

AN ANALYSIS OF TEACHER'S STRATEGIES IN ASSESSING SPEAKING AT SMPN 27 MAKASSAR

Rasfika Rahmadani, Nunung Anugrawati, and Ilmiah

Universitas Muhammadiyah Makassar
rasfikarahmadani29@gmail.com 90221

ABSTRACT

The main objective of this research was to find out the teacher's strategies in assessing speaking at SMPN 27 Makassar. and the teacher perception on the effectiveness of speaking assessment. This research used descriptive qualitative method. The research focused on the seventh grade Junior High School and the subject of the research was one of the English teacher at SMPN 27 Makassar. The data of this research were taken from observation checklist and interview. From the data observation checklist aimed to analyze assessment strategies which the teacher used in teaching process. The data from interview was to know the teacher perception on the effectiveness of speaking assessment. Based on the researcher findings showed that: 1) there were four assessment strategies used by English teacher at SMPN 27 Makassar on seventh grade Senior High School, those were: role play, repetition, question and answer, and games. 2) based on the teacher perception those were two problem found in doing assessment were: students lack of pronunciation and lack of vocabulary. In addition, the assessment strategies help the teacher to know the student ability.

Keywords : *Speaking, Assessment, Assessing Speaking And Assessment Strategies.*

Introduction

Speaking is a learning process done everyone to improve their speaking skills, by learning speaking they are able to interact well with the wider world community, so the importance of a teacher training them in speaking. Linse (2005) states that it is important for teachers to teach speaking as the first skill that they have to learn because it is a base skill to develop other language skills. In this case, the learners have to be able to have good speaking because it will influence their ability in mastering the language. so that they are able to do good and clear speaking so that they are more confident to speak, therefore the teacher's teacher as an educator is very important for this besides a teacher gives direction and explanation to students about speaking but a teacher must also provide appropriate and appropriate assessment, because a teacher usually only pays attention. The

teaching and learning process is given to students without seeing the appropriate assessment for their speaking.

Therefore a teacher must have a special assessment of their speaking skills so that the teacher is able to know the students' ability to speak, whether the student's abilities are smooth or not, so the teacher can assess the abilities of each student, besides the teacher must also have methods and strategies good at making an assessment. As Reiser and Dick (1996) argues that teachers can use several different teaching strategies to achieve teaching and learning goals and objectives. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking this research conduct for knowing the strategies use in teaching speaking through teacher assessments to SMPN 27 Makassar so that the teacher evaluates the students in their speaking skills. Brown and yule (1999) Stating that teacher strategies are important for achieving learning goals, which affect the state of teaching and learning, and speaking skills are usually a sign of successful language learning.. The means to carry out research on the on issue under title “ An Analysis of Teachers' Strategies in Assessing Speaking at SMPN 27 Makassar” .

Research Question

1. What are teacher strategies in assesing students speaking at of SMPN 27 Makassar?
2. What is teacher perception of the effectiveness of speaking assessment?

Review of Related Literature

Idayani and Rugaiyah(2017) Found that classroom assessment was broadly conducted using specific speaking strategies and that criterion description plus marking scores and oral feedback werethe main type of teacher feedback. This shows that speaking assessment which is currently carried out at MTSN AndalanPekanbaru has the possibility of being an authentic tool in terms of being a benchmark speaking assessment style and learning strategies that support with

information, tive feedback, and testing, it is evident from the need improvement in order to facilities more effective teaching and learning. In this regard, this study has implication for the way on improve such classroom speaking assessment

Utari (2014) found thatit was known that although most teacher did not fully understand about the principles of speakingassessment, however they were able to conduct speaking assessment, yet in the process, their understanding of the assessment was in accordance with the principle proposed by the experts.

Definition of Speaking

Underwood (1996), speaking is a creative process in which speakers are almost always in a position to formulate what they say as a result of listener's behavior as a result of their own additional thinking.

Bahar (2013) speaking is the act of saying something verbally where the action is built by a language system that contains grammar, vocabulary, pronunciation and cultural awareness in oral discourse.

Fulcher (2003) speaking is a verbal language for communicating with others. Its function is to convey the message that lies in the structure and meaning of all languages, both written and oral

Concept of speaking

Brown and Abeywickrama (2010) said there five kinds of speaking namely: 1)imitative This type of talk requires test takers to copy words, phrases, or sentences. Pronunciation is the main aspect of assessment even though grammar also takes part as an assessment criterion.2). intensive this type unlike imitative but intensive speaking it does not emphasize pronouncation or phonology aspect. Understanding the meaning is needed to respond to certain task but interaction with opponents is minimal.3) Responsive Authenticity in a conversation is important. Therefore, the speaker is encouraged to speak immediately. To respond to short conversations, making simple request comments is the type of activity included in this type of conversation. 4) Interactive Load and complexity of sentences are the main differences between talking responsively and interactively.

The number of speakers is also important because sometimes more than two people are needed in a conversation 5) Extensive talk about various speech productions.

Concept of Assessment

Assessment Lidz (2003) Assessment is the process of gathering information to obtain a child's psychological profile that includes symptoms and intensity, constraints experienced by strengths and weaknesses and the important role they need.

There are three type assessment namely : 1) Diagnostic Assessment is the type can help to identfy the student about the knowledge.and to know the weekeness and strenght the students.2) formative assessment is give feedbac and information to the teacher when teaching process and the learning the process.3) summative assessment is carried out after learning is complete and provides information and feedback that summatizes the teachingand learning process.

Assessing speaking

Nunan (1999) considers that speaking requires someone to have linguistic competence in terms of articulating sound well, having adequate vocabulary, and mastering structural or grammatical components. To speak also requires functional competence which means answering questions in a complete and logical manner. Other competencies are strategic competencies where the speaker can use improvement strategies when the conversation is interrupted.. Bachman (1991) stated that Assessing spoken language can be divided into two main ways. They are holistic scoring and analytic scoring .assessing speaking is a complex activity that should be conducted by the teacher frequently and systematically. There are several things that should be considered in assessing students speaking skill; the time of assessing, the appropriateness of assessment activity, and the format of assessment criteria that will be used.

Assessment strategies

assessment strategies are an assessment carried out where in conducting an assessment of student there are several plans or method in conducting assessment

so that we are able to know how student' abilities and knowledge in learning.

There assessment strategies that can be used in learning speaking through type speaking, namely :Imitative (repetition), Intensive (reading aloud, direct responsive task, ssentence / dilogue completion, translation, limited picturecued task),Responsive (question and answer, giving instruction and direction, paraphrasing), Interactive (interview, drama-like task, discussion and conversation, games, role play), and Extensive (speech, picture-cued story telling, retelling a story)

Method

The method of this research is descriptive qualitative methode, in case to find out what is teacher strategies in assesing students speaking at of SMPN 27 Makassar and What is teacher perception of the effectiveness of speaking assessment.

Analysis data

1. Observation

The data from observation checklist were coded and interpreted base on kind of assessmentperformance by the teacher in the classroom.

2. Interview

Follow the data from interview were analyzed as

- a. Transcribing
- b. Classification
- c. Display data interview
- d. Interperting the data.

Findings

The data about the teachers' strategies in assessing speaking in teaching English have been obtained from the researcher observatiom during in classroom. From the obeservation result the teacher strategies assessing speaking in classroom, there several startegies used the teacher.

1. The teacher strategies in assessing speaking

From an observation have been conducted, the researcher found some assessment strategy used by teacher in assessing speaking in classroom such as repetition and Question and answer and games. based on interview that had been conducted the resercher found the strategy used the teacher in assessing speaking namely role play,as repetition and Question and answer and games,

a. Question and answer

Before the teacher used the question and answer, the teacher gave in assignment to students in group and given time to complete the assignment in textbook, after that teacher would be asked the students to give the name of the group in English Language, after the teacher question each group of the teacher written the name of the group on the whiteboard and the teacher will give question to students used English Language and each group is given the opportunity to answer the question in English Language, for the group who answer would be given a point.

b. Repetition

after doing the question and answers the teacher starts to question new vocabulary thMat are heard by students then the teacher writes the vocabulary say on the whiteboard, after which the teacher said the vocabulary and students repeat the vocabulary. The teacher given an assessment to the student about the ability in speaking.

c. Games

The strategy used by teacher in assessing speaking is game where the teacher written the alphabet on the whiteboard, after which the students followed the teacher what she said. After the students practice the teacher asked students to spell their name and then the teacher would assess students, this type games of is spelling bee.

2. teacher perception of the effectiveness of speaking assessment.

Based on the researcher finding of this thesis, the resercher found that teacher perception of the effectiveness of speaking assessment that assessing in classrom very well to done because can help the teacher to know about the student ability in speaking and also the problem the teacher used the startegies in assessing speaking in classroo is pronouncation the student to speang English not good .

Discussion

1. The teachers' strategies in assessing speaking at studnets of SMPN 27 Makassar

Based on the data analysis form observation checklist also supported bt data form interview the teacherusedaassessment strategies there are fivestrategies namely : question and answer, repetition, role play and games. Based on observation in classroom the researcher done seen the teacher used the role play, because the teacher focused to the material that teach the student where the material can be directly related to the assessment strategy used by the teacher

Question and answer strategy is a strategy where the teacher given some questions to students and the students answered the question by the techer. the question that gave the teacher for the students about the material. The question and answer strategy is very essential in the pattern of interaction between the teacher and students. The question and answer strategy carried out by the teacher and students in the teaching and learning process are able to foster new knowledge in students.

Question and answer is strategy used the teacher conducted assessment in speaking in classroom, where the teacher made a group in class and discussion about the material, the teacher had been gave the student the question about their identity and the student answer . the teacher make.

Repetition is the vocabulary have been heard the students and the student repeat the vocabulary. Before the teacher conducted the strategy in classroom, the teacher have been gave new vocabulary or the student heard new vocabulary

that got in classroom , but the teacher help the student to said the pronunciation that well so the student can repeat the vocabulary.

Games is the strategy used by the teacher in assessing speaking, based on observation found the researcher where the teacher used spelling bee to assess pronunciation the students, the teacher gave alphabet the students and then, the students spell his/her names. According Byrne (1997)said that "the game can be used to provide a new context for quick setting and enjoy in many areas of language such as tenses or lexical items where students need great training, both for initial and finished revisions".

2. Teacher preception of the effectiveness of speaking assessment

The researcher found thaat the teacher used the assessment strategies in assessing speaking in classroom can hel the teacher to assess speaking the the ability the student, the teacher to know one by one the student ability in speaking.the rseult from the observes also supported by the data from interview, the data from interviewresult showed that the problem faced by the teacher used assessment strategies to students about pronunciation, where the students were less able to pronounce sentence or vocabulary with well in English Language.

Therefore, the teacher helped the students repeat the correct pronunciation of vocabulary, but in this case the students need time to be able to pronunciation must listen repeatedly to the sentence or vocabulary what the teacher said because the students were still difficult in the her/his pronunciation. the students have to always heard the vocabulary and try to speak the vocabulary.

Conclusion

Based on the result , the resercher concluded There were some assessment strategies used by the teacher in assessing speaking on seventh grade Senior High School, namely: question and answer, role play, repetition, and games. And There were some problem the teacher in using assessment strategies, namely:

pronunciation and vocabulary. In addition, Assessment strategies can help the teacher to know the student ability in classroom.

Bibliography

- Bachman, L.F.(1991). *Fundamental Consideration In Language Testing*. New York: Oxford University Press.
- Baharuddin. (2013). *The Communicative Competence-Based English Language Teaching*. Yogyakarta: TrustMedia.
- Brown, H. D. & Abeywickrama, P. (2010). *Language assessment: principles and classroom practice (2nd ed.)*. New York: Pearson Education Inc.
- Fulcher, G. (2003). *Testing Second Language Speaking*. London: Pearson Education
- Idayani, A & Rugaiyah. (2017). *An Analysis of Teachers' Strategies in Conducting Speaking Assessments at MTSN Andalan Pekanbaru*. Journal of English Academic, vol 4, no1. Riau: Universitas Islam Riau.
- Kayi, H. (2006). *Teaching Speaking : Activities to Promote Speaking in a Second Language*. Cambridge: Cambridge University Press.
- Lidz, C.S. (2003). *Early Childhood assessment*. Hoboken, NJ: John Wiley.
- Linse, C.T. (2005). *Practical English Language Teaching : Young Learners*. New York : McGraw-Hill.
- Nunan, D. (1999). *Second language teaching and learning*. USA: Heinle.
- Rahmawati.Y. & Ertin. (2014). *Developing Assessment for Speaking*. Jakarta: Syarif Hidayatullah State Islamic University of Jakarta.
- Reiser, R.A & Dick, W. (1991). *Instructional Planning : A Guide for Teacher, 2nd ed.* Boston: Allyn and Bacon.
- Utari, S.Y.A. (2014). *EYL Teacher's Strategies in Conducting Speaking Assessment*. Bandung: Universitas Pendidikan Indonesia.