

CHAPTER 1

INTRODUCTION

This chapter presents the topics such as the background, problem, objective, significant of the study, scope and limitation and definition of key terms. Each section presents as follow.

A. Background

Testing is an important part of every teaching and learning experience. It has to be prepared by the teacher who feels a need to improve their skills in constructing and administering classroom tests in English as a Second Language (ESL).¹ Testing may be primarily constructed as tools to strengthen learning and to motivate students as a means assessing the students' performance in the language.²

Moreover, what is the importance of testing? How does testing help English teachers? Teachers who teach English as a Second Language (ESL) have big responsibility to their students for the result of teaching learning process. Here, teachers are expected to be more creative in giving the materials and able to provide positive classroom experiences in order create interesting motivation to students and finally students are expected able to master English. In conclusion, teachers can use tests to diagnose their efforts in providing good atmosphere classroom for their students.³

¹ Harold S. Madsen, *Techniques in Testing* (New York: Oxford University Press, 1983) 3

² J.B. Heaton, *Writing English Language Test*, (New York: Longman Inc, 1989) 5

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Then, how do testing help students learning English? Well-made English tests can help students in creating positive attitude in teaching learning process. Through English tests, students will feel a sense of achievement and feel that the teacher' evaluation of students matches with what teacher has taught to them. Good English test also help students learn the language by requiring them to study hard, emphasizing course objectives and showing them where they need to improve.⁴

Based on the explanation above, as an English teacher has to know what makes someone or students want to learn and she has to be able to plan lessons that are driven by the learners' desires to learn. So, assessment should provide information on what students already do well and show what they still need to learn. In this way, assessment can provide information about what aspect of instruction need to be redesigned so that both students and teacher performance improves.⁵

J.B.Heaton states in *Longman Handbooks for Language Teacher (Writing English Language Tests)* that test of spoken language are difficult to be in form of objective test,⁶ because it is complex skill to permit any reliable analysis to be made for the purpose of objective testing. Here, some items those have to be considered in testing or assessing speaking, they are vocabulary, pronunciation, grammar, comprehension and fluency.⁷

⁴ Ibid, 5

⁵ Lynne T. Diaz- Rico, *Teaching English Learners' Strategies Method*, (United States of America: Pearson Education, Inc, 2004) 73

⁶ J.B. Heaton, *Writing English Language Test*, (New York: Longman Inc, 1989) 88

⁷ Ibid, 88

From those items, the teacher should make a format consisting of the criteria that will be assessed, such as rubric score. Rubric score is a scoring guide that provides criteria to describe various requirement or levels of students' performance.⁸ The criteria can be modified as what students and teacher' needs. I think, if teaching learning activities especially on assessing of students' oral performance has run well by preparing it with scoring rubric, so to monitor students' progress is easier than no preparing scoring rubric.

According to Sammuel J.Meisels, Ed.D on his article '*Performance Assessment*' states that to make speaking tests more objective, need a rubric as a scoring tool. It is set of criteria and standards linked to learning objectives that is used to assess students' performance and other assignment. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent.⁹

Further, we ever hear 'mistrusting test'. It means students' true ability is not always reflected in the test score that they obtain.¹⁰ Because of these problems, the educators have advocated the use of performance based assessments.¹¹ Performance assessment provides teacher with information about how students understand and apply knowledge. Also, teacher can integrate performance assessment into teaching learning process to provide additional learning experience for students.

⁸ Lynne T. Diaz- Rico, *Teaching English Learners' Strategies Method*, 79

⁹ Sammuel J.Meisels,Ed.D, *Performance Assessment*,
(<http://teacher.scholastic.com/professional/assessment/perfassess.htm>.(24 April 2011 at. 08.15 a.m.)

¹⁰ Arthur Hughes, *Testing for Language Teacher*, (UK: Cambridge University Press, 2003) 2

¹¹ Brualdi Amy, *Implementing Performance Assessment in the Classroom*, publication date: August, 1998 <http://www.ericdigests.org/1992/assessment.htm>. accessed on 24 April 2011 at 08.10 am

In addition, another benefit of performance based assessment are the match of assessment with interaction and satisfying feedback provided to teacher and learner alike about areas of satisfactory attainment and areas of needed improvement.¹²

From the explanation above, the state of this research has big influence to create good atmosphere in teaching learning activities, especially in assessing students' oral performance. Both teacher and students need motivation and interesting in learning English. Teacher should be able to create good materials and interesting techniques in order the class does not feel bored. It seems with Dianne statement, she said by creating good material and interesting techniques, the students are hoped to have desire and motivation to speak up in the class.¹³ Because of that, performance assessment on students' oral performance should be developed more and more.

The researcher interests to take 'performance assessment' because the students are asked to demonstrate the understanding and apply knowledge and skill in many contexts. From these activities, teacher have to prepare or make score rubric to assess his students' performance in order to make more objective in giving score.

The researcher takes 'oral performance' as a research because the students will be asked to show their speaking ability in the target language orally. Therefore, Students are asked to be more active in class. By 'oral performance' students are hoped have big influence for their English development.

¹² Lynne T. Diaz- Rico, *Teaching English Learners' Strategies Method*, (United States of America: Pearson Education, Inc, 2004) 76

¹³ Dianne Larsen-Freeman, *Techniques and Principle in Language Teaching* (New York: Oxford University Press, 1986) 123

Here, the researcher takes a research in MAN Sidoarjo because this school has been registered as a Pioneering International School, at 2009. It means that this school appropriates for her research because the teacher has been applied performance assessment to his students. It is known from teacher' lesson plan that show the students have to perform in speaking' materials.

In addition, there are similar researches which intended to explain about 'performance assessment on students' oral performance'. But those researches are different with this research. The first research explained about how the implementation of performance assessment, how the materials, how the scoring. The result of the research shown the implementation of performance assessment on PAI lesson in SMPN 1 Waru have not maximal conducted. It was known from the materials that was not appropriate for doing perform, and the time of assessment was out of teaching learning process, while the report was done after performance assessment applied. The second thesis mentioned the result of the research described about the kinds of students' oral performance and the way in assessing oral performance. The kinds of text are report, recount and procedure text. And the way in assessing students' oral performance: firstly, teacher prepares materials and decided whether she would assess students' oral performance individually, pairs, or group. Secondly, teacher prepares assessment format. The similar researches will be explained more clearly in previous study in chapter 2.

While in this research, the researcher focuses on three problems, they are how the implementation of performance assessment (how much performance in one

semester, what's the criteria of the materials, how the steps of assessing), how are students' speaking ability based on the result the implementation of performance assessment, and the last, what are students' responses on the implementation of performance assessment.

The reason why the researcher interested in 'speaking ability' because she wants to know that is there any increasing of students' speaking ability after implementing performance assessment. Based on the explanation above the researcher takes 'An Analysis of Students' Oral Performance of Speaking Ability in MAN Sidoarjo' as a research.

B. Problem of the Study

1. How does teacher implement performance assessment on students' oral performance of speaking ability to his students?
2. How is the students' speaking ability after the implementing of performance assessment?
3. What are the students' responses to the implementation of performance assessment in their speaking class?

C. Objective of the Study

1. To know how teacher implement performance assessment on students' oral performance of speaking ability to his students.
2. To know how is the students' speaking ability after the implementing of performance assessment

3. To know what are the students' responses to the implementation of performance assessment in their speaking class.

D. Significant of the Study

The researcher expects that the result of this research is useful for:

1. Teacher: give meaningful input for teacher to be more accurate in assessing students' oral performance.
2. The researcher and the readers: get more knowledge about how to assess students' oral performance through performance assessment.

E. Scope and Limitation

This research was conducted in MAN SIDOARJO in 2011-2012 academic years. It is about three meetings to observe or to know the implementation of performance assessment on students' oral performance of speaking ability. Here, the researcher join into three meetings because the teacher does not ask to perform or assessing student oral performance every day. And in three meetings, the researcher feels get enough data about 'how teacher implement performance assessment', the researcher also uses interview, questioner, and field note to support the data. This study is limited on students of tenth grade especially in class X-1.

F. Definition of Key Terms

1. Assessment : The application of various kinds of ways to get the information to what extent the students achieves the competence. Assessment divides into two; they are formative and summative assessment. Assessment is formative when the teachers use it to check on the progress of their students, and

to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plans. Summative assessment is used at, say, the end of the term, semester or year in order to measure what has been achieved.¹⁴ In this case, the researcher takes a research in MAN Sidoarjo where one of the teachers applies performance assessment on students' oral performance of speaking ability. According to the teacher, the techniques of conducting performance assessment are begun with selecting activity. Then, the teacher asks to the students to prepare the materials (they are permitted to look for the materials from internet). For preparing the materials, the teacher gives one week for it. And the last, conducting it. The teacher prepares scoring rubric to make easy in assessing students' oral performance.

2. Performance Assessment: any of variety of tasks and situations where the Students are asked to demonstrate their understanding and applying knowledge and skill in many contexts. Performance assessment is used to measure students' speaking ability.¹⁵

3. Oral Performance: The actual use of language in concrete situations where the students are asked to demonstrate the understanding and apply knowledge orally.¹⁶

¹⁴ Arthur Hughes, *Testing for Language Teacher*, (UK: Cambridge University Press, 2003) 5

¹⁵ Brualdi Amy, *Implementing Performance Assessment in the Classroom*, publication date: August, 1998. <http://www.ericdigests.org/1992/assessment.htm>. accessed on 24 April 2011 at 08.10 am

¹⁶ Ibid, Brualdi Amy