DEVELOPING STUDENTS' SPEAKING PERFORMANCE ASSESSMENT TO ELEVENTH GRADE OF AUDIO VISUAL PROGRAM AT SMK NEGERI 4 MEDAN

AN ARTICLE

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan

By:

Maulidina Mutia
Registration Number: 2153321017

ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF MEDAN
2019

Developing Students' Speaking Performance Assessment to Eleventh Grade of Audio Visual Program at SMK Negeri 4 Medan

Disusun dan Diajukan oleh:

Maulidina Mutia
NIM. 2153321017

Telah diverifikasi dan dinyatakan memenuhi syarat

untuk diunggah pada jurnal online

Medan, Agustus 2019

Menyetujui

Dosen Pembimbing I

Anggraini Thesisia Saragih, S.Pd., M.Hum
NIP. 19801111 200812 2 003

Dosen Pembimbing II

Ade Aini Nuran, S.Pd., M.Hum
NIP. 19850712 201012 2 006

Ka. Program Studi
Pendidikan Bahasa Inggris

Nora Ronita Dewi, S.Pd., S.S., M.Hum
NIP. 19800522 200812 2 003

DEVELOPING STUDENTS' SPEAKING PERFORMANCE ASSESSMENT TO ELEVENTH GRADE OF AUDIO VISUAL PROGRAM AT SMK NEGERI 4 MEDAN

*Maulidina Mutia

**Anggraini Thesisia Saragih, S.Pd., M.Hum.

**Ade Aini Nuran, S.Pd., M.Hum.

ABSTRACT

Mutia, Maulidina. 2019. Registration Number: 2153321017. Developing Students' Speaking Performance Assessment To Eleventh Grade Of Audio Visual Program At SMK Negeri 4 Medan. A Thesis. English Educational Program, State University of Medan, 2019.

This study aims to develop English speaking assessment for grade 11 students of Audio Visual Program at SMK Negeri 4 Medan. This study was conducted by research and development (R & D) design through six phases; gathering information and data, analyzing data, designing new writing assessments, validating by experts, revising writing assessments, and final product. The subject of this research was at eleventh grade students of Audi Visual Program at SMK Negeri 4 Medan. The instrumentations for collecting data were questionnaire and interview. The data were gathered by administering interview and distributing questionnaire to the English teacher for Eleventh Grade of Audio Visual program to get the students' need. The evaluators of the developed speaking assessments were two experts namely an English lecturer and English teacher. The developed assessment was formative authentic assessment that consists of three competences, such as, attitude competence, knowledge competence, and skill competence. Thus, the topic of Hope and Dreams was focus on their hoping in the future. The speaking assessments have been validated by experts. The average score are 3, 81 based on the highest interval of numerical scale which was 4,00. In the form percentage, it got 95,15% so it was categorized "Very Good". It means the developing English speaking assessments are appropriate for Eleventh Grade students of Audio Visual Program at SMK Negeri 4 Medan.

Key Words:*Research and Development (R&D), Speaking, Assessment, Hope and Dreams.*

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

Speaking is a complex matter. To be considered fluent the learner should reach the level of automatic formulation and production of statements (Fulcher, 2003). Speaking is a skill which is used by someone to communicate in daily life, whether at school or outside the school. The skill is required by much repetition in learning to speak, especially foreign language students have difficulties in expressing their ideas. They often make mistakes while trying to communicate in English. Speaking skill is the interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

Assessment becomes very powerful, therefore careful consideration should be taken into account to build a fair and a valid assessment. Assessment is often considered as an important instructional step (Bachman, 1990). The way learners are taught and activities carried out in the classroom are greatly influence by assessment. Assessment of speaking skills often lags far behind the importance given to teaching those skills in the curriculum (Knight, 1992).

There are have been debates on assessing students' performance on speaking on how teachers construct their speaking assessment. To overcome that problem, the teacher need to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2004:140).

3

Based on the observation that was conducted on the 1st April 2019 by interviewing the English Teacher at SMK Negeri 4 Medan, the researcher asked the teacher what kinds of assessment that she usually use for assessing the speaking of students Audio Visual Program. The English teacher states many students are still hard in speaking English. Sometimes, when the teacher asks the students to make a simple conversation, they just make 5-6 lines. The English teacher is confused what the teacher can do so that the next is better.

In addition, in *KD (*standard competency) 4.4 of English Subject it is said that," *Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks."* which means students are considered to be able to create a simple text about their future plan.

The teacher said that the Minimal Completeness Criterion, the teacher told KKM of the school in English lesson is 71. The teacher stated the score of the students actually is still below KKM about 55% of the students.

Based on researcher's experience in teaching practice, many students had difficulties when they learn English Language especially in speaking skill, when the researcher saw the teaching learning process especially in teaching speaking skill about "**Offers &Suggestion**" the students had difficulties to memorize what their teacher explanation. And students do incorrect pronunciation such as in the word "want" they pronounce "won", the word "would" they pronounce "wud", the word "Peanuts" they pronounce "peinat", the word "right" they pronounce "rik", etc.

REVIEW OF LITERATURE

1. **Assessment**

Assessment is often considered as an important instructional step (Bachman, 1990). The way learners are taught and activities carried out in the classroom are greatly influenced by assessment. The success of a learning program is commonly determined by the result of assessment. Assessment is about learning. Assessment means collecting information about learner's performance order to make judgments about their learning (Spratt et.al, 2005:102). Assessment is component to teaching and learning activities in school and bring to terms the cooperation between teacher and students in the classroom. Assessment can be said as all action that teachers and students commence to get information that can be used to change teaching and learning.

2. **Assessment Process**

The process of assessment is the mechanics or steps required to effectuate a judgment. A judgment cannot be made within a vacuum, therefore points of comparison, i.e. standards and goals are necessary. The criteria narrow the choices of specific items which are considered important and relevant for any specific judgment within any given context.

3. **Performance Assessment**

Performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something. Exponent of performance assessment call for assessment of the following kind; designing and carrying out experiments; writing essays which require students to rethink, to integrate, or to apply information; working with other students to accomplish tasks; demonstrating proficiency in using a piece of equipment or a technique; building models; developing, interpreting, and using

maps; making collections; writing term papers, critiques, poems, or short stories; giving speeches; playing musical instruments; participating in oral examinations; developing athletic skills or routines, etc.

4. Hope and Dreams

Hope and Dreams are something we want to happen and we have to work hard to make it happen. But it will not know for sure when hopes and dreams will come true.

RESEARCH METHODOLOGY

The research was conducted to design English Speaking assessment for the students of Audio Visual based on Research and Development (R&D). It is adapted R&D research method proposed by Gall Borg, and Gall.

The data of this research was collected from the teacher who gave the assessment about speaking ability. This research will be conducted in SMK Negeri 4 Medan which is located on Jl. SeiKera No. 132 Medan. This school is vocational school and focusing on Audio Visual Program. This research took in odd semester.

The techniques of collecting data were Observation, Documentation Sheets, Interview, and Questionnaire. In observation this research had function to find the problem of speaking assessment that is used as the assessment in teaching and learning process. In documentation sheets, lesson plan, syllabus, textbook that are used by the students "Bahasa Ingrris" written by Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Interviewed technique was used in order to find out the deeper information about how the teacher assessed her students. The researcher will ask question to the teacher how and why she used that assessment of speaking skill at SMK Negeri 4 Medan. The questionnaire wasdeveloped based on the theory proposed by Hutchinson and Waters (1986:55). The aim of the

evaluation of questionnaire is to find out the information about the real existing English speaking assessment used in daily learning process.

In conducting this research, the data had been analyzed as following need analysis questionnaire and expert judgment questionnaire. There were transcript the teacher's interview in teaching-learning process in order to get the result. The result of the validation became a data for researcher to revise the product. The result of the questionnaire was calculated by using formula which was proposed by Suharto in Risangsukmo (2015).

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

1. The first step in developing appropriate speaking assessments of Hope and Dream for Eleventh Grade students of Audio Visual Program at SMK Negeri 4 Medan was gathered information and data. Starting information had been done before starting the research. It was done to get the problem of the study. There was some information gathered, such as the teacher's interview, teacher's questionnaire, existing assessment, and the syllabus. From the information gathered, there was one problem found. The problem is the speaking performance assessments were not precise for their learning needs.

2. By analyzing the data taken both the existing assessments and need analysis including the questionnaire and interview administrated to the English teacher of Audio Visual Program, the researcher can identify that the existing assessment of speaking were not appropriate for assessing the competence of students Audio Visual Program. It caused the teacher cannot assess the speaking of students accurately. In other words, it was hard to the students to get the accurate score to know their competence in speaking Hope and Dreams. Thus results of need analysis were used by the researcher as guidance in developing appropriate assessments of Hope and Dreams topic for speaking skills.

3. The average score of validation was 3,81. Then, the form percentage showed that the speaking assessments were 95,15%. It means that the assessment was

appropriate and categorized in "Very Good" category based on Soeharto (2006: 52-53), since the range of percentage is (82-100).

Discussion

The aim of this research is to develop speaking performance assessment for the first semester of the Eleventh grade students of Audio Visual Program at SMK Negeri 4 Medan. The development of the material based on Borg and Gall phases. There was one English teacher who participated in this research. The researcher was asked about her background knowledge, problems, and the students' needs in learning English for speaking assessments. The need analysis was conducted to make the speaking assessments more appropriate to students' need. Doing interview and using questionnaires was conducted to the English teacher.

The result of the target needs is to develop the performance assessment for speaking skill of Hope and Dreams to Eleventh Grade of Audio Visual Program at SMK Negeri 4 Medan. The assessment is more appropriate because there is no clearly assessment in that school before.

The assessment format has three competence of assessment, such as assessment of attitude competence, assessment of knowledge competence and assessment of skill competence.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1.   Based on the results of need analysis from interview and questionnaire, it was conducted that the student Eleventh Grade of Audio Visual Program at SMK Negeri 4 Medan need appropriate speaking assessments especially for Hope and Dreams performance assessment.

2.   The speaking assessment should be developed through six phases; gathering information and data, analyzing data, designing new speaking

8

assessments, validating by experts, revising speaking assessments, and final product.

3. The score of validation from the first validator was 3,8 or 94,3% and it was categorized as valid and the score of validation from the second validator was 3,825 or 96% and it was categorized as valid. It means that the assessment were valid and appropriate to use in learning English for students Eleventh Grade of Audio Visual Program at SMK Negeri 4 Medan.

Suggestions

1. It is suggested that the English teacher of Vocational School should be more responsive with the needs of the students. The teacher should be able and creative to provide the relevant assessments to the students' needs or in other words the students of Audio Visual Program should be given.

2. To the other researchers, who have the same interest in this field, could make English Speaking assessments more appropriate, especially for students of Audio Visual Program which has problems with the availability of that. There are also expected to find the other characteristics of appropriate speaking assessments especially performance assessments based on the curriculum.

3. For the institutions, should monitor the teachers for using appropriate assessments to the student to support teaching and learning process. Institutions also has to distribute the students' assessment especially performance assessment to the schools which are relevant to the government syllabus or curriculum 2013 (K-13) so that teacher can know are the students achieve the objective of the study in their level or not.

REFERENCES

Bachman, Lyle F. (1990) *Fundamental Considerations in Language Testing.*

Biggs, J. (2003). *Teaching for Quality Learning at University.* Berkshire: Open
University Press.

Borg and Gall. 1983. *Educational Research an Introduction.* Cambridge: CUP

Brown, D (2004) *Language Assessment, Principles and Classroom Practices,*
White Plains, NY : Longman Fulcher, G. (2003) *Testing Second Language
Speaking,* Pearson Education LTD, Great Britain.

Kemendikbud. (2015). *PanduanPenilaianPada SMK.* Retrieved from
https://akhmadsudrajat.files.wordpress.com/2015/12panduan-penilaian-
smk.pdf

Kusnandar. 2013. *PenilaianAutentik (Penilaian Hasil Belajar Peserta Didik
Berdasarkan Kurikulum 2013 Suatu Pendekatan Praktis Disertai dengan
Contoh.* Jakarta: PT. Raja Grafindo Persada

Knight, B (1992) *Assessing Speaking Skills: a Workshop for Teacher
Development.* ELT Journal, 46 (3) , 294-302. https:
//doi.org/10.1093/elt/46.3.294

Luoma, S (2004). *Assessing Speaking Cambridge.* Cambridge University Press.

Magribi, Chaira, Zeny. (2017). *Teacher's Assessment Technique of Speaking Skill
of VII Grade Student at Hikmatul Fadhillah Junior High School Medan.*
.Medan: State University of Medan

Nunan, D. (1999). *Language Teaching Methodology: A Text Book for Teachers.*
Englewood Cliffs, New Jersey: Prentice Hall Inc.

Ounis, Asma. (2017). *The Assessment of Speaking Skills at the Tertiary Level.*
International Journal of English Linguistics. Canadian Center of Science
and Education. Vol.7, No.4.

Palm, T. (2008). *Performance Assessment and Authentic Assessment:* A
conceptual analysis of the literature. *Practical Assessment, Research &
Evaluation, vol 13.*