficulty index and discrimination index. Answer key of objective test, how to score and grade the student's answers need to be prepared. Therefore, the final complete test should be clear for students and for the teachers who administer and score the test.

2.4.4. The Methods of Communicative Language Test

Communicative Language Test includes tests of all the four language skills of speaking, listening, reading and writing.

The format of testing speaking according to Weir (1990 : 42-85) include verbal essay, oral presentation, the free interview, the controlled interview, information transfer that is description of picture sequence and questions on single picture, interaction tasks and role play. O'Malley and Pierce (1996) in Harsono (2004 : 8) suggest four types of test formats of speaking such as oral interview, story or text retelling, projects/exhibition and experiment/demonstration. On the other hand, Madsen (1980 : 202) proposed seven types of test format of speaking

like directed response, picture cues, reading aloud, mimicry/imitation, directed response role play, guided technique, and oral interview. Moreover, (Brown, 2004 : 140-183) proposed several speaking assessment tasks such as, Word repetition ask, Phonepass test, Reading aloud task, Dialogue, Monologue, Describing pictures, Interview, Comprehension test, Conversations, Standard greetings, Small talk, Simple request, Sharing, discussions, Speeches, Oral presentation, Monologue and Story telling

The test of listening comprehension includes multiple-choice questions, short answer questions, and information transfer techniques for testing extensive listening skills, on the other hand dictation, and listening recall for testing intensive one (Weir, 1990 : 89)

Moreover the tests of reading comprehension include multiple choice questions, short-answer questions, cloze procedure, selective deletion gap filling, cloze elide and information transfer.

The formats for testing writing include editing task for indirect methods for assessing linguistic competence like essay test, controlled writing tasks and summarizing for the direct testing of writing.

2.5. Speaking Assessment

Speaking is productive skill that can be directly and empirically observed. Those observations are colored by the accuracy and effectiveness of a student's listening skill, which necessary compromises the validity and reliability of an oral production test. According to Bachman (1990 : 160), assessment needs to be theory driven. The concept of validity, reliability, and efficiency affect assessment

design. In this section the various types of validity, reliability and efficiency will be discussed.

2.5.1. Validity

Validity is concerned with whether a test measures what it is intended to measure (Weir, 1990 : 24). Validity is the central problem in foreign language testing. It seems validity is the important thing in language test. The content validity of the test should be matches with the content of the course of the study, what teachers can do is to match the content of the course objectives and syllabus design with the test items. This attitude by teachers is crucial in classroom test because teachers may tend to use test tasks different from the course objectives especially when oral aspects are involved.

There are some various types of validity such as Face Validity, and Construct Validity. Face validity pertains to whether the test 'looks valid' to the examinees, the administrative personnel and other technically untrained observers (Bachman, 1990 : 285). Face validity is a must in a classroom speaking test, because the students' motivation is promoted for speaking if a test has good face validity. He also highlighted that construct validity is the most fundamental validity for a speaking test. Construct validity examines if the test matches a theoretical construct. Construct Validity is used to make inferences of the given test score. A construct is an ability that provides the basis for a given test or test task and for interpreting scores derived from this task. Moreover, construct validity which we can interpret a given test score as indicator of the abilities, or constructs we want to measure.

2.5.2. Reliability

Reliability means consistency across different characteristics of the testing situation. When the test has been tested to a particular group of students on two different occasions, the result will be consistent. Reliability is concerned with the extent to which we can depend on the test results (Weir, 1990 : 25). Although reliability is something needs to try to achieve in the tests, it may not be the prime consideration all the time. However, if a choice has to be made, validity is more important for speaking assessment.

2.5.3. Test Efficiency

A valid and reliable test is useless if it is not practical. "This involves questions of economy, ease of administration, scoring and interpretation of results" (Bachman, 1990 : 34). The tasks should be the most efficient way of obtaining the information about the test takers, in this case the students. There are many difficulties that faced by teachers to make tests as short and practical as possible because the teachers cannot to spend much time in assessing students' communicative ability. However, this should never be allowed to put at risk test validity.

Therefore, there is a need to develop test formats that provide overall balance of reliability, validity and test efficiency in the assessment of communicative skills. Therefore, it is considered necessary to examine authenticity.

2.5.4. Authenticity

According to Bachman (1990 : 301), authenticity is defined as a quality of the relationship between features of the test and those of the non-test target-use context. There are two approaches on authenticity, such as the real-life approach and the interactional ability approach. Real-life approach tries to develop tests that mirror the reality of non-test language use. This approach has been considered as naive because the test setting itself does not exactly resemble its real-life setting. On the other hand this approach does not distinguish between language ability and the context in which this ability is observed, since non-test language performance constitutes the criterion for authenticity and the definition of proficiency.

2.5.5. Scoring

The techniques for eliciting speech samples must be linked with appropriate scoring procedures. The decision as to whether to use a global or specific scoring procedure depends on the purpose of the test.

There are two ways of grading student speech, that is holistic scoring and objectified scoring. Holistic scoring concentrates on communication and tends to be selected when the teacher evaluates a wide variety of criteria simultaneously. The limitation of holistic scoring is that some teachers find it confusing to evaluate many things simultaneously (Bachman, 1990 : 134); it may be only those teachers with experience and training who can use holistic scoring effectively.

On the other hand, specific scoring procedures attempt to identify smaller units such as appropriateness, fluency, grammar, vocabulary and pronunciation.

Objectified scoring can be used by teachers with little training and by trained teachers who prefer evaluation which is consistent and easy to use. For most teachers, objectified scoring is a practical alternative. Even on a speaking test with objectified scoring, it is good to indicate student's performance. This can be done simply by an indication that the person is "high", "mid", or "low". The general rating can verify the teacher's objectified score.

There are important suggestions on scoring. One is to use a scoring sheet. It can be done by using rubrics, peer assessment or others instrument. Another suggestion is to score the speaking test immediately if possible. Usually the scoring of a speaking test is more accurate when it is done during the process of the test itself. So if they feel comfortable testing and scoring at the same time, it is recommended that teachers handle both together. Usually, however, it is difficult for teachers to handle both. The alternative method is to determine the score immediately after the test has been administered.

The third suggestion is that if the resources are available, the ideal method is to have an examiner and a scorer present during the test. The examiner can administer the test, while the scorer, located in a place so that he or she cannot easily be seen by the examinee, can record the information for the score.

2.6. The Types of Speaking Assessment

There are many types of speaking assessment such as authentic assessment, performance assessment, portfolio assessment, and student self-assessment. Authentic assessment, according to O'Malley and Pierce (1996 : 4) described as

the multiple forms of assessment that reflect student's learning, achievement, motivation and attitudes on instructionally classroom activities. They give three examples of authentic assessment, such as performance assessment, portfolios assessment, and student self-assessment.

Performance assessment, consist of any form of assessment in which the student constructs a response orally or in writing. The student response in performance assessment can be elicited by the teacher in formal or informal assessment context or probably observed during classroom instructional or non-instructional settings. Performance assessment requires student to do complex and important task using prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems.

Portfolio assessment is a systematic collection of student work that is analyzed to show progress overtime with regard to instructional objective. Examples of portfolio entries writing samples, reading logs, drawings, audio or videotapes, or teacher and student comments on progress made by the student. The main features of portfolio assessment are the involvement of students in selecting samples of their own work to show the growth or learning overtime.

Student self-assessment is key element in authentic assessment and in self-regulated learning. In self-assessment, the students have their own strong motivation and strategy to accomplish specific purposes. Thus, the students make their own choices of learning activities, managing the time available for them, making use of available resources within or outside the classroom. Moreover, Self-regulated learners also collaborate with other students in exchanging ideas,

eliciting assistance when needed and giving support to their peers. Self-regulated learners monitor their own performance and evaluate their progress.

2.7. The Types of Speaking Assessment Tasks

There are many tasks which can be used in assessing speaking. Such as, Word repetition ask, Phonepass test, Reading aloud task, Dialogue, Monologue, Describing pictures, Interview, Comprehension test, Conversations, Standard greetings, Small talk, Simple request, Sharing, discussions, Speeches, Oral presentation, Monologue and Story telling (Brown, 2004 : 140-183)

2.7.1. Word Repetition Task

Word repetition task is a kind of speaking assessment which can be applied to assess imitative level. In a simple repetition task the students as the test-takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question which is used to test intonation production. This activity is easy conducted in class.

2.7.2. Phonepass Test

Phonepass test is a popular test that commercially available in many countries. The research on the Phonepass test has supported the construct validity of its repetition task not just for a student's phonological ability but also for discourse and oral production ability.

The Phonepass test elicits oral production over a telephone which supported by computer system. In this case the students as the test-takers read aloud, repeat

sentences, say words, and answer questions. Thus, with a sheet as reference, the students are directed to telephone a designed number and listen for directions.

The scores of the Phonepass test are calculated by computerized scoring template and it's reported back to the students. Six scores are given which overall score between 20 and 80 and five subscores on the same scale that rate pronunciation, reading fluency, repeat accuracy, repeat fluency, and listening vocabulary.

2.7.3. Reading Aloud Task

Reading aloud task include reading beyond the sentence level up to one paragraph or two. This technique is easily administered by selecting suitable passage. It can be done by recording the test-taker's output. The scoring is relative easy because all of the test taker's oral production is controlled.

In this case the students as the test-takers just read a passage loudly and it can be recorded on tape while the test administrator, it means the teacher, can score directly or listening to the recording.

2.7.4. Monologue

Monologue is one of the tasks that can be used to evaluate the student's oral production. In which the student as the test-taker speak individually in front, by delivering some messages. In monologue the student may be speaking his or her thoughts aloud or speaking to the audience. In addition, monologue is across the range of dramatic media, such as play and demonstration of certain activity.

2.7.5. Dialogue

This type of assessment task is used to elicit intensive level. A dialogue is a conversation between two or more people. The dialogue task can be done in pair or among the students which talk about many topics. Another famous task is dialogue completion task. Which are the test-takers require to read dialogue in which one speaker's lines have been omitted. Test-takers, in this case the students, are given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. then the test administrator produces one part orally, while the test-taker responds.

2.7.6. Directed Response

In this type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence the tasks are clearly mechanical and not communicative but they require the process to produce the correct grammatical out put. For example, “tell me he went home”, “tell me that you like rock music”.

2.7.7. Describing Pictures

Describing pictures is the popular task used in assessing speaking. In this case, the test taker just describes the picture by using his/her own language. There are many types of describing pictures task. Such as describing place, describing person or animal, picture cued task, and etc.

Picture cued task is one of the more popular ways to elicit oral language performance at both intensive and extensive levels. It needs description from the students. The pictures may be very simple, designed to elicit a word or a phrase or

composed a series that tells a story in line with the command. There are many types of picture cued tasks, such as picture-cued of minimal pairs; picture-cued of comparatives; picture-cued of future tense; picture-cued elicitation of nouns, negative responses, numbers, and locations; and map-cued elicitation of giving directions.

2.7.8. Oral Presentation

Oral presentation is speaking assessment task that can be used to elicit extensive level. In this case the test-taker presents a report, a paper, a marketing plan, a sales idea, or design of a new product, or a method. For oral presentations, a checklist or grid is a common means of scoring or evaluation.

2.7.9. Interview

In oral interview a test administrator and a test-taker sit down in a direct face to face. The interview may be recorded for listening, is then scored of its accuracy in pronunciation and grammar, vocabulary usage, fluency, sociolinguistic appropriateness, task accomplishment and even comprehension. Moreover, Michael Canale (1984) proposed a framework for oral proficiency testing. He suggested that the test-taker will perform well through four steps:

a. Warm up

At the beginning can be started by small talk, the interviewer helps the students as test-taker become comfortable with the situation. No scoring of this phase takes place.

b. Level check

In this stage the interviewer stimulates the students response using expected or predicted forms and function. Moreover, the interviewer explains the data of the student's level. The responses may take very simple or very complex depend on the level.

c. Probe

Probe questions might challenge the students to go to the height of their ability. It means that the interviewer intends to discover the students' ability through increasing difficult questions. Response to probe questions may be scored or they may be ignored if the student displays an inability to handle such complexity.

d. Wind down

This final phase of the oral interview is a short period of time in which the interviewer encourages the test-taker to relax with some easy questions.

This part is not scored.

2.7.10. Role play

Role play is a popular pedagogical activity in communication language teaching classes. As an assessment device, role play opens the opportunity for the test-takers to use discourse that might be difficult to elicit. In another words the test-takers is pretend to be another person, it can be said like an actor and it is performed on stage. Through this technique the test-taker can expose their creativity in performing. The test administrator must determine the assessment

objectives of the role play then devise a scoring technique that appropriate to score those objectives.

2.7.11. Sharing

Sharing is conversation between two or more students or between students and teacher. In this task the students or the teacher offer the occurring problem each other. Therefore, they also give the solution of the problems. In this case, the teacher as assessor can observe the students' speaking ability directly because the teacher knows the original utterances.

2.7.12. Discussion

As formal assessment devices, discussions among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, it offers a level of authenticity and spontaneity that other assessment tasks may not provide. Discussion may be appropriate tasks to elicit and examine as politeness, formality, expression, clarifying, questioning, paraphrasing, comprehension, and intonation patterns. Assessing the performance of participants through scores or checklist should be carefully designed to suit the objectives of discussion. Of course, discussion is an integrative task and it is advisable to give information of the learners' ability.

2.7.13. Conversation

A conversation is communication by two or more students but only use the mouth. A successful conversation includes mutually interesting connections

between the speaker and the hearer. Moreover, conversation is focuses on understanding of language which is spoken by the speaker, not focused on grammar, pronunciation or fluency. So, if the hearer can understand well what the speaker said, it can be stated that the conversation is successful.

2.7.14. Speech

Speech is the most popular ways to produce an oral skill. A speech is an oral presentation by one person directed at a group. It means this task is done individually by each student through performing his or her speech in front of the audience. Thus the teacher can score directly by observing the student's performance.

2.7.15. Story Telling

In this type of task, the students hear or read a story or news event which they are asked to retell. This task is different from the paraphrasing task in which it is longer stretch of discourse and a different genre.

2.7.16. Question and Answer

Question and answer task can consist of one or two questions from an interviewer, or they can make up a whole of questions and prompts in an oral interview. They can vary from simple question like "What is this called in English?" to complex questions like "What are the steps governments should take?". In designing the questions for test-takers, it is important to know the reason of asking those questions. There are two kinds of eliciting questions such

as the questions that used to elicit open-ended responses like “What do you think about the weather today?” and eliciting the questions from the test-taker like “Do you have any questions for me?”

2.7.17. Paraphrasing

Another type of assessment task that can be categorized as responsive task is paraphrasing. In which, in this task, the test taker read or hear a limited number of sentences and produce a paraphrase of the sentence. There are two ways that can be used as the materials in paraphrasing task such as paraphrasing a story and paraphrasing a phone message. In paraphrasing a story, the first thing that should be done by the test taker is hear the story which spoken. Then he or she has to paraphrase the story in his or her own words. On the other hand, in paraphrasing phone message, the test-taker must relay information from a telephone call and then he or she responds with two or three sentences.

2.7.18. Debate

Debate is the famous way in assessing speaking skill. This task is more effective to observe students’ speaking proficiency, especially for transactional setting. This task is also easy conducted in class. Usually, a debate is conducted by two students or by two groups who has different argument. Therefore, they can share their argument or opinions which in kontras with others.

2.8. Basic Types of Speaking

There are many types of speaking that can be assessed based on the classification of the level, such as, imitative, intensive, responsive, interactive and extensive (Brown, 2004 : 139)

2.8.1 Imitative

As the basis of types of speaking performance is the ability to imitate a word or phrase or possibly a sentence. Criterion performance in imitative may include phonetic level of oral production, a number of prosodic, lexical and grammatical. However it is stressed on pronunciation. It means that no inferences are made about the test taker's ability to understand or convey the meaning or even to participate in an interactive conversation. The role of listening here is just to allow the speaker to retain the short stretch of language that must be imitated. Example of imitative assessment tasks include word repetition task and phonepass test.

2.8.2. Intensive

A second type of speaking frequently employed in assessment context is the production of oral language which designed to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship. Such as intonation, stress, rhythm, juncture and etc. on intensive speaking the speaker must be aware of semantic properties in order to be able to respond. The examples of intensive assessment tasks include directed response task, reading aloud, sentence and dialogue completion; limited pictured cued tasks including simple sequences; and translation up to the simple sentence level.

2.8.3. Responsive

Responsive assessment tasks include interaction and test comprehension but at some limited level of short conversations, standard greetings, question and answer, and paraphrasing, the stimulus is almost always a spoken prompt.

2.8.4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchange or multiple participants. While, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become complex with the need to speak in casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

2.8.5. Extensive

Extensive oral production tasks include speeches, oral presentations, and story telling. Moreover, language style is more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

2.9. Assessing Speaking

As the basis of what has been elaborated about Communicative Language Teaching and Communicative Language Test, its speaking assessment can be clear

what should be assessed and how to do it in the context of teaching and testing the English communicative competence of the students.

Speaking assessment can take many forms, from oral sections of standardized tests to authentic assessments such as debate, speech, conversation, describing picture and etc. While the tasks are conducted in many procedures, it means every task has different procedures than other tasks. According to Eric (2009 at www.ericdigest.com), speaking skill can be assessed by giving some assessment tasks. In this case, the student is asked to perform one or more specific oral communication tasks. After that his or her performance on the task is then evaluated. Moreover the task can be administered in one-on-one setting, which the test administrator and one student, or in a group or class setting. In another word, the assessment can be done individually, in group or in class setting.

On the other hand, in identifying an appropriate task, it depends on the purpose of the assessment and the availability of the instruments. If the purpose is to assess a specific competence (pronunciation, fluency, grammar and etc.), in this case the teacher should select or design an appropriate task that can be used to measure those competences accurately.

Moreover, in relation to the objective of Communicative Language Teaching which stated above, Speaking Test should cover not only the learner's competence, that is what the learners know about the language and about how to use it, but also about the performance, that is to what extent the learners are able to actually demonstrate this knowledge in a meaningful communicative situation. Reviewed the concepts of CL Test proposed by Canale and Swain (1980) and

Davies (1988) cited in Harsono (2008 : 3), Speaking Test should combine both competence and performance.

Moreover, performance assessment consists of any form of assessment in which the student constructs a response orally or in writing. The response of the students in performance assessment can be elicited by the teacher in formal or informal assessment context or probably observed during classroom instructional or non-instructional settings. Performance assessment requires the students to do complex and important tasks using prior knowledge, recent learning and relevant skills to solve realistic or authentic problems.

However, for the methods in conducting speaking test, various test formats can be applied to test the Communicative Competence. Such as using rubrics, peer assessments, or another speaking assessment tasks.

2.10. The Characteristic of a Good Classroom Assessment

A classroom assessment should be conducted continuously to monitor student's achievement and reflect on teaching. Assessment itself includes the process which the teachers use to evaluate the quality of their students' work and the success of their instructional practice (Taylor and Nolen, 2005 : 87).

The classroom assessment results should increase student's motivation and give information about student's level of success (Stiggins, 2001). He adds that teachers are the ones who set standards of acceptable achievement if their achievement is to show whether students have succeeded. Teachers can

understand better of their students' achievement through their good classroom assessment.

A language assessment is to measure student's language ability to use the language, because, people learn language to be able to use the language. Brown (1994 : 92) proposes students ultimately have to use the language productively and receptively. Thus, the learners need to be assessed in the actual use of the language in performance (Hymes, 1971). However, an assessment, which measures only the student's knowledge or student's competence of the language does not show whether the test takers are able to produce the language.

Moreover, language skills cannot be assessed separately. Bachman and Palmer (1996 : 183) claim listening, reading, speaking, and writing skills are interrelated. Thus language assessment should evaluate student's use of language in specific language use tasks which include specific activities of listening, speaking, reading, or writing.