



ENGLISH TEACHERS' STRATEGIES IN ASSESSING EIGHTH GRADERS' SPEAKING SKILL

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Abstract

The objective of the research is to find the strategies used by teachers in assessing speaking at SMPN 9 Kota Bengkulu. This research was quantitative approach. The subjects were twelve English lesson plans who use at eighth grade. The data were collected from documentation. The results showed that lesson plans were used five strategies from fourteen strategies in assessing speaking namely Oral Presentation, News Event, Roleplay, Discussion & Conversation, and Giving Instruction/Direction. In addition, online lesson plans used two strategies from fourteen strategies and offline lesson plans used four strategies from fourteen strategies. Further, the other nine strategies are not appeared in the class such as Repetition, Directed Response, Read Aloud, Sentence/Dialogue Completion, Question and Answer, Paraphrasing, Interview, Games and Story Telling. It can be happened because the lesson plans applied the strategies based on the students' material, need, and condition in the meeting.

Keywords: *assessing strategies, the assessing of speaking.*

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan strategi yang digunakan oleh guru dalam menilai berbicara di SMPN 9 Kota Bengkulu. Penelitian ini merupakan penelitian dengan pendekatan kuantitatif. Subjek penelitian adalah dua belas RPP Bahasa Inggris yang digunakan di kelas VIII. Data dikumpulkan dari dokumentasi. Hasil penelitian menunjukkan bahwa RPP menggunakan lima strategi dari empat belas strategi dalam menilai berbicara yaitu Oral Presentation, News Event, Roleplay, Discussion & Conversation, dan Giving Instruction/Direction. Selain itu, RPP online menggunakan dua strategi dari empat belas strategi dan RPP offline menggunakan empat strategi dari empat belas strategi. Selanjutnya, sembilan strategi lainnya tidak muncul di kelas seperti Repetition, Directed Response, Read Aloud, Sentence/Dialogue Completion, Question and Answer, Paraphrasing, Interview, Games dan Story Telling. Hal ini dapat terjadi karena RPP menerapkan strategi-strategi berdasarkan materi, kebutuhan, dan kondisi siswa dalam pertemuan tersebut.

Kata kunci: *strategi asesmen, asesmen berbicara*

INTRODUCTION

Speaking assessment, as defined by Ioannou-Georgiou & Pavlov (2003:4), is the methods used to gather information on student knowledge, skills, understanding, attitudes and motivation. Collection of relevant information and a thoughtful interpretation are required in speaking assessment, according to Genesee and Upshur (1996:4) who also say that the information got, how it is interpreted and the decisions made is the main points are assessment. The information needs to be relevant so to mean it has actually focused and assessed what it aimed at. Shin and Crandall (2014:246) state: assessment identifies how well learners are achieving learning goals. Planned

techniques use to get samples of language to allow an appraisal of students' achievement, as defined by Brown (2001:402).

To help learners in having good speaking skill, lesson plans is very essential in this part. The teachers are not only needed to teach the students in various interesting activities to stimulate the students to speak, but the lesson plan also have to designed appropriate assessment. Obviously, many lesson plans focus on the way to teach the students, but problems relate to the assessment by the lesson plans. Appropriate assessment is very crucial for the teachers in evaluating their students. It is one of the important aspects of teaching and learning process that influences the students. It concerns the quality of the teaching as well as the quality of the learning. Therefore, the lesson plan must have an appropriate assessment that will not interfere with their students' language development. Obviously, assessing speaking skill is a challenge in language teaching, especially when it relates to English learner. It is a quite difficult task since they have higher activity levels and get easy to be distracted by others. They also have a shorter attention span, wariness of strangers, and inconsistent performance in unfamiliar environments.

In assessing speaking, there are still many students encountering some difficulties in this section. In achieving assessing objectives, the lesson plan should have some strategies to engage them in the speaking practice, and inspire them to speak the language. However, based on the researcher's experience when she did an internship 2 for two months in one of SMP9N in Kota Bengkulu, the researcher found that there are still many students who did not speak fluently and felt unconfident to speak. The students were still low in vocabulary and felt difficult to pronounce the words. Some students did not participate in the learning and assessing process because they felt nervous and shy when they have to practice and to speak this language in front of the class. Therefore, the researcher is interested to analyze this problem. The researcher assumes that the teachers might not use strategies based on the lesson plan in their teaching activity. So, some students are still not fluent in assessing process.

There have been some studies that investigate the implementation of speaking assessment. (Soliha, 2019) have analyzed teachers' perception of the effectiveness of classroom speaking assessment and the types of speaking assessment used by the teachers. Jannah & Hartono, 2018 who compared speaking assessment used by English teacher in the application of 2013 curriculum compared to school-based curriculum. The results showed that the implementation differences of speaking assessment used by English teacher in the application of 2013 curriculum compared to school-based curriculum. They found that the activities of implementing the speaking assessment by teachers were not fully appropriate with the assessment standard of 2013 curriculum assessment which is the authentic assessment.

Based on the review of some previous studies above, some studies found out the teacher strategies in conducting speaking assessment based on classroom observation and interviews. There is only a study that related to this research. It is a study conducted by Idayani and Rugaiyah (2017). The difference between that study with this research is the instrument used. Idayani and Rugaiyah (2017) used interviews to collected the data. While, this research the researcher used teacher's lesson plan to collected the data.

In conclusion, there have been some studies investigated teacher's strategies in assessing speaking skill, but the instrument and the subject of this research are different from the previous studies. Therefore, the researcher wants to analyze the lesson plans by english teacher in order to know what are teacher strategies in conducting speaking assesments. also to enrich the findings of this area.

METHOD

Design used in this research was content analysis using quantitative approach. Due to the subject was document, content analysis is appropriate to apply in this research. It is supported by (Ary. D., Jacobs. L. C., Irvine. C. K. S., & Walker. D, 2018) stated that content analysis is a type of research which focuses on analyzing and interpreting recorded data such as textbooks, letters, diaries, novels, scripts and other document. Since this research was content analysis research, the result described through sentences, table, chart, or picture that suitable with this research. In addition, the data also calculated quantitatively used a simple statistical calculation in order to determine the distribution percentage of each strategy in assessing speaking skills.

The participants of this study were the twelve lesson plans constructed by grade 8 English teachers in SMP Negeri 9 Kota Bengkulu. Consists of 6 offline lesson plans and 6 online lesson plans. This school was chosen because the researcher used to internship in this school. Therefore,

the teachers who provide the data needed by the researcher were more accessible. In addition, the teachers have taught English for many years, so that the teachers have sufficient experiences and ability in teaching English. There were two types of lesson plans is the lesson plan used by the teacher one is for face-to-face learning activities in class and the other is the one used by the teacher during virtual learning. There were 12 lesson plans was analyzed in this research is consists of 6 lesson plans for offline and 6 lesson plans for online.

To collecting the data, the instrument used was checklist table which was developed based on speaking assessments strategies by Brown (2010). The checklist table used to list all of the lesson plans items from teacher-made lesson plans. In the checklist table, the researcher also put the column of the 14 strategies of assessing speaking in order to check the distribution of every lesson plan item based on those 14 strategies by Browns.

Teachers' lesson plans were collected in this study. There were twelve lesson plans in this research. Consists of 6 offline lesson plans and 6 online lesson plans. The lesson plans became documents that functioned as natural sources that provided real information on teacher strategies in assessing speaking. Lesson plans were analyzed by using checklist table. The researcher filled out the checklist of fourteen items of the speaking assessment reviewed; namely, question and answer, giving instruction/direction, paraphrasing, interview, roleplay, discussion and conversation, game, directed response, read aloud, sentence/dialogue completion, oral presentation, storytelling, news event and repetition.

The analysis and interpretation were obtained based on the English teachers' lesson plans. The data from each source was analyzed in steps described below. First, the data gained from the lesson plans was classifying in checklist table. Then, the data were quantitatively calculated to find the percentage usage of strategies in assessing speaking by using this formulation by (Sudijono, 2001). Finally, the researcher interpreted the result of the data analysis by describing the data through table and sentences.

FINDINGS AND DISCUSSION

Findings

In this section, the analysis results of lesson plans designed by grade 8 English teachers. The total of items analyzed in this research is 12 lesson plans. Consists of 6 offline lesson plans and 6 online lesson plan. Out of 12 lesson plan were analyzed, the result found that the strategy are mostly used is Extensive speaking assessments.

Table 1: The Percentage of strategies used on Lesson plans

Categories of Speaking Assessment	Strategies	Lesson plan												(%)
		Online								Offline				
		Lp 1	Lp 2	Lp 3	Lp 4	Lp 5	Lp 6	Lp 7	Lp 8	Lp 9	Lp 10	Lp 11	Lp 12	
Imitative	Repetition	-	-	-	-	-	-	-	-	-	-	-	-	0
	Intensive	-	-	-	-	-	-	-	-	-	-	-	-	0
	Response	-	-	-	-	-	-	-	-	-	-	-	-	0
	Read Aloud	-	-	-	-	-	-	-	-	-	-	-	-	0
	Sentence/Dialogue Completion	-	-	-	-	-	-	-	-	-	-	-	-	0
	Responsive	-	-	-	-	-	-	-	-	-	-	-	-	0
	Question and Answer	-	-	-	-	-	-	-	-	-	-	-	-	0
	Giving instruction /Direction	-	-	√	-	-	-	-	-	-	-	-	-	11.1%
	Paraphrasing	-	-	-	-	-	-	-	-	-	-	-	-	0
	Interactive	-	-	-	-	-	-	-	-	-	-	-	-	0
	Interview	-	-	-	-	-	-	-	-	√	-	-	-	11.1%
	Role play	-	-	-	-	-	-	√	√	-	-	-	-	22.2%
	Discussion and Conversation	-	-	-	-	-	-	-	-	-	-	-	-	0
	Games	-	-	-	-	-	-	-	-	-	-	-	-	0
	Extensive	√	√	-	-	-	-	-	-	-	√	-	√	44.4%
	Oral Presentation	-	-	-	-	-	-	-	-	-	-	-	-	0
	Story Telling	-	-	-	-	-	-	-	-	-	-	√	-	11.1%
	News Event	-	-	-	-	-	-	-	-	-	-	-	-	0
	Total													

Based on the table 1, there are five strategies from fourteen strategies were applied in assessing speaking skill which online lesson plan was applied two strategies and offline lesson plan was applied four strategies in assessing speaking skill. The eight assessing speaking strategies applied were giving instruction/direction, roleplay, discussion and conversation, oral presentation, the last one news event.

The Result of Strategies of Speaking Assessment

The use of the strategies of speaking assessment will be described in detail, starting from the most frequently used shown in table 1.

Extensive Category

There are three speaking assessment strategies of extensive category. The first strategy is Oral presentation . Online lesson plan and offline lesson were applied the strategy. . The second strategy is Story telling. Online lesson and offline lesson plan not applied the strategy.. The last strategy is News Event. Online lesson plan not applied the strategy. While offline lesson plan applied the strategy.

Table 2 : The result of strategy based on category

No	Extensive assessment category	Online lesson plan	Offline Lesson plan
1	Oral presentation	2	2
2	Story Telling	-	-
3	News Event	-	1

Interactive Category

The second frequently used is Interactive Category. There are four speaking assessment strategies. However, only roleplay and discussion & conversation strategy were applied in offline lesson plan. While, Interview and game strategy not applied in online lesson plan and offline lesson plan.

Table 3 : The result of strategy based on category

No	Speaking assessment strategy	Online lesson plan	Offline lesson plan
1	Interview	-	-
2	Roleplay	-	1
3	Discussion & Conversation	-	2
4	Game	-	-

Responsive Category

Table 4 : The result of strategy based on category

No	Speaking assessment strategy	Online lesson plan	Offline lesson plan
1	Question & Answer	-	-
2	Giving Instruction/ Direction	1	-
3	Paraphrasing	-	-

Based on the tables above, there are three speaking assessment strategies. There are question and answer, giving instruction direction, paraphrasing. In this category only giving instruction/direction were applied in online lesson plan. Question answer and paraphrasing not applied in online lesson plan and offline lesson plan.

Discussion

The strategies used by 8th English teachers at SMPN 9 Kota Bengkulu

In this research, it is found that the lesson plans are not applied all the strategies based on Brown's (2004). It might be happened based on the level of the students, students' condition and material in the class. It is supported by one of the eight principles development of a syllabus according to BSNP (2006), The coverage of indicators, subject matter, learning experiences, learning resources, and assessment systems takes into account the latest developments in science, technology and art in real life and events that occur. With all respect to the research findings, it found that only

5 strategies in those 14 strategies of the assessing speaking analyzed. The strategies are giving instruction/direction, roleplay, discussion and conversation, oral presentation, and news event but, oral presentation is dominant. Al-Issa and Al-Qubtan (2010) argue that oral presentations provide realistic language tasks for students to engage in. It is proved by the used oral presentation strategies in each semester. The result showed that those strategies contain the most speaking assessment strategies out of 9 lesson plans analyzed.

Oral presentation is a part extensive category Brown's (2004). This category is depends on spoken language and is designed to inform or persuade with a time limitation (Nadia, 2013). Kheang Sokheng (2015) stated that extensive category are frequently variations on monologues. This might be the reason why oral presentation strategy still dominate in Teacher lesson plans in SMPN 9 Kota Bengkulu.

There is a perspective that said oral presentation strategy is effective in assessing speaking skill at junior high school. It is in line with King (2002:401) statement that oral presentation strategy has significant effect to the students' assessing speaking skill. In this strategy, the students have time to prepare their ability when speaking. This study is in line with Maria (2013) which revealed that student feel comfortable when presenting this strategy for being assessing, because for them is a different way to do the test and at the same time they learn.

The most strategy used in lesson plan by 8th English teachers at SMPN 9 Kota Bengkulu

Based on the result of this research, the researcher found that the most strategy used in "lesson plans by 8 Grade English Teacher in SMPN 9 Kota Bengkulu", is oral presentation. In this strategy, the students have time to prepare their ability when speaking. This strategy could help students to be able to speak in front of the class, and probably their can overcome their to face audience. This is in line with the finding of previous research done by Idayani (2017) that stated that speaking assessment might contribute to reducing students' inhibition in speaking caused by their low proficiency. It indicates that the students were given chance to choose their topic and prepare it to be presented then. The result of this study is in line with Maria (2013) which revealed that student feel comfortable when presenting this strategy for being assessing, because for them is a different way to do the test and at the same time they learn. Therefore, that is the reason why the lesson plans tend to oral presentation strategy in speaking assessment.

The second most frequently used is discussion & conversation. In this strategy, the teacher simply conducts a one on one interview with their students in order to judge how far up the the student could hold conversation. Its different with Soliha (2019) rarely used this strategy and tended to apply role play in assessing the students' speaking skill. She argued it was the interesting technique of speaking assessment because the students' played the role and hold conversation as if they experienced it in their real life. Insani (2014) argue that role play gave students an opportunity to practice communicating and makes students to be more creative and to put themselves in another person's place. In conclusion, a lesson plan should always try to improve students' communication skill and apply their English skill creatively. Hence the implementation of discussion & conversation in this case is far from the expectation.

Based on the result of research findings and explanation above, it can be concluded that using oral presentation strategy in assessing speaking skill is effective at junior high school especially for the second first students of SMPN 9 Bengkulu. Oral Presentation is an effective strategy to assessing oral proficiency. Thus, the researcher concludes that oral presentation is an strategy of assessing students speaking in front of audiences. This is in line with the finding of previous research done by Suhardin (2011) that stated in addition to assessing speaking skills, oral presentation can also improve students' public speaking skill achievement. Using oral presentation in assessing speaking skill were also able to enhance students confidence in speaking in front of their classmates. By oral presentation, the students were given chance to choose their topic and prepare it to be presented then. So, there were no reasons for low of participation in speaking class.

CONCLUSION AND SUGGESTION

Conclusion

After doing the research, it can be concluded that Online lesson plan was applied two strategies from fourteen strategies in the assessing speaking skill. Meanwhile, Offline lesson plan was applied four strategies in assessing speaking skill. This research is similar with the previous studies which the teacher applied the strategies based on the students' condition, need, and material. However, the strategies applied were quite different with previous studies which first previous study

found ten strategies applied by a teacher.

The result of the research showed that the teachers lesson plans were applied effective strategies which involved the students in the interaction. Further, the other nine strategies are not appeared in the class such as Repetition, Directed Response, Read Aloud, Sentence/Dialogue Completion, Question and Answer, Paraphrasing, Interview, Games and Story Telling. In addition, it can be happened because the teachers applied the strategies based on the students' material, need, and condition in the meeting.

Suggestions

Based on the result of this research, the researcher offers some suggestions related to this study about English teacher strategies in assessing eighth graders speaking skill. These suggestions are intended for the English teachers and for further researcher who wants to conduct this study under the same topic.

The English Teacher

In the broadest sense, teacher should prepare the assessment rubrics before testing their students, and try to implement what they have written in lesson plans appropriately in their real teaching. The last, teachers should train their selves related to the way how to give positive comments in correcting their fault and how to manage some corrections as one of the way to assess students speaking skill.

For the further researchers, there are some suggestions or recommendation who wants to conduct this study under the same topic. The further researcher have to analysis at least some lesson plans from different teachers to find more strategies applied in lesson plans.

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