

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Speaking is a communication skill that enables students to verbalize thoughts and ideas. Speaking is always an important aspect to people in their life, because by speaking people can communicate their feeling, share the ideas and opinions. It is an essential means of communication learned in early childhood and developed during adolescence by many kinds of social factors producing, receiving and processing. Having speaking ability is an important thing in the process of language a large percentage of the world's language learners study English in order to develop proficiency in speaking. People can socialize each other. They can ask and help something to other people, they can response someone's statements, they can express their feeling or opinion and exchange information, and so on.

According to as cited in Mai and Tuan (2015: 8) state that Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication as stated by Davies &

Pearse (1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

Speaking performance in class presentation is important because of its positive impact on students' proficiency level. Some students do not like to speak in the classroom. In addition, they do not have the opportunity to speak this language outside. So if student do not practice English in the classroom, may be they do speak it never. To help the students improve their speaking skills, it is necessary to find ways to help them overcome their problems. Moreover, the teachers need to know the factors that affect their students' speaking performance so that they can deal with these factors to help the students improve their speaking performance.

The main objective of learning a foreign language to be able to communicate in that language, today student graduate from high school or even from university without being able to "speak" English, because we have not given them enough practice in speaking English as stated by Nadia (2013: 3). Teachers can use speaking performance in class presentation as a technical way to deal with students' problems in speaking. Presentation activities provide an excellent opportunity for the learners to develop this skill, speaking several minutes in a structured way, delivering into various aspects of a single topic.

According to the Centre for Advancement of Learning and Teaching of University of Tasmania (2011), assessment is an essential part of

language 19 teaching and learning. It can be said that it is a process of making judgment related to the students' achievements in their learning in a particular period. This process includes devising assessment tasks, writing the rubric, judging the students' achievement based on those tasks, giving feedback to the students, and deciding grades.

Teacher evaluation is a process used to measure teacher effectiveness based on students learning and success. The core purpose of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of professional educators. This goal serves to promote student growth and learning while also inspiring great teachers to remain in the classroom.

Actually, there are many Senior High Schools in Medan which are appropriate to be chosen as a setting to conduct the study, especially school that emphasize to use English in their daily activity. The researcher chooses grade X of SMA Swasta PAB 8 Saentis as the subject for conducting this study. It is one of favorite senior high schools. This school consists of general classes. Many researches had been done in this school, but the researcher has not found any research focusing on teachers' assessment in students performance in class room. That is why the researcher is interested to conduct a study about assessment in students' performance in grade X of SMA Swasta PAB 8 Saentis . In reality, the researcher was finding the lack of interaction between teacher and students when observed in grade X of SMA Swasta PAB 8 Saentis. When teaching-

learning process started, the teacher checked the students. Then the teacher asked student to open the book which have learn previous and gave interaction to the students to read the text, next the students translate the text, for the last, the teacher asked students to do the exercise from the book. Below is the example of teacher and students interaction:

Teacher : Good afternoon students.

Students : Good afternoon Ma'am.

Teacher : all of you here. Dian udah sembuh. (the teacher ask the student)

(The teacher call the students' name)

Students : Present Ma'am. (all of the students said present to the teacher)

Teacher : Nak, came here. (one of the students approached the teacher)

Students : (silent).

Teacher : your class monitor will give you a sheet of paper, then you fill the text and answer based on yourself.

Students : (Do the tasks)

After the students read the text, the teacher gave instruction to the students to present in front of class:

Teacher : Mam ingin kalian maju satu persatu untuk perform di depan memperkenalkan diri kalian masing- masing ya. Introduce yourself.

Students : (Silent)

Teacher : mulai kamu ya?

Students : the students introduce his/her self.

The teacher : (gave the score)

Based on the researcher's interview with the English teachers at in grade X of SMA Swasta PAB 8 Saentis on preliminary observation, the researcher found that:

- The lack of interaction between the teacher and the students.
- Teachers are facing to deal with a passive class, where students are unresponsive and avoid interaction with the teacher.
- Most of the student not reached the passing score when the teacher gave the test.
- The teachers only give the materials for students, and the students studied themselves.

From the background above, the researcher is interested in conducting a study about the implementation of teacher performance assessment on students' speaking performance in grade X of SMA Swasta PAB 8 Saentis.

## **B. The Problems of The Study**

Based on the background of the study, the problem of this study is how does the teacher implement assessment on students' speaking performance?

### **C. The Objectives of the Study**

The objective of this study is to know how does teacher implement assessment on students' speaking performance.

### **D. The Scope of the Study**

This study is focused on the assessment of speaking performance. There are many assessments to measure speaking. paper and pencil test, performance assessment, portfolio, project assessment, product assessment. In this research, the researcher concerns on performance assessment where the researcher analyzes teachers assessment on students' speaking performance..

### **E. The Significance of the Study**

The Findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically.

1. Theoretically: the research would give point of view of teacher assessment on students' speaking performance, so the information would be a reference to the researchers who interest to conduct the further similar research of teacher assessment on students' speaking performance.

2. Practically: this study is practically expected to give contribution to the effectiveness of speaking ability, both for the students and the English teacher, especially in assessment of students' speaking performance. Specifically, the study can be applied by teacher to help them in assess speaking performance.



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