

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Assessment

1. The Nature of Assessment

You might consider that testing and assessing as synonymous terms, but they are not. Tests are administrative prepared procedure that occurs at identifiable times in a curriculum when learners recruit all their abilities to offer maximum performance, knowing that their responses are being measured and evaluated. While, assessment is an on going process that include a much wider domain. Whenever student' responses to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student' performance. A good teacher never stop to assess whether those assessment are incidental or intended.¹

According to Depdiknas in Nur Fatmah' thesis stated that assessment is the application of various kinds of ways to get information to what extent the students achieve the competence. It is not same with evaluation. Assessment refers to any variety of methods and procedures used to obtain information about students' learning achievement or competence. While, evaluation is an

¹ H.Douglas Brown, *Teaching by Principles 'an Interactive Approach to Language Pedagogy'*, (USA, Pretice-Hall,Inc, 1994) 4

identification activity to see whether a program that has been proposed is achieved or not.²

Norman E.Gronlund (1976) formulated the meaning of evaluation as following; evaluation is systematic process of determining the extent to which instructional objectives are achieved by students. With different word but in the same meaning, Wrightstone and friends state; educational evaluation is the estimation of the growth and progress of the students toward objectives or values in the curriculum.³

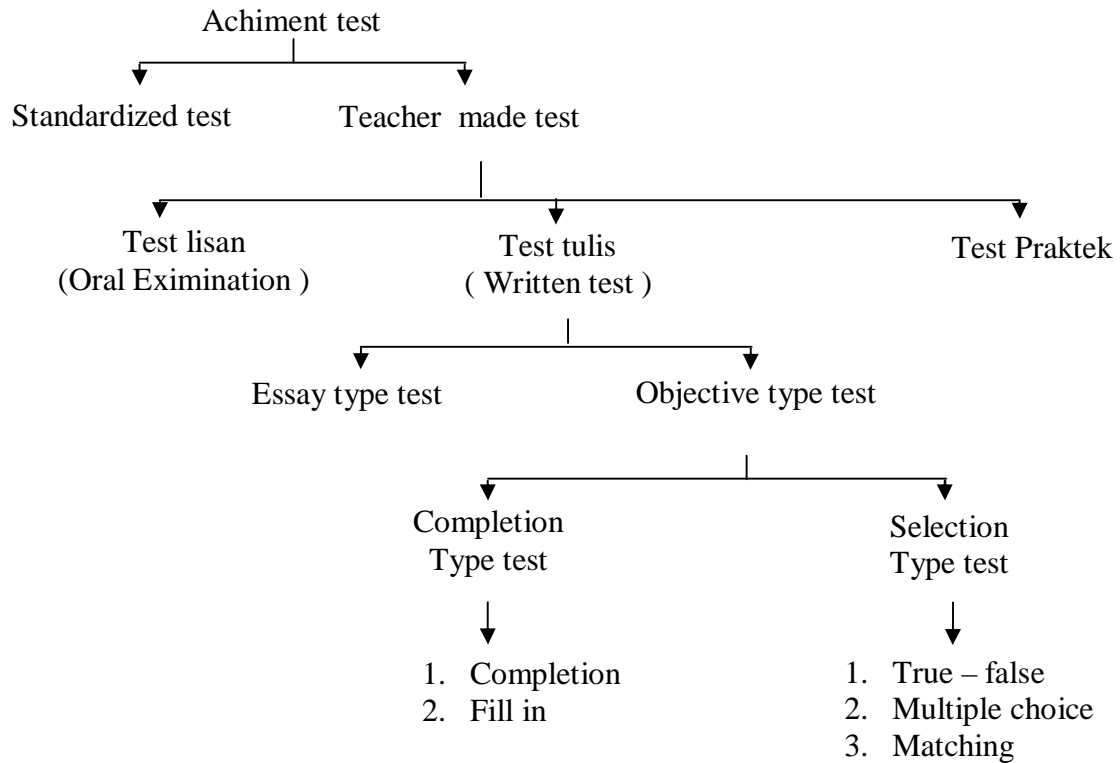
We can conclude that quality of assessment generally determines the quality of the evaluation. A valid evaluation can only be made if an accurate and complete assessment has taken place.

² Nur Fatmah, *Performance Assessment on Students' Oral Performance Based on 2004 Competency-Based Curriculum*, (Surabaya, 2006) 8

³ Drs.M.Ngalim Purwanto,MP, *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, (Bandung; PT.Remaja Rosdakarya, 1994) 3

2. Kinds of Assessment

Drs.M.Ngalim Purwanto describes kinds of achievement test as follow.⁴



⁴ ibid, 37

But, E.Mulyasa explain there are five kinds of assessment based on the class, they are:⁵

a) Paper and pencil test

COMPARISON OF PAPER AND PENCIL ITEM TYPES⁶

Item Type	Used When	Advantage	Limitations
Multiple Choice	There is only one right answer. There are several plausible alternatives to the correct answer.	Can measure a variety of objectives. Easy to score. Can cover lots of material efficiently.	Can't measure extended thinking or performance. Not good for assessing the process by which answers are obtained.
True/False	A large domain of content is to be tested, requiring the use of many test items.	Can ask many questions in a short time. Easy to score.	Can't measure extended thinking or performance Not good for assessing the process by which answers are obtained. Can be trivial or misleading if not written carefully.
Matching	There are many related thoughts or facts; you want to measure association of information.	Can cover lots of material efficiently. Easy to score.	Can't measure extended thinking. Assess identification of an answer rather than production.

⁵ E. Mulyasa, *Kurikulum Berbasis Kompetensi; Konsep, Karakteristik dan implementasi*, (Bandung: Rosdakarya, 2004) 103

⁶ Assessment Training Institute, '*Paper and Pencil Test Development*', (paper presented by Rick Stiggins, 2002) <http://ati@assessmentist.com> Accessed on August 12, 2011)

Completion	A clear, short answer is required.	Assessing production of a response. Reduces the possibility of guessing. Can cover lots of material efficiently.	Can't measure extended thinking or performance. Takes longer to score.
Essay/Written	Can measure extended thinking. Can assess student ability to organize thoughts and compose an appropriate response.	Assesses production of a response, not just identification of a response. Chance plays little or no part in adequate responding. Can be used to assess the process by which an answer is obtained.	Harder to score reliably. Harder to come up with criteria for scoring. Provides a limited sample of knowledge areas. Inability to write can interfere with ability to show understanding.

b) Performance assessment

Performance assessment, also known as alternative or authentic assessment, is a way to measure *what students can do* with what they know, rather than how much they know. It is a form of assessment that requires students to perform a task rather than select an answer from a ready-made list (Sweet, 1993). It is not just a testing strategy but an assessment method that involves both process and product. It integrates teaching, learning and assessment.⁷

⁷ Irit Ferman, published in ETAI Forum, English Teachers' Association of Israel, 'Performance Assessment and the English Curriculum'. Vol.XVI No.3, Summer 2005, pp.18-20.

c) Portfolio

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas of the curriculum. The collection must include the following:

- 1) Student participation in selecting contents.
- 2) Criteria for selection.
- 3) Criteria for judging merits.
- 4) Evidence of a student's self-reflection.

It should represent a collection of students' best work or best efforts, student-selected samples of work experiences related to outcomes being assessed, and documents according growth and development toward mastering identified outcomes.

There are varieties of purposes portfolio, including;

- 1) Encouraging self-directed learning.
- 2) Enlarging the view of what is learned.
- 3) Fostering learning about learning.
- 4) Demonstrating progress toward identified outcomes.
- 5) Creating an intersection for instruction and assessment.
- 6) Providing a way for students to value themselves as learners.

7) Offering opportunities for peer-supported growth.⁸

d) Project assessment

An effective assessment program uses multiple strategies to demonstrate growth and performance, and should be closely correlated to your stated goals. Projects in which students create multimedia presentations, Web pages, artwork or songs may be evaluated differently than traditional written, typed, or even word-processed papers. Assessment strategies can include performance tasks, teacher observations, personal communications, standardized testing, and student and teacher developed evaluation rubrics, and others.⁹

e) Product assessment

Product assessment is the assessment to students' skill in making or creating a product.¹⁰ This explanation includes suggestions for a variety of products to be used with performance based lessons. The products are grouped by learning style. Here some example of the product based of learning style:

1) Analytical Understanding: memo (write an informative note to your classmates), news paper (publish a newspaper about your topic), play

⁸ Paulson, F.L. Paulson, P.R. and Meyer, CA. (1991, February). "What Makes a Portfolio a Portfolio?" *Educational Leadership*, pp. 60-63. (<http://www.pgcps.org/~elc/portfolio.html>, Accessed on August 12, 2011)

⁹ Gordon Joughin. 'Assessing of project-Based learning' (http://www.heacademy.ac.uk/assets/duocument/resources_data_base/id433-oral-assessment-pdf, accessed on August 12, 2011)

¹⁰ E. Mulyasa, *Kurikulum Berbasis Kompetensi; Konsep, Karakteristik dan implementasi*, 103

(write a play about your topic), test (prepare a test for your classmates to test knowledge), etc.

- 2) Community Service: awareness (present your findings to a community group), advocate (using your results, become an advocate for action), etc.
- 3) Oral: debate (support a point of view in a group discussion), interview (discuss your topic with an expert in the field), story (write a fiction story about your topic), etc.
- 4) Visual: drawing (create a simple representation relating to your topic), poster (design a poster to inform), map (create a map of places relating to your topic), etc.¹¹

In this research, the researcher concerns on *oral* as the product of assessment where the researcher analyzes performance assessment on students' oral performance of speaking ability. She wants to know the kinds of oral performance that implementing in assessing oral performance of speaking ability in MAN Sidoarjo. She also wants to know how often the teacher conducts or asks the students to perform in front of the class and assess them.

¹¹ Opcit, Gordon Joughin' articles..

B. Performance Assessment

1. The Nature of Performance Assessment

Performance assessment is any of variety of tasks and situation where the students are asked to demonstrate the understanding and apply knowledge in many contexts. Performance based assessment represent a set of strategies for the application of knowledge, skills and work habits through the performance tasks that are meaningful and engaging to students. This type of assessment provides teachers with information about how students' understand and apply knowledge. Also, teacher can integrate performance assessments into teaching learning process to provide additional learning experiences for students.¹²

Performance assessment requires students to finish complex and significant tasks, while bringing to support prior knowledge, recent learning and relevant skills to solve realistic or authentic problems. Performance assessment is also related to the criteria needed in everyday life practice. It is known more authentic than paper and pencil test because the criteria which are assessed reflect the students' real ability.¹³

How performance assessment does work. Following are some methods that have been used successfully to assess performance:

¹² 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

¹³ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 4

- a. *Open-ended or extended response* is exercises and questions or other prompts that require students to explore a topic orally or in writing. Students might be asked to describe their observations from a science experiment, or present arguments an historic character would make concerning a fact problem
- b. *Extended tasks* are assignments that require sustained attention in a single work area and are carried out over several hours or longer. Such tasks could include drafting, reviewing, and revising a poem.
- c. *Portfolios* are selected collections of a variety of performance-based work. A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some "works in progress" that illustrate the improvements the student has made over time.¹⁴

In this research, the teacher applied open ended or extended response where the teacher asks to the students to perform in front of the class. In that semester, the teacher conducted three times of performance assessment. And the materials are about presentation of someone biography, dialogue, and telling story.

¹⁴ Education Consumer Guide, 'Performance Assessment. (<http://www2.ed.gov/pubs/OR/Consumer Guides/perfasse.html>, Accessed on August 12, 2011)

2. The Advantages of Performance Assessment

In assessing students' oral performance, performance assessment is the most valid way to be used. By using it, teacher will get information about students' real abilities in implementing all the speaking skill elements. Here, some advantages of performance assessment as following:

- a) Recognize that students can express what they know and can do in many different ways.
- b) Evaluate progress as well as performance.
- c) Evaluate 'the whole students'.
- d) Involve students in process of assessing their own growth
- e) Establish a framework for observing students that is consistent with the principles of student's development.
- f) Contribute to meaningful curriculum planning and design of developmentally appropriate educational interventions.
- g) Collaborate with other teachers, thus enhancing teacher own professional skills.¹⁵

Assessment is used for at least six purposes with English Language Learning (ELL) students:

- a) Screening and identification: to identify students eligible for special language and or content area support programs.

¹⁵ Sammuel J. Meisels, Ed.D, *Performance Assessment*,
(<http://teacher.scholastic.com/professional/assessment/perfassess.htm>. (24 April 2011 at. 08.15 a.m.)

- b) Placement: to determine the language proficiency and content area competencies of students in order to recommend an appropriate educational program.
- c) Reclassification or exit: to determine if a student has gained the language skills and content area competencies needed to benefit from instructional in grade level classroom.
- d) Monitoring students' progress: to review student language and content area learning in classrooms.
- e) Program evaluation: to determine the effects of federal, state or local teaching learning programs
- f) Accountability: to guarantee that students attain expected educational goals or standards.¹⁶

Lynne T. Diaz-Rico states that assessment is still used to report on students' ability but it also provides direct feedback to learners so that they can take responsibility for self correction and improvement. Further, to take effective undermining students' ability is plan their own learning strategies, activities, and use of time and resources.¹⁷

¹⁶ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 3

¹⁷ Lynne T. Diaz- Rico, *Teaching English Learners' Strategies Method*, (United Stated of America: Pearson Education,Inc, 2004) 75

3. The Characteristics of Performance Assessment

Communicative language tests ultimately came to have two features:

- a. They were performance tests, requiring assessment to be carried out when the learner was asked in an extended act of communication, either receptive or productive, or both.
- b. Distinguishing communicative language tests from the integrative/pragmatic testing traditional. Focus on the external, social functions of language.¹⁸

Some of characteristics of performance assessment are the following (adapted from Aschbacher 1991; Herman, Aschbacher and Winters 1992):

- a. Constructed Response: Students construct a response, provide an expanded response, engage in a performance, or create a product.
- b. Higher-order Thinking: The students typically use higher levels of thinking in constructing responses to open-ended questions.
- c. Authenticity: Tasks are meaningful, challenging, and engaging activities that mirror good teaching learning process where the student is expected to perform.
- d. Integrative: The tasks call for integration of language skills and in some cases, for integration of knowledge and skills across content areas.

¹⁸ H.G. Widdowson & Tim MC Namara, *Language Testing*, (New York: Oxford University Press, 2000) 16-17

- e. Process and Product: Procedures and strategies for deriving the correct response or for exploring multiple solutions to complex tasks are often assessed as well the product or the ‘correct’ answer.
- f. Depth Versus Breadth: Performance assessment provide information in depth about a student’s skill or mastery as contrasted with the breadth of coverage more typical of multiple-choice tests.¹⁹

H.Douglas Brown on his book by the title ‘Language Assessment’ states some principles for designing speaking techniques, they are:

- a. Techniques should cover the learners’ needs
 - b. Techniques should be intrinsically motivating
 - c. Techniques should encourage the use of authentic language in meaningful contexts.
 - d. Provide appropriate feedback and correction
 - e. Give students opportunities to initiate oral communication
 - f. Encourage the development of speaking strategies²⁰
4. Steps in Creating Performance Assessment

The classroom teacher is responsible for presenting the material in an understandable way, arranging for students to participate in learning activities

¹⁹ J. Michael O’Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 5

²⁰ H.Douglas Brown, *Langue Assessment ‘Principles and Classroom Practice’*, (USA: Longman.com,2003) 268-269

and then measuring the extent of students' mastery of the material. Thus instruction and assessment are linked.²¹

Think about how you 'test' or 'assess' your own students in the classroom:

- a) Make a list of what you assess and how you do it. Mark each item in your list as 'formal' or 'informal'.
- b) Do you normally see assessment in your classroom as a discrete activity separate from teaching and learning?
- c) How do you use the term 'reliability' in your teaching and in your everyday life?²²

O'Malley states some steps in preparing performance assessment; those steps will be explained as follows:

1. Identifying the purpose

The oral language of English learners is typically assessed for one of three purposes:

- a. For initial identification and placement of the students in need of a language-based program such as ESL or bilingual education
- b. For movement from one level to another within given program, (e.g. beginning to intermediate levels of ESL)
- c. For placement out of an ESL/bilingual program into a grade-level classroom

²¹ Lynne T. Diaz- Rico, *Teaching English Learners' Strategies Method*, (United States of America: Pearson Education, Inc, 2004) 67

²² Fulcher Glenn, *Language Testing and Assessment* (New York: MPG Books Ltd, Bodmin, 2007) 24

2. Planning for Assessment

After identifying assessment' purpose, teacher can begin planning the assessment by:

- a. Identifying teaching learning activities or tasks
- b. Deciding when to assess students individually and when to assess them in group
- c. Outlining the major teaching learning goal or learning outcomes and match these to learning activities and or performance tasks.
- d. Deciding whether or not to make an audio or video recording of students' performance.
- e. Deciding how often to collect information
- f. Deciding when and how to provide learners with feedback.

3. Developing rubrics and or scoring procedure

The students need to know the purpose of the assessment activity, the expected performance and the criteria of each task. These criteria made by designing a scoring rubric, rating scale or checklist.

4. Setting Standard

Once scoring rubrics and procedures have been established, you will need to set standards of oral language performance. Setting standards involves clearly specifying what students should know and able to do at different levels of oral language proficiency. For classroom teacher, standards may be used to

monitor student performance, to determine who needs extra help, or to assign grades.

5. Involving students

In authentic assessment, involving students in their own assessment is critically. By reflecting on and assessing their own work and that of their peers, students get opportunity to apply criteria to work samples and to set learning goals.

6. Selecting assessment activities

These activities should reflect what we know about the nature of oral language. Tasks should be designed to challenge the proficiency levels of your students without frustrating them.

Oral language assessment can take various forms depending on your purpose for assessment, students' level of language proficiency, and the purpose of which students use oral language in the classroom.

7. Recording information

In this section we discuss the importance of documenting teacher observations by using rating scales, rubrics, or checklist or by keeping anecdotal records. To increase the reliability of your assessment, use rubrics and attempt to engage other teachers in your assessment through a program of inter-rater training. This will help make your own score more accurate.²³

²³ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 65

There are several different ways to record the results of performance-based assessments:

- a. *Checklist Approach* When you use this, you only have to indicate whether or not certain elements are present in the performances.
 - b. *Narrative/Anecdotal Approach* When teachers use this, they will write narrative reports of what was done during each of the performances. From these reports, teachers can determine how well their students met their standards.
 - c. *Rating Scale Approach* When teachers use this, they indicate to what degree the standards were met. Usually, teachers will use a numerical scale. For instance, one teacher may rate each criterion on a scale of one to five with one meaning "skill barely present" and five meaning "skill extremely well executed."
 - d. *Memory Approach* When teachers use this, they observe the students performing the tasks without taking any notes. They use the information from their memory to determine whether or not the students were successful. (Please note that this approach is not recommended.)²⁴
5. Seven Common Form of Performance Assessment

Performance assessment is wide term. It covers many different types of testing methods that require students to demonstrate their competencies or

²⁴ (Brualdi Amy, *Implementing Performance Assessment in the Classroom*, publication date: August, 1998)

knowledge by creating an answer or product. It is best understood as a continuum of formats that range from the simplest students constructed responses to comprehensive demonstrations.

Seven common forms of performance assessment are described below:

- a. Constructed response items: require students to produce an answer to a question rather than to select from an array of possible answers (as in a multiple choice test). In constructed response items, a question may have just one correct answer or may be more open ended, allowing a range of responses. The type of response called also varies. Examples include filling in blank, write short answer, etc.
- b. Essay: have long been used to assess a student's understanding of a subject by having the student write a description, analysis, explanation or summary in one or more paragraphs. An essay is used to demonstrate how well students can use facts in context and structure a coherent discussion.
- c. Writing: is the most common subject tested by performance assessment methods. Although a multiple choice test can assess some of the components necessary for good writing (spelling, grammar, and word usage). It enables students to demonstrate composition skills; inventing, revising, and clearly stating one's ideas to fit the purpose and audience.
- d. Oral discourse: it was the earliest or newest form of performance assessment. An obvious application of oral assessment is in foreign

languages, since fluency can be assessed only by hearing the students speak.

- e. Exhibition: are designed as comprehensive demonstration of skills or competence. They often require students to produce a demonstration or live performance in class. Teacher judges score performance against standards of excellent known to all participants ahead of time.
- f. Experiments: are used to test how well a student understands scientific concepts and can carry out scientific processes.
- g. Portfolio: are collections of students' work assembled over time. As students create their portfolios, they must evaluate their own work, a key feature of performance assessment.²⁵

The function of this research is to get more knowledge and information about the implementation of performance assessment on students' oral performance of speaking ability in MAN Sidoarjo, especially in the class X-1. Then, the researcher analyzes it with the theories of performance assessment.

The researcher looks for the data about what are teacher' planning for oral assessment, what steps that teacher prepares before conducting assessment, how teacher select assessment activity, etc. In conclusion, does teacher' implementation of performance assessment on students' oral

²⁵ Michael J. Feuer, Kathleen Fulton, *The Many Faces of Performance Assessment*, Phi Delta Kappan, Vol.74 1993.

performance of speaking ability appropriate with the theory of performance assessment.

C. Oral Performance

1. The Nature of Oral Performance

One of the major responsibilities of any teacher working with English Language Learners is to enable students to communicate effectively through oral language. With an increasing focus on collaborative classroom, teachers are more often incorporating pair and group activities into their daily lesson plans. Many of these classroom activities have the potential for being used in assessment. However they are at least three challenges facing teachers who assess oral language in the classroom: making time, selecting assessment activities, and determining evaluation criteria.

We start by considering the nature of oral language. Speaking in a classroom entails interacting with the teacher and peers, depending on how classroom activities are organized. It follows that teachers who use more oral interaction activities in the classroom will have more opportunities to assess oral language. One problem in assessing oral language in the classroom has been a lack of authenticity. Authenticity in oral language assessment relates to

both the type of language used and the tasks to which that the language which that language is applied.²⁶

Oral assessment is increasingly used to assess achievement in a range of disciplines. It is particularly useful in ‘authentic assessment’, in encouraging good learning, and in countering plagiarism. While many students can experience oral assessment as a powerful form of assessment, it needs to be designed and implemented with particular care in order to avoid pitfalls and maximize benefits.

Why assess orally? There are many good reasons for assessing student learning orally. The following are just some of these:

- a. *Authenticity* Since oral communication dominates most fields of professional practice, oral assessment allows students to research, prepare and present findings in a context similar to that of their future work. In addition, oral assessment lends itself readily to group presentations, thereby making it well suited to those group-based assessment tasks that reflect ‘real life’ teamwork.
- b. *Promoting good learning* Many students experience oral assessment as more personal, more challenging, and more engaging than other forms of assessment. In particular, the opportunity in oral assessment to probe understanding through follow-up questions can encourage deep approaches to learning.

²⁶ J. Michael O’Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 58-59

- c. *Balancing and developing student strengths* Some students will perform better in oral than in written formats. For other students, oral assessment provides an opportunity to develop important oral skills.
- d. *Countering plagiarism* The questioning component of oral assessment discourages plagiarism, while a short oral component attached to written work can confirm student authorship.²⁷

2. Kinds of Oral Performance

The following section in this part will give an idea of the range of possible types of oral tests:

a) Reading aloud

Many present day oral tests include a test of reading aloud in which the student is given a short time to glance through an extract before being required to read it aloud. Tests involving reading aloud are generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In order to construct suitable tests of reading aloud, it is helpful to imagine actual situations in real life in which the testees may be required to read aloud.²⁸

²⁷ Gordon Joughin, 'Assessing of project-Based learning'
(http://www.heacademy.ac.uk/assets/documents/resources/resource_data_base/id433_oral_assessment.pdf, Accessed on August 12, 2011)

²⁸ J.B. Heaton, *Writing English Language Test*, (New York: Longman Inc, 1989) 89

b) Conversational exchanges

These drills are especially suitable for the language laboratory and can serve to focus attention on certain aspects of the spoken language, especially in those countries where English is taught as a foreign language and the emphasis is primarily on the reading skills.

c) Using pictures for assessing oral production

Pictures, maps, and diagrams can be used in oral production tests. The most effective type of oral examination using pictures requires not only narration or picture description on the part of students but also a discussion about the picture concerned. Another effective way of assessing a students' ability to speak however, is to give pairs or groups of students a simple task to perform. When scoring students' performance, the examiner should concentrate on what individual students are doing with the target language and how they are using it to achieve their purpose.²⁹

d) The oral interview

The level of difficulty of items on any given interview should vary both to maintain student confidence and the flow of the interview and also to provide an opportunity for the teacher to see how competent the student really is. For upper-intermediate to advanced students, the interview can be concluded with a challenging item on some

²⁹ Ibid, 92-95

contemporary social issue. But, as indicated earlier, the interview should not be limited to just questions (or statement) and responses.

Some advantages of the oral interview; it can be one of the most communicative of all language examination, it is remarkably flexible in terms of item types that can be included, and the scoring tends to be more consistent and simple than the scoring of many guided-technique items.³⁰

e) The short talk

In certain examination students are required to prepare a short talk on a given topic. They may be allowed several days or only a few minutes in which to prepare the talk and in some cases, they may be provided with notes or reference material. This is clearly a realistic test of sustained speech but it constitutes an extremely difficult examination for second language learners at all but the most advanced stages.

f) Group discussion and role playing

Group discussion and role playing are two other important techniques for assessing oral production. Through it, teacher can discover how students are thinking and using the target language.³¹

³⁰ Harold S. Madsen, *Techniques in Testing* (New York: Oxford University Press, 1983) 166

³¹ J.B. Heaton, *Writing English Language Test*, (New York: Longman Inc, 1989) 102

3. The Problems in Assessing Oral Performance

The basic problem in testing oral ability is essentially the same as for testing writing:

- a. We want to set tasks that form a representative sample of the population of oral tasks that we expect students to be able to perform.
- b. The tasks should elicit behaviors which truly represents the students' ability.
- c. The sample of behaviors can and will be scored validly and reliably.³²

The case against oral assessment:

While oral assessment can work very well, it is not without its difficulties. Objections are often made that it is too time consuming, lacks reliability, and is subject to bias. Gibbs, Habeshaw and Habeshaw (1988, pp. 94-95) in Gordon Joghin states list five further problems for examiners: balancing the need to ask challenging questions with the need to help the examinee relax; encouraging the examinee to talk while keeping him or ssher on track; discriminating between what the examinee says and how he or she says it; making a sound judgment on the basis of a small amount of evidence; and justifying a mark in the absence of written evidence, especially in the case of student appeals. They also note three problems for examinees: a lack of skill in what is an infrequently experienced type of assessment; the

³² Arthur Hughes, *Testing for Language Teacher*, (UK: Cambridge University Press, 2003) 113

unpredictability of questions which makes preparation more difficult; and the potential for stress.³³

Based on the explanation above, there are many problems in conducting performance assessment, especially in oral assessment. Therefore, the teachers are demanded to be more professional. They have to prepare it well before conducting assessment, such as selecting assessment activity, how often conduct oral assessment, developing rubric score, timing management, creating good technique for assessment, etc.

The purpose of learning language is able to communicate. It is great job for the teacher to create the students to be able to speak English well. And one of the way is both teacher and students have to use English as daily language in their class, especially in speaking class. And one of the techniques is by using performance assessment, especially oral performance.

D. Criteria of Oral Communication Task

In performance assessment, students are required to demonstrate their performance through the task given, whether individually or in groups. According to Popham on Fatmah nur' thesis stated that there are at least seven criteria of task in performance assessment. Those are the following:

³³ Gordon Joughin' article..

1. Generalibility

The task can be generalized. The students should be able to perform various kinds of task.

2. Authenticity

The task should be relevant to the students' need and reflect what likely to encounter in their everyday life.

3. multiple foci

The task should measure more than one instructional outcome.

4. Teachability

The task should be relevant to what is given by the teacher in the classroom.

5. Fairness

The task should be fair. The task has given the same level of difficulty.

6. Feasibility

The task should be relevant with students' ability.

7. Scorability

The task should be valid and reliable. It means that the given task can be scored accurately and reliable.³⁴

In developing tasks for oral language assessment, teachers can evaluate activities using the following criteria, as adapted from Richard (1983):

³⁴ Fatmah,Nur, *Performance Assessment on Students' Oral Performance Based on 2004Competency-Based Curricullum*, (Surabaya, 2006) 26

1. Content validity. Does the assessment measure listening comprehension, speaking or something else? Have the activities been used as part of teaching learning program?
2. Task validity. Does the task assess listening comprehension or speaking or does memory play a significant role?
3. Purposefulness and transferability. Does the assessment task reflect a purpose for listening that approximates authentic real life listening or speaking?
4. Authenticity. To what degree does the assessment measure actual spoken language?³⁵

Six tips for successful oral assessment:

a. Plan thoroughly

All assessment needs to be carefully planned, but this is particularly so if you are using a form of assessment that is new to you or your students. You might want to use an assessment planning tool.

b. Learn from others' experience

- 1) Talk to colleagues who are using or have used oral assessment.
- 2) Ask your librarian to locate articles on oral assessment in your discipline or related fields

³⁵ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 76

c. Prepare your students

- 1) Provide a clear and detailed description of the assessment task, including the underlying purpose of the assessment, what is being assessed, and the reasons for assessing orally, and discuss these with your students.
- 2) Provide clear and comprehensive criteria. Consider developing these collaboratively with your students.
- 3) Model what students will need to do. Consider producing a video of a good presentation or viva, if this is the form of assessment you are using.
- 4) Provide opportunities for practice and feedback.
- 5) Be prepared for over-anxious students.

d. Prepare your colleagues

- 1) Establish a common understanding in your teaching team of what is being assessed, the criteria and the processes being used.
- 2) If you are using a panel of assessors, combine experienced oral assessors with newcomers.
- 3) Identify opportunities for colleagues to observe oral assessment in action.

e. Be fair

- 1) Ensure students all have the same information and are subjected to the same process.

- 2) Ensure that the assessment does not discriminate against or in favors of any particular group of students (e.g. students who may be ill on the day, or students who are assessed earlier or later than others).
 - 3) Apply the Code of Fair Testing Practices in Education
- f. Be efficient
- 1) Make the presentation or interview as short as possible. A 5 minute presentation may give you as much information about a student's ability as a 20 minute one.
 - 2) Mark immediately using a pre-determined marking scheme.³⁶

Based on the explanation above, there are six tips for successful oral assessment. They are (1) planning before conducting assessment (2) Learn from others' experience (3) Prepare your students (4) Prepare your colleagues (5) Be fair (6) Be efficient

In my opinion, some tips above are great tips for successful oral assessment. And the teachers have to apply it in their speaking class, and also keep practicing for better implementing performance assessment, especially oral performance.

³⁶ Gordon Joughin' articles..s

E. Review of Previous Study

The previous study is reviewed in order to avoid an imitation. There is similar research which intended to explain about 'assessment and performance assessment'. Here, the researcher found three similar researches.

The first, She is Nur Fatmah with her thesis title 'Performance Assessment on Students' Oral Performance Based on 2004 Competency Based Curriculum at SMAN 1 Sidayu'. The research was done in 2006. There are two research questions in her thesis; they are (1) what kinds of students' oral performance were assessed? (2) How the students' oral performance be assessed? She used descriptive qualitative research. Her instruments are: 1. Interview is about what kinds of students' oral performance were assessed. 2. Documentation, she got the data from the result of performance assessment (scores) that done by the teacher, she then copy of them and analyze data step by step. The result of the research described about the kinds of students' oral performance. The kinds of text are report, recount and procedure text. In report text there is one kind of oral performance task; presenting a short report. In recount text there are two kinds of oral performance task; retelling of recount text and another recount text. In procedure text there is one assignment; presenting a dialogue about making or operating something. 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. There are five

aspects that were assessed in observation format; they are fluency, vocabulary, structure, comprehension and listening.

The second was written by Nur Sa'adah with the title "Penerapan Penilaian Kinerja (Performance Assessment) Pada Pembelajaran Pendidikan Agama Islam Di SMPN 1 Waru Sidoarjo". The research was done in 2006. And the research questions are 1. Bagaimana penerapan penilaian kinerja (performance assessment) pada pembelajaran pendidikan agama islam di SMPN 1 Waru Sidoarjo? ((a). bagaimana criteria materi yang dinilai? (b). kapan waktu pelaksanaan penilaian? (c). bagaimana cara penskoran performance assessment? (d). bagaimana pelaporan hasil penilaian kinerja?) 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. Time of assessment was out of teaching learning process. While the report was done after performance assessment applied.

The third was written by Dian Aprita Widiarti, with the title "The Use of Self Assessment as a Feedback Strategy to Improve Students' Writing Ability in MAN Sidoarjo". The research was done in 2009. And the research questions are; 1. How is the implementation of self assessment as a feedback strategy to improve students' writing ability? 2. What are the problem faced by the teacher and the students when using self assessment as a feedback strategy to improve students' writing ability? 3. What is the student'

improvement in writing text after using self assessment as a feedback strategy? The result of the research shown that the implementation of self assessment as feedback at XI social 1 and 2 was not well implemented. There were also some problems that needed to be given more attention to make the implementation of it success. There were few students who made improvement after using self assessment feedback, but most of the students didn't make improvement (unchanged) after using it.

In this research, the title is An Analyzing of Performance Assessment on Students' Oral Performance of Speaking Ability in MAN Sidoarjo. And there are three research questions, (1) how does teacher implement performance assessment on students' oral performance of speaking ability to his students? (2) how is students' speaking ability based on the result the implementation of performance assessment? (3) what are students' responses on the implementation of performance assessment in their speaking class?

The research design use qualitative research. And the instruments uses are (a) observation check list, to observe the implementation of performance assessment on students' oral performance of speaking ability. The researcher also uses field note to support the data observation. (b) Interview. There are 2 kinds of interview in this research. First is interview with the teacher, the purpose is to know more information about the implementation of performance assessment. Second is interview with the students. The purpose is to know about students speaking ability. (c) Students' scores' of

performance assessment, it used to know are their score increasing from the first performance assessment to the next assessment. (d) Questioner is used to answer students' responses on the implementation of performance assessment. The similarity between this study and the previous study is that the researcher also analyzes the implementation of performance assessment on students' oral performance.