


THE ASSESSMENT-FOR-LEARNING TO ENHANCE SPEAKING
 FLUENCY AT THE FOURTH SEMESTER STUDENTS OF
 MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 27, 2022 Revised: August 3, 2022 Accepted: August 10, 2022 Published: December 15, 2022</p> <p>Keywords: Assessment Assessment-for-learning Speaking Fluency Public Speaking Speaking Skill</p>	<p>This research aimed to find out the improvement of students' speaking fluency skill by using Assessment-for-learning approach. The sample of the research was the fourth semester students from UNISMUH MAKASSAR which consisted of 20 students. The sample was taken by using purposive sampling. The research findings showed that the fourth semester students of UNISMUH MAKASSAR had quite low score in pre-test. After treatment, their speaking skill was significantly improved. The result of the research was the mean score of speaking fluency obtained by the students pre-test was 44.75 and post-test was 70.25 with the significant score of the t-test is (0.00) or < (0.05). It means that there was significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use Assessment-for-learning approach is effective in improving the students' speaking fluency. Assessment-for-learning approach was one of the approach that can be considered in teaching English in order to help improved the students' speaking fluency skill.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

In the age of globalization, rapid progressivity needs a communicative strategy which should have been embraced an educating of language technique. Majority of education instructors should pass the educational training in order to give an education about English

in a conversational style, to give students space, and to aid them in utilizing English in daily-life situations. Almost all of society in Indonesia think that learning English make them look prestigious, as it is one of the most important topics in almost all level of education. Furthermore, English language proficiency is regarded as having higher employment and higher education requirements (Swart, de Graaff *et al* 2018).

Currently, most teaching methods are teacher-centered, grammatically oriented, and rely on books or campus curriculum. Conversation, reading, presentation, and memorizing are some of the most common approaches employed by English lecturers on campus. However, because this method does not use a two-sided teaching style, it is unsuccessful and does not increase students' speaking ability. As a result, students have difficulty in improving the way they interact in English (Cahyo, et al 2019). Moreover, as far as the analyst observation and view previously in some of classes, especially in English public speaking class at fourth semester, the teaching process still tend to use one-sided instruction towards the students or the lecturer is only giving the general feedback towards all students in the class. This feedback sometimes did not match with some of students in the class and it creates confusion for certain students in the class. However, Educators must always encourage their students and teach them the skills they need to overcome challenges and reach their full potential (Meador, 2019). This is also one of triggers why the researcher conduct this research in which the researcher expects to bring an improvement in the teaching process.

Therefore, based on the problems above, Assessment-for-learning approach is necessary to be applied in order to enhance students speaking fluency at the fourth semester students of Muhammadiyah University of Makassar. The researcher came up with the following formulation for the study questions: What are the students view about Assessment-for-learning and how does the Assessment-for-learning affect the students speaking fluency?

RESEARCH METHOD

To determine the students' speaking fluency using an assessment-for-learning approach at Muhammadiyah University of Makassar's fourth-semester students, the researcher used quantitative data with pre-experimental designs, using one group for both the pre-test and post-test, and using a design that included both a pre-test and a post-test. A recorder, some handwritten notes, a questionnaire, and a pre- and post-test on speaking fluency test made up the research instruments for this study. The SPSS application, version 22, was utilized for the research project's data collection.

RESULT AND DISCUSSION (bold, 12pt)

A. Result

Table 1. The mean difference between the pretest and posttest scores of students' speaking fluency skill

No.	Indicators	Students' mean score		Improvement (%)
		Pre-test	Post-test	
1.	Fluency	44.75	70.25	56,98%
	X	44.75	70.25	

Table 1 displays the average speaking fluency score of the students. Pretest and posttest mean speaking fluency scores for students are 40.75 and 70.25. It is displayed in the following chart.

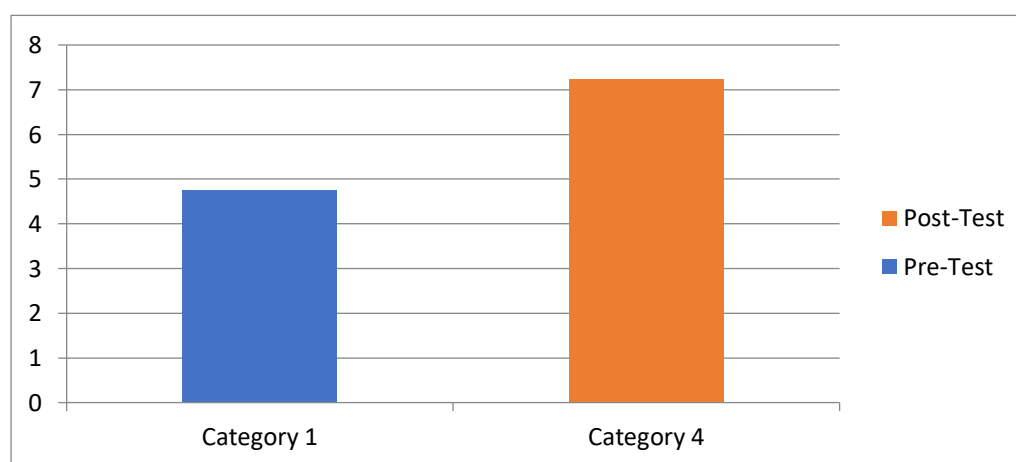


Figure 1. Chart of the mean Scores in speaking fluency test

The mean score on the pre-test is 40.75, whereas the mean score on the post-test is 70.25, as seen in the chart.

Table 2: Distribution of the students' performance on the speaking fluency test

No	Category	Score	Pre test		Post test	
			F	%	F	%
1	Native-Like	5				
2	Advance	4			10	50%
3	Good	3	1	5%	10	50%
4	Intermediate	2	19	95%		
5	Limited	1				
6	Disfluent	0				
Total			20	100%	20	100%

Table 2 indicates students' score frequency and percentage. 19 (95%) students received Intermediate, while 1 (5%) scored good. No one got Native-like, Advance, or disfluent category. In the post-test, 10 (50%) students got Advance and 10 (50%) got good. Nobody was disfluent or limited in the speaking category given. So, the treatment increased students' speaking fluency.

Hypothesis Testing (T-test of Significant)

The testing of the hypothesis the researcher took a test in one of his classes when he was being instructed utilizing the assessment-for-learning approach. This was the subsequent stage in the process of getting to the conclusion of the analysis of this study. The t-test was going to be used in order to determine whether or not there was a significant difference in the results of the pre-test and the post-test that the students took. If the significance score (2-tailed) < 0.05 , H_0 will be rejected and H_a will be accepted. Otherwise, When the significance score (2-tailed) > 0.05 , H_0 will be accepted and H_a will be rejected.

Table 3 Significant difference between Pre-Test and Post-Test

		Paired Samples Test							
		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	PRE TEST - POST TEST	-25.49625	4.72320	1.05614	-27.70678	-23.28572	-24.141	19	.000

Ho: There is no effect on the students result from the approach/method which has been applied.

Ha: There is effect on the method/approach that has been applied.

From the table above, we can see that the value of sig (2-tailed) was less than 0.05 indicating that there was significant effect on the method/approach which had been applied by the researcher.

Students’ Questionnaire Score analysis

The questionnaire is analyzed in order to know the students view on Assessment-for-learning approach. It was found that the answer of the questionnaires seen the students have positive views on Assessment-for-learning approach. Most students agreed (4) that assessment-for-learning approach was a good approach in terms of Easiness, The mastery of lessons, motivation, and activeness. Moreover, the students strongly agreed (SA) that Assessment-for-learning approach makes them feltl very satisfied. In fact, the average view of the students on Assessment-for-learning at UNISMUH MAKASSAR are 3,78 (A) for the easiness, 3,96 (A) for the mastery of lessons, 4,11 (SA) for the satisfaction, 3,91 (A) for the motivation, and 3,32 (A) for the Activeness. As a result, the subsequent figure will contain a description of the analysis in further detail:

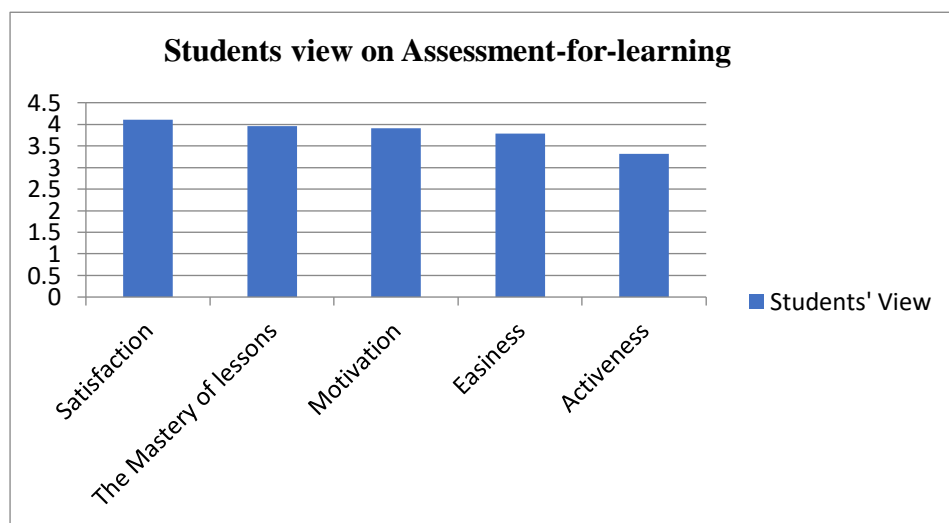


Figure 1 Students Mean score on Views of Assessment-for-learning

The chart above showed that the students view on Assessment-for-learning approach that had significant or highest mean score was in the satisfaction sector (4,11), and the lowest mean score was in the activeness (3,32). It also found that the students have quite high score on the mastery of lessons got (3,96), Motivation (3,91), and Easiness (3,32).

Discussion

1. The Improvement of Speaking Fluency

The act of finding for and evaluating evidence so that learners and their teachers may determine where the learners are in their learning, where they need to go, and how they can most effectively get there is referred to as assessment for learning, and it is part of assessment for learning. According to the National Research Council (NRC, 2001), assessment and learning are two sides of the same coin when students decide that they need to learn anything from this evaluation (Radford, 2014). First, the students are honest about their flaws and issues, and they discuss them with their professors and peers (Black et al., 2003). Second, people may be inspired to study more about their abilities in order to better understand and appreciate them (Knight, 2001). Third, because its major goal is to assist students to recognize their level of learning, formative assessment fosters a competitive learning environment and builds student attitudes toward learning. Hatziapostolou and Paraskakis (Hatziapostolou & Paraskakis, 2010).

The effectiveness of using Assessment-for-Learning in enhancing students' speaking fluency can be evaluated by comparing the pre-test and post-test results of students' mean scores and seeing the difference between the two. The students' ability to speak fluently had significantly improved. According to the data presented in the table, there was a significant difference between the mean scores obtained on the pre-test and the post-test that was administered after the treatment was given. The pre-test mean score for students' speaking fluency was 44.75, while the post-test mean score was 70.25. Following the application of a formula to the processing of the results of the pre-test, it was determined that approximately 56.98 percent of the students had improved. It appears that utilizing an assessment-for-learning strategy was beneficial when it came to learning how to improve one's speaking skills. It occurred as a result of the researcher offering an engaging method for the students to study

English speaking and assisting the students in correcting their errors, which resulted in the students having high levels of self-confidence as well as the motivation to speak and express their opinion regarding the topic.

2. Findings of Students' Score in Classification on Pre-Test and Pos-Test

The classification of the students described approximately how many students earned grades of "Native-like," "Advanced," "Good," "Intermediate," "limited," and "disfluent." There was a difference between the classification of the students before applying treatment and their classification after applying treatment utilizing an approach called assessment-for-learning. It was evident from looking at table 2 (pretest) 19 students (95 percent) acquired Intermediate level, 1 student (5 percent) get the good category. Meanwhile, in table 2 (posttest) ten students, or (50%) of the total, were placed in the advanced category, and ten students, or (50%) of the total, were placed in the good category. It is appeared that there had been an improvement in the classification of students as a result of the treatment that was carried out using the assessment-for-learning approach.

3. The students' view on Assessment-for-learning Approach

The questionnaire consisted of 20 questions which were divided into five indicators such as Easiness, The mastery of lessons, Satisfaction, Motivation, and Activeness.

Based on the questionnaires given, Most of students Agreed that Assessment-for-learning gave them the positive impact especially in terms of Easiness (3,78), The mastery of lessons (3,96), Motivation (3,91), and their activeness (3,32). Moreover, most students were also strongly agreed that the Assessment-for-learning approach made them feel satisfied during the teaching and learning process. In the conclusion, Based on the results of the questionnaires above, the researcher concluded that Assessment-for-learning is a good approach for the students besides the other types of Assessment.

Conclusion

The purpose of the research was to identify the use of Assessment-for-learning approach for improving speaking fluency and the views of the students about the Assessment-for-learning for the students of fourth semester at UNISMUH MAKASSAR. According to the findings of the data analysis of the speaking test, the majority of the students reached level 3,

which indicates a good degree of fluency. On the other hand, the findings demonstrated that there is still a significant amount of error in terms of disfluent syllables. Because of this, it is generally agreed upon that the students who are now enrolled in the fourth semester at UNISMUH MAKASSAR still have a responsibility to be aware of and to be more concerned about how to increase their level of fluency. Meanwhile, responses to a questionnaire that was distributed to students revealed that the vast majority of students view the existence of an assessment-for-learning method as being beneficial to their education. The vast majority of students are in agreement that assessment-for-learning has a favorable influence on how easily they master material, how motivated they are, and how involved they are in class. In addition, the majority of students have come to the conclusion that using assessment as a tool for learning can both raise the level of satisfaction they experience and make the process of teaching and learning more fun for them.

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