



BASIC CONCEPT FOR ASSESMENT OF SPEAKING

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ABSTRACT

The aim of this paper is to know and apply the assessing of speaking in the area of university students. It is really important to practice in doing the students performance. This paper uses theory of Brown and Abeywicrama in which consist of a specific criterion is not only an appropriate task but also maximum output and a reliable scoring procedure. This paper is a library based descriptive study. The source has been taken from website, any source from journals and e books. The sources are read, selected, analyzed and concluded. It concludes that the assessing of speaking in the task type and testing speaking especially in the using of developing and scoring rubrics. It is suggested that the researcher, teacher, lecturer develop and update the assessment in speaking which can it can be done contextually and appropriately.

Keywords: Speaking Assessment, Speaking Type, Effective assessment

INTRODUCTION

In the non-English country that English is not only study of listening but also writing as well as reading and speaking. There are many theories about speaking such as: Bryne (1984:81) said that “*speaking is two-way process between speaker and listener and involves productive and receptive skills of understanding*”. Brown and Yule (1983) stated that “*There are two basic functions of speaking. They are the transactional function, which is concerned with the transfer of information, and the interactional function, which has the primary purpose of maintaining social relationships. Speaking is one of the productive skills in which the speaker produces the language for communication*”. Richards & Willy (2002) said that “*Speaking is one of the elements of communication, where communication is the output modality and learning is the input modality of language acquisition*”. (Brown, 1980:210) defines that “*Speaking is the instrument of language and the primary aim of speaking is for communication*”. From the definition, it is clear that students should learn to speak in order to be able to communicate. As a human being, we always need communication to express our idea to do everything. The need is more for students or learners since they have to speak with their teacher during the learning process to express their idea.

In the speaking area for the students, it is given and it must be tested and scored as accurate as possible. An assessment is really important that the data must be made as accurate as possible on how to make the best result so that there are many theories in the assessment of speaking such as:



Bachman, (1990) stated that *“The way learners are taught and activities carried out in the classroom are greatly influenced by assessment”*. Fulcher (2003) said that *“The success of a learning program is commonly determined by the result of assessment”*. (Sánchez, 2006). Said that *“Assessment of speaking skills often lags far behind the importance given to teaching those skills in the curriculum”*. (Knight, 1992) stated that *“Several factors also contribute to the low quality of speaking assessment, as some studies show that teachers are lacking of knowledge on how to assess their students due to the poor training conducted in Indonesia If the teachers are lack of knowledge on how to assess their students speaking performance, their competences in teaching are also far from effective”*. So that, they need to be given the criteria to assess speaking performance.

This paper suggests a speaking assessment for university students on the basis of the criteria of effective assessment proposed by Brown and Abeywicrama, which include a specific criterion, an appropriate task, a maximum output and practical and a reliable scoring procedure.

LITERATURE REVIEW

Speaking Types

Brown and Abeywickrama (2010) propose five types of speaking:

1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

2. Intensive

This speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

3. Responsive

The speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of



speaking.

4. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5. Extensive

This speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components

Assesment of Speaking

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, Nunan David (1999) viewed that “*Speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence*”. It demands the speakers to use the language appropriately to the context.

Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.



Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

Task

Task deals with finishing the command given during the speaking test. Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes (Luoma, 2004). To ensure that “*Speaking skill assessment is trustworthy; there are factors that should come into consideration*”. (Hughes, 2003; Luoma, 2004; Nunan, 1999):

1. Practicality

The first principle of making language assessment is practicality. It is to analyze how practical the test is to be used considering the time in the scoring of the test.

2. Validity

Consistently accurate measurement must be provided to assign a valid test. It has to measure what should be measured by excluding all irrelevant variables to be tested.

3. Reliability

The need of consistent scoring measurement is very important to make a test reliable. It refers to a contextual language or language in use.

DEVELOPING ASSESSMENT FOR SPEAKING

This section explores the usage of assessment, the assessment instruction, scoring assessment, and oral presentation criteria.

The Usage of Assessment

The assessment is designed to assess students’ extensive speaking skill. The result of the test will decide whether test takers pass or fail the subject (speaking subject).



Assessment Instruction

In this task, the instruction given is as follow:

- a) Students are required to perform 10 minutes oral presentation which consists of 8 minutes of presentation and 2 minutes of discussion time. Topic for presentation is free; to make sure it is not out of topic.
- b) Presentation is delivered by using power point or overhead projector. The media is provided but students need to prepare the materials. Scoring criteria sheet is given to acknowledge students about the skills going to be assessed.
- c) Due to a large number of students, the test will be given 1 week before their presentation.

Scoring Assessment

Brown and Abeywickrama (2010) contended that *“To provide effective assessment, there are four rules that need to establish: specify criterion, give appropriate tasks, present maximum output, and set practical and reliable scoring procedures. For this assessment, the table on oral presentation criteria below is going to be used to evaluate students’ performance. Each criterion is designed to ease teacher to score students’ presentation. It is also practical as teacher only needs to put ticks on the appropriate score presented in”*.

The criteria used to evaluate students’ performance are based on those developed by Brown (2007). He suggested *“There are at least are six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment, maintain the validity of assessment which focuses on speaking skill”*. It can be seen from Table 1.

Table 1. Oral Presentation Assessment Criteria by Brown & Abeywickrama (2010)

NO	CRITERIA	E	VG	G	S	P	COMMENT
1	SPEAKING SKILL						
	A. Fluency and Coherence Speak fluently with only rare repetition or self correction: Speak develop fully and appropriately Topics and coherency						
	B. Lexical resource and range Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics						
	C. Grammatical range and accuracy Complex sentence use and minor grammatical occurrence.						



	D. Pronunciation Pronounce words correctly, articulate clearly, intonate appropriately						
	E. Interaction (Listen and respond) Good contribution to other Active in conversation development						
2	PRESENTATION SKILLS						
	A. Presentation was organized, information was logical and presented in well sequencing. The assignment was completed according to instruction provided. Presentation done within time allocation						
	TOTAL						

Table 2. The criteria scoring value

NO	INITIAL	CRITERIA	SCORE
1	E	excellent	5 Point
2	VG	Very Good	4 Point
3	G	Good	3 Point
4	S	Satisfactory	2 Point
5	P	Poor	1 Point

METHODOLOGY

This paper is, indeed, a library based research and is descriptive in nature, the sources for this paper have been retrieved from online sources: Journals, E Books and any sources which is related to the topics furthermore that a clear and description of these sources and example are written here.

ASSESSMENT DISCUSSION

In the Assessment Practical that Brown and Abeywickrama (2010) state that practical tests are not expensive, within time constrains limitation, easy to conduct, and procedure of scoring is specific and efficient in time. The step must be fill out the first Test takers can choose the right media to deliver their presentation. The students are given the limitation of time for the example 7 to ten minutes to make a presentation.



In the Assessment Reliability, to minimize the risk of unreliable test due to the rater factor in oral presentation test, clear and precise criteria of scoring are provided. Test unreliability can be avoided by giving clear direction and instruction beforehand. Time needed to accomplish the test also triggers test unreliability. In the Assessment Validity, according to Brown that assessment validity is divided into five types; content-related evidence, criterion-related evidence, construct-related evidence, consequential validity, and face validity. In the Assessment Authentic, this oral presentation test involves a wide range of authentic factors. First, topics are chosen based on students' interest, real-world situation combining speaking skill to practice the skill that they need in the future.

CONCLUSION

The assessment is done and needed to take consideration in the developing speaking assessment, Brown and Abeywickrama had given specific criterion, an appropriate task, a maximum output and practical and a reliable scoring procedure, the teacher or lecturer who always make the assessment must be familiar with the issues on practicality, validity, and reliability and authentic.

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