

## ABSTRACT

Sumiyati. 2012. *An Analysis of Students' Oral Performance of Speaking Ability in MAN Sidoarjo*. A Thesis. English Departement, Faculty of Tarbiyah, IAIN Sunan Ampel Surabaya. Advisor: Dra. Irma Soraya, M.Pd

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Test of spoken language are difficult to be in form of objective test, because it is complex skill to permit any reliable analysis to be made for the purpose of objective testing. Further, we ever hear 'mistrusting test'. It means students' true ability is not always reflected in the test score that they obtain. Because of these problems, the educators have advocated the use of performance based assessments. Considering these problem there are many kinds of performance that are used to conduct performance assessment, one of them is performance assessment on students' oral performance on speaking ability. And one of teachers in MAN Sidoarjo uses performance assessment on students' oral performance on speaking ability.

This research was conducted in MAN Sidoarjo in the class X-1. The design of this research was descriptive qualitative. Through this research, the researcher wanted to know the implementation of performance assessment on students' oral performance of speaking ability, how students' speaking ability is after the implementing of performance assessment, and what are the students' responses to the implementation of performance assessment.

The result showed that implementation of performance assessment was not maximum conducted. There were some factors that made was not maximum conducted, they were limited time, teacher's instruction was unclear that made the students less concern and the result was many students said '*I'm sorry my friends, I'm not ready at now, I will perform later*'. This situation wasted the time. Deal with students' speaking ability, the researcher analyzed students' score of one assessment to the next assessment. It can be concluded became 2 parts. The first, the grade of the result performance assessments were Mastery. It was known from the result of first to second performance assessment, where 52,94% (increasing) plus 44,12% (constant) are equals 97,06%. The second, the grade of the result performance assessments were No mastery. It was known from the result of second to third performance assessment, where 11,76% (increasing) plus 44,12% (constant) are equals 55,88%. The researcher also analyzed students' score by describing the aspect of assessment, by making phenomena. There were 2 phenomenon that analyzed; they were general phenomena and special phenomena. The result shows that most students were in special phenomena. It means that the aspects of students' speaking ability are not on the average level, for example; grammar: 4, pronunciation: 3, vocabulary: 2, and fluency: 1. Deal with students' responses on the implementation of performance assessment were on good responses. It was known from the result of data questioners that shows that students' interest in English was high, because no students answered

dislike with English. Most of students said that they agree with the implementation of performance assessment on speaking ability in their class.

For the teachers who want to conduct performance assessment, they have to consider the steps of conducting it, such as identifying the purpose, planning, developing rubric, setting standard, selecting assessment activity, and managing the time well.