



THE SPEAKING ASSESSMENT OF SMPS MELATI BINJAI

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ABSTRACT

This study analysed the implementation of a speaking assessment administered by the teacher in the speaking class. The study was held at the grade VII of SMPS Melati Binjai. The data were collected through classroom observation, document analysis and interview validation. The data showed that the assessment administered by the teacher was provided as required by the K13. It was confirmed that the appropriateness of the speaking assessment addressed in the speaking class by the teacher was suitable. It was considered that there should be an effort to initiate a well-understood teacher in providing a sufficient assessment. A periodical MGMP activities held by the Government/*Diknas* exceptionally encouraging teacher's understanding in interpreting the K13's expectations. MGMP was considered hugely helped teachers solved any hinders and obstacles in the instructional processes. Thus, further studies of the implementation of a proposed assessment which is required by the K13 expected brought in order to contriving a better evaluation.

Keywords: Assessment, Speaking, Teaching, EFL

I. INTRODUCTION

Assessment is a part of the teaching and learning process, as well as in the EFL classes. Ideally, EFL teachers should be able to measure their classroom by providing a sufficient assessment to the students as reliable as possible to collect the data and making decision whether the students succeed or not achieving competencies yet. As Hasan (2019) stated that teacher's obligation to enhance students' competencies in every English skills is complicated. Moreover, Tavassoli & Farhady argued that "language assessment knowledge is a new dimension of teachers' expert knowledge because nowadays, it is believed that teachers need practical information about assessment matters" (Tavassoli & Farhady, 2019: 45). Thus, language assessment knowledge believed that they should be aware by the EFL teachers in developing a professional EFL class.

The significance of the language assessment knowledge indicate inappropriateness of the traditional paper and pencil test and answering multiple choices to assess students' comprehensions. Assessing students' competencies in speaking, for instance, teachers provoked to be considered that speaking consists of complex skills; the process of conveying ideas, or opinions to others by using words or sounds of articulation to inform, to persuade, and to entertain the listener. Thus, a suitable assessment insisted on being comprising those elements in collecting the data of students' speaking comprehensions was needed.

Speaking is one of skill that should be comprehended by *Sekolah Menengah Pertama* (SMP: the Junior High School) students in Indonesia, besides three other skills; listening, reading and writing. The teaching of this skill should be taken by the teacher effectively. The effectiveness is possibly controlled by the assessment to get the data of the learning process, whether it was comprehended or need to be revised. Thus, the implementation of an effective assessment which was encouraged teachers in providing a sufficient instructional process was required.

Assorted studies were discussed an assessment provided by the teachers in the class. As Suhirman & Rimantanti (2019) noticed that "teachers in Merauke District, Papua did not understand classroom-based assessment generally lived and taught in remote areas, and stated that they did not have sufficient access to conduct training or curriculum workshops or other professional development". Still, there were some hurdles in administering an appropriate assessment in the EFL classes, as Putri, Pratolo & Setiani (2019) concluded that "the difficulties faced in implementing assessment in the EFL context also because of students' lack of vocabulary, students' weak of pronunciation and grammar which makes the students less confidence and motivation, and some slow-learners". Therefore, the effort of collecting students' achievements data by providing a suitable assessment in the courses are needed by the teachers for the further better instruction programs and strategies.

Teachers' book of *Kurikulum 2013* (K13: Curriculum 2013) regulated by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* (Kemdikbud: Ministerial of National Education and Culture, the Republic of Indonesia) proposed that students' competencies possibly assessed by their performances, e.g. role-play, question-answer, simulation, monologue and presentation. Furthermore, the assessment of speaking skill probably administered by delivering a rubric of scoring that consists of four or five criteria in four linguistic aspects of speaking ability; pronunciation, intonation, fluency and accuracy (Kemdikbud, 2017: 20).

Assessing students' performance as expected by K13 has been practised by Inayah, Komariah & Nasir (2019) by adjusting authentic assessment. The study concluded that authentic assessment was applicable to be implemented in the EFL classroom. It noticed that authentic assessment was a feasible way to assess students' speaking skill. Teachers can modify and simplify the types of evaluation to fit with the level of the learners. Moreover, "authentic assessment refers to a term used to describe meaning full tasks that required students to perform and produce knowledge rather than simply reproduce information others have discovered" (Dung & Ha, 2019:440). In short, theoretically, authentic assessment assured

prominent in measuring students' actual, real and genuine accomplishments of a certain comprehension.

Based on the discussion above, the specific research question to be addressed in this study is as follow: How does the English teacher of Sekolah Menengah Pertama Swasta (SMPS: Private Junior High School) Melati Binjai implement the speaking assessment? The objective of the study is to investigate whether the English teacher of SMPS Melati Binjai assisting a sufficient assessment in the speaking class as recommended by Kemdikbud, for instance, or still administering the traditional assessment.

Basic qualitative research method is adopted in this study to investigate the implementation of speaking assessment administered by the English teacher of SMPS Melati Binjai. In-depth investigation through observation, interview and document analysis was addressed to capture an actual accomplishment of speaking assessment which was implemented by the teacher.

Theoretically, the result of this study can be used as a reference for English teachers to update their professional assessment practice to increase the students' motivation in learning. Practically, this study proposed more knowledge to the teachers about how the current use of the assessment practices in the speaking class. The researcher hoped that this research could motivate teachers in providing instructional processes based on the information of students' achievement in order provoke students' motivation and achieve the instructional goals which will help them in attaining higher result. Moreover, for the teachers, they will become more reflective ones. For the writer, this study can increase the writer's knowledge about an assessment in speaking and give experience in conducting research.

An appropriate speaking assessment reveals students' achievement in comprehending the skill; pronunciation, intonation, fluency and accuracy. Moreover, a proper assessment also deemed to be empowering teacher to rate students' lack of vocabulary, students' weak of pronunciation, grammar and other factors which makes the students less confidence and motivation. Further, a sufficient assessment also considered being reflecting authenticity, unroll the effectiveness of the task and generate feedback.

II. RESEARCH METHOD

This study is adopting basic qualitative research design. The central purpose of these studies is to understand the world or the experience of another (Ary, Jacobs & Sorensen, 2010: 125). Further, the primary goal of this study is to understand the meaning people make of their Experiences, assuming that people create their own meanings as they interact with the world around them.

The place held at SMPS Melati Binjai. The English teacher was regarded to be observed to perceive the speaking assessment administered by the teacher contrived appropriateness or just adopting traditional assessment in assessing students' speaking skills. Only one English teacher is overseeing four classes there. Thus, she was only observed in this study.

In qualitative studies, the human investigator is the primary instrument for the gathering and analysing of data. Qualitative inquiry relies on fieldwork methods (interviewing, observation, and document analysis) as the principal means of collecting data (Ibid. p. 424). Thus, classroom observation, document analysis and semi-structured interview are addressed. Classroom observation is deemed to

perceive an actual realization of the speaking assessment. The syllabus and other documents which is utilized in assessing speaking skills is analysed. Semi-structured interview is directed to gain in-depth information. The consideration of addressing semi-structured interview is because of permission that the researcher is authorized to modify the format or questions during the interview process in order to reveal what is essential.

Further, Ary et al. (Ibid. p. 425) proposed that basic qualitative research data analysis typically involves categorization and development of patterns or themes interpreted by the researcher through his or her disciplinary lens. The data analysis takes place simultaneously. The researcher does not wait until all the data are “in” before beginning to interpret them. From the outset of the first interview or observation, the qualitative inquirer is reflecting on the meaning of what s/he has heard and seen, developing hunches (working hypotheses) about what it means, and seeking to confirm or disconfirm those hunches in subsequent interviews or observations.

The researcher observed that the English teacher in the speaking class to spot the implementation of the speaking assessment. The syllabus also checked to confirm with the instructional process. Concertedly, the field notes are noticed to generate the data. Finally, the teacher is interviewed to verify all data collection.

III. DISCUSSION

The speaking instructional processes of SMPS Melati Binjai observed when the speaking class conducted. The syllabus also checked promptly during the observation of the speaking instructional process. Based on the observation, it confirmed that the assessment addressed by the teacher provided as required by the K13. When the speaking drill was conducted, the teacher deciphered the drill and warned every student that they will be appraised for their performance accordingly. The rubric of scoring for all students is fulfilled by the teacher naturally based on each students' performance.

It was revealed that the teacher understand the implementation of the assessment required by the K13 and refuted the findings were found by Suhirman & Rinantanti (2019) which noticed that teachers in Merauke District, Papua did not understand classroom-based assessment generally lived and taught in remote areas, and stated that they did not have sufficient access to conduct training or curriculum workshops or other professional development. This classroom observation and syllabus analysis implied that the English teacher of SMPS Melati Binjai was acquired the speaking assessment expected by the K13.

To clarify this data, the interview was addressed to the teacher. She said that there was a periodical meeting of English teachers held by the Government/Diknas called Musyawah Guru Mata Pelajaran (MGMP: Teachers Working Groups) which was discussed the development of the instructional processes to convene information and suggestions from each of the MGMP members. MGMP hugely helped teachers solved any hinders and obstacles in the instructional processes. The development of the curriculum is also discussed by conducting a workshop in the MGMP forum to understand the development of the curriculum by discussing and providing a sufficient syllabus based on the curriculum. Thus, the periodical MGMP activities which was followed by the teacher encouraged their knowledge in interpreting the K13s' expectations and addressing them in the instructional processes.

IV. CONCLUSION

Based on the above discussion, the conclusion of the study is:

The implementation of a rubric scoring assessment as proposed by the K13 was administered by the teacher of SMPS Melati Binjai in the speaking class respectably. The teacher has displayed a strong understanding to implement a suitable assessment required by the K13.

Furthermore, the suggestion of the study is:

The understanding of a suitable assessment is required for the teacher. It was possible generated by a periodical MGMP forum which was discussing every development of the curriculum provided. Accordingly, further studies of the implementation of a proposed assessment which is required by the K13 expected brought in order to contriving a better evaluation.

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