

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT

After conducting observation and interview, there were explanations of the result. The result answered research question or problem of the study. They were: (1) How does teacher implement performance assessment on students' oral performance of speaking ability to his students? (2) How is students' speaking ability after the implementing of performance assessment? (3) What are the students' responses on the implementation of performance assessment in their speaking class? The following section presents details findings of the study.

1. The Implementation of Performance Assessment on Students' Oral Performance on Speaking Ability.

To know the result of implementation performance assessment, the researcher used three data collection technique to get more complete data. They are field note, observation, and interview.

To make a field note, there are 2 items that have to be considered. The first is descriptive. It contains all phenomenon and reality that happen in the field, in this case the researcher taken note in the assessment of speaking class. All of the data were noted completely and objectively. The second is reflective. It contains the way of thinking and the researcher' opinions.¹

¹ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 211

In this case, the researcher took a research when the teacher conducted or assessed performance assessment to his students. In that semester, the teacher conducted three times of performance assessment, such as on Thursday 29 September, on Thursday 13 October, and on Wednesday on 9 November. For more detail information about the result of observation to know the implementation of performance assessment, the researcher analyzed the data from observation, interview and it is also supported with field note.

a. Field Note

All of note had been collected during the class observation. The notes are about how the teacher conducted assessment on students' oral performance in speaking class and also recorded anything happen in the class especially to the subject of observation when they were asked to perform in front of the class. The researcher observed and took note in the class for three times meeting.

First Meeting

The researcher observed the class on Thursday, 29 September 2011, from 10.15-11.45, in the class X-1. The material was Recount text, Monologue individual presentation about someone' biography. And the English teacher is Mr.Amik Amri Rahmadhi.

The classroom setting was begun with changed table with 'letter U style'. Then, the teacher asked to the students 'are you ready to perform?' The class became noisy and some students said 'I'm not ready Sir,' then, the teacher

said 'if you are not ready please say, *I am sorry my friends I am not ready at now I will perform later.*

The teacher warmed the class before the assessment was conducted. The warmer was sung a song together. The title of that song was 'I wanna wanna be'. According to one of the student, that song was 'a jargon' of their class. They also made it by themselves. And the captain usually conducts the song in the class. The captain leaded the students to sing with their enthusiastic and used applause and stamped their foot.

After that, the teacher explained about the aspect of the assessment. Then, teacher gave 15 minutes to students for preparing their performance. Some students used the time for preparing their performance, but the other students were noisy.

The technique for the starting performance assessment is interesting. It was begun by singing a song together. And the teacher brings the ball as media the got who will have to perform. The rule was the ball is given and received and given again to the next students. When the song was sung, the ball had to give the next student, when the song was stopped; the ball will stop too. The student who got or received the ball when the song stopped, he or she has to perform. And the material was monologue or individual presentation about someone' biography.

During two hours lesson, the students who have performed were 7 students. It was less than the expectation. There are many students who said '*I am sorry my friends I am not ready at now I will perform later.*' The students'

performance was really good. They performed (presented about someone's biography). Most of them chose to perform someone's biography of big person (the important person in the world), like world figure and scientist figure, some students chose to perform the biography of artist; most of them performed the biography of foreign artist.

Performance assessment on students' oral performance in speaking class at that time was not good conducted. No limited time for students' performance. The first presenter wasted the time more than 30 minutes, because the teacher permitted the audience (the other students) to ask to the presenter. There are many students asked to the presenter, and the presenter answered the audiences' question well. The other students liked that situation. Ironically, they made it a chance in order they didn't perform in that time, because they were not ready. So they asked many questions to the first presenter.

The second until the last presenters of the assessment in that day only presented the material. The presenters only performed or presented their material about someone's biography, without any questions from the audiences, because their teacher didn't permit it.

At the last time of the assessment, the teacher said to the students who have not performed in that day, they have to perform later in the office. The deadline was one week. And the teacher waited the students to perform at the break time.

Reflective

The technique of assessment was interesting for the students, by using the ball as media to get the students who have to perform. It ironic, during two hours lessons the students who have performed only 7 students. There are many students who have said '*I am sorry my friends I am not ready at now I will perform later.*'

The reason why the students were not ready to perform because they were not ready with their materials, they have not memorized it well. And the teacher permitted them to say '*I am sorry my friends I am not ready at now I will perform later.*' from the observation, the teacher had to consider how to conduct a good or success performance assessment, what have to be prepared, how the technique, and how manage allocation time.

Second meeting

The researcher observed the class on Thursday, 13 October 2011, from 10.15-11.45. The material that day was dialogue (asking and giving attention, and invitation/ refuse and receive invitation)

Performance assessment on students' oral performance of speaking ability was begun by the teacher introduced the materials. It was different with performance assessment that conducted before where the materials were gotten from internet of other media. In that day, the teacher explained about the materials (asking and giving attention, and invitation/ refuse and receive invitation). The

teacher asked to students to open work sheet (LKS) in page 43. He explained some expressions about attention and the students were asked to repeat. Then, the teacher asked to the students to open hand book page 37, it was about the invitation. The technique was same. The teacher explained some expressions about the invitation and the students were asked to repeat.

After that, the teacher asked to the students to make a dialogue about asking and giving attention and invitation. The teacher gave 5 minutes to make a dialogue. In that time, the teacher controlled the students. The condition of that time was enough noisy. Some students were noisy to make a dialogue with their peers. But, some students were noisy without any works.

The assessment was not good conducted. The allocation of time for preparing the dialogue 5 minutes became 20 minutes. After that, the teacher started for assessing. The teacher explained about the aspect of assessment. In that assessment didn't use media as the assessment before. The teacher also didn't call the students to perform based on the attendance list. But, the student gave a chance to perform when they were ready to perform.

During two hours lesson, the students who have performed were 7 peers. It means 14 students. And 20 students have not ready to perform, because they were not ready with their dialogue. And the time was up. In this assessment, no sentences *'I'm sorry my friends I'm not ready at now I will perform later.'*

Performance assessment on students' oral performance in speaking ability when the material about dialogue was not good conducted. The allocation

time for preparing the dialogue was too long. It wasted the time. So the students who have performed in that day only 7 peers

The last time of the assessment was still same with the assessment before. The teacher said to the students who have not performed in that day they have to perform in the office. The death line was one a week. The teacher waited the students at the break time.

Reflective

The students who have performed were little, only 7 peer. It means there are many students who have not performed. So they have to perform in the office. In conclusion, the assessment was not good conducted. The technique and the time management were need more considered in order the students who have to perform to the office reduce.

Third meeting

The researcher observed class on Wednesday, 9 November 2011 from 8.15-9.45. The material that day was Narrative text and the kind of oral performance task was telling story.

The classroom setting was begun by changing the table with 'letter U style'. Then, the students swept the floor because the class was dirty. There was much rubbish, such as paper, plastic, etc. After that, the teacher asked to the students 'are you ready to perform?' the class was became noisy. Some students said 'I'm not ready Sir', and the teacher said 'if you are not ready please said *I'm*

sorry my friends I'm not ready at now I will perform later.' The class became silent for a few minutes. Then, the teacher explained about the criteria of assessment.

The teacher warmed before the assessment was conducted by singing together with his students. The title of that song was 'You are My Friends'. The students made it by their selves, with copy the tone Indonesian song 'Kau Terindah' by Armada.

The teacher gave 15 minutes to prepare the performance. Some students used the time for preparing the performance. But, some students were noisy without any works. Unfortunately, the teacher didn't control or monitor the students when they in preparation before assessment. The teacher went out of the class.

When the class felt more relax, the teacher started conducting assessment. He began with arranged cards. The cards contained of absent number that was turned. The first presenter was chosen by the teacher. And the next presenter was depended on the card that was taken from the students who have performed.

During two hours lesson, the students who have performed were 12 students, and 14 students said 'I'm sorry.....' like the assessment before. It means they have chanced to perform but they were not ready. And 8 students had been not called.

The students' performance was really good. It is further different with the researcher at four years ago with the same teacher. The students still be shy to

speaking up, their vocabulary was lack. When the teacher asked to perform, the students' performance was bad. It was like reading aloud, not really performance. It is different with the students at now. Their performance is great. The material is really interesting, because they get the material from internet. The way to deliver their material is nice although sometimes they are wrong in pronunciation. But, they have bravery to speak up. Unfortunately, there are some students still said, *'I'm sorry my friends I'm not ready at now I will perform later.'*

Reflective

Performance assessment on students' oral performance in speaking class run well, the material and the technique were ok. Unfortunately, there are some students who were not ready to perform. Most of their reason were they have not look for the material and the have not memorized. The situation wasted the time.

The English teacher has to be clearer in giving the instruction. He should not permit his students who were in their turn to perform said *'I'm sorry my friends I'm not ready at now I will perform later.'* It made students took easy if they were not ready. It means that they considered no problem if they didn't perform in that day. They will perform later. Imagine how if all of the students said or have thinking liked that.

b. The result of observation checklist

First Meeting

Based on the observed the class on Thursday, 29 September 2011, from 10.15-11.45. The material was about individual presentation (someone' biography). It was found that performance assessment on students' oral performance in speaking class was not run well. There were some lacks especially in teaching management. In the table of observation checklist there are four criteria where each criterion contains some indicators, (See Appendix 1). The results of observation checklist were described in order.

The material, the material was understandable because it was looked for by the students. They may look for the material from the internet. It also based on their interesting. The material extended the students' knowledge. Their material about someone' biography will add new knowledge for them. The material motivated the students to learn and speak. From the material, they learned about the biography of someone. And expected, they able to take a life lesson from someone' biography. Then, they have to memorize and speak up to perform in front of the class. The material fitted the students' interest. Because the story added their knowledge and they interested about that. The material didn't make the students interacted with each other, because it was monologue. It means, the students presented or performed one by one. The material didn't lead the students to work in group, because it was individual presentation. The material made the students actively participate in the class. Because the material used for

assessment, so all of the students have to participate or perform in front of the class.

The technique, the technique demanded the students to express their ideas freely, because they have to deliver their material orally through performance assessment. They also have to express many ideas about someone biography with their own words. They have to make the audiences understand about their performance. The technique demanded the students to speak actively. The technique helped the students to speak up, because they were on assessment. Every student demanded to perform in front of the class, they have to perform, then assessed by their teacher. The technique didn't motivate the students to work in group, because it was individual presentation. The technique made the students express their ideas more easily, because the teacher conducted assessment on their performance. So they have to express their ideas clearly and easily. The technique made the students interested in speaking activity. By oral performance assessment, they have to speak up. They will be proud with themselves if they have good performance and good speaking. So they will be interested in speaking activity in the classroom. The technique was applicable. Everyone must have dreams. They want to be someone special. By this technique, the students were asked to look for someone biography. It was interesting for them. So if they were asked to perform or present about someone biography it was applicable.

Teacher's activity, the teacher didn't provide the material. The students looked for by themselves, according to their interested topic. The teacher prepared

rubric score. It made him easily to assess his students' performance. The teacher acted as facilitator. He only facilitated his student to perform, and then he assessed his students. The teacher didn't call the students to perform based on the students' attendance list and he also didn't give chance to the students who were ready to perform came forward, because it based on the ball rotation from their friends, who got the ball he or she has to perform in front of the class. The teacher didn't help the students to over come the students' difficulties, because it was assessment, it was not conducted gather with teaching learning process. So, there was no helping for the students' difficulties. The teacher also didn't give comment or correct to students error. It was continued to the next presenter to perform in front of the class. In the last time of assessment, the students didn't review about the lesson gather with the students.

Students' activity, the students were able to understand the material well, and they also interested to the topic, because the material were gotten by their selves. They looked for it in the internet. It based on the students' interesting. The students were willing or courage to speak up and they have a great deal chance to speak. Some students felt stress and did perform nervous, because it was assessment. It made potential for stress. But some students felt confident and they enjoyed their performance. And they also did perform expressively. Some students paid attention to the students who were performing, but some students didn't pay attention to the students who were performing.

Second Meeting

Based on the research observation on Thursday, 13 October 2011, from 10.15-11.45. The material that day was dialogue (asking and giving attention, and invitation/ refuse and receive invitation). It was found that performance assessment on students' oral performance in speaking class was not run well. And the assessment was begun by teacher' explanation about the materials.

The materials, the material was understandable because before the students did perform, the teacher had explained about the material. The material extended the students' knowledge. The material was dialogue (asking and giving attention, and invitation/ refuse and receive invitation), it means that they have new knowledge about how to express if they want to invite someone, refuse and receive invitation and asking and giving attention. The material motivated the students to learn and speak, because the material contained some expression (daily expression the used for asking and giving attention, and invitation/ refuse and receive invitation). It made easier for students to express it. The material fitted the students' interested. They felt interesting with the material and they also drilled by their teacher about how to say that expression. The material made the students interacted with each other, because it was dialogue. It needed peer to do it. They have to make interacting what the dialogue about. The material also leaded the students to work in group, because thy have to make the dialogue together with their peer, then they practiced it and memorized it well and then they came forward to perform their dialogue. The material made the students

actively participate in the class. Because the material used for assessment, so all of the students have to participate or perform in front of the class.

The technique, the technique demanded the students to express their ideas freely, because they were permitted to choose their interesting topic, the limitation were about asking and giving attention, and invitation/ refuse and receive invitation. The technique demanded the students to speak actively. The technique helped the students to speak up, because they were on assessment. Every student demanded to perform in front of the class, they have to perform, then assessed by their teacher. The technique motivated the students to work in group, because the students has to discuss what the topic about that will be presented to perform and they have to discuss what the story about. The technique made the students express their ideas more easily, because the teacher conducted assessment on their performance. So they have to express their ideas clearly and easily. And they were permitted to choose the interesting topic by themselves, then they made story that contained of some expression that have explained by the teacher before they perform, and expressed their dialogue in front of the class. The technique made the students interested in speaking activity, because they were interested to make a dialogue and the students were asked to perform in front of the class. And they were assessed by their teacher. The technique was applicable, because although needed heavy preparation like planning, developing rubric, setting standard, selecting assessment activity, etc, it was applicable. More often the application of that technique describe that the English class run well

because the class not only studied writing, reading and listening like the common class but also they studied speaking in their class.

Teacher' activity, the teacher had introduced or explained the material before he asked to students to perform. In that day, the materials were about asking and giving attention and invitation/ refuse and receive invitation. The explanation the material was about 15 minutes by drilling how to express the material. The teacher provided the material. The materials were based on the curriculum. The teacher took some expression and explained to the students by using work sheet and English hand book. The kind of assessment in that day was a dialogue. The topic of the dialogue was free; the important points were appropriate with the material of that day about asking and giving attention and invitation/ refuse and receive invitation. The teacher prepared rubric score. He also explained to his students about what criteria (aspect assessed) will be assessed for that performance assessment. Both in teaching learning and the assessment the teacher acted as facilitator. The teacher didn't call the students to perform based on the students' attendance list because he gave chance to the students who were ready to perform to come forward in front of the class. The teacher didn't help the students to over come their difficulties, because it was assessment. It was not teaching learning activity that permitted the students to ask helping. The teacher didn't give any comment to the students when they have performed. In the last time of the assessment, the teacher didn't give any review about the material of the assessment of that day. But, the teacher remembered to

the students who have not performed in that day they have to perform in the office.

Students' activity, the students were able to understand the material well, because the materials had been explained before the teacher conducted the assessment. The students were interested to the topic because they were asked to perform with their peer. The students were willing and courage to speak up because the kind of assessment was a dialogue. The dialogue not only made the students willing and courage to speak up, but also made them to cooperate to make a dialogue with their peer. The students have a great deal chance to speak up because by using that technique assessment, every student have chance to speak up. Some students didn't feel stress, because they performed with their peer. They wrote the dialogue together, then, they practiced together in front of the class and their performances were really nice, it means that they felt interest to do it. They enjoyed do perform and the audience also enjoyed it. They did perform without any nervous and they did perform expressively. Some students paid attention to the students who were performing in front of the class, but some students didn't pay attention to the students who were performing in front of the class, because they were busy with their work.

Third Meeting

Based on the research observation on Wednesday, 9 November 2011 from 8.15-9.45. The material that day was narrative text and the kind of oral performance task was telling story. It was found that performance assessment on

students' oral performance in speaking class was not run well; there was some weakness on the implementation.

The material, the material was understandable, because the material may take from the internet appropriated with the students' interesting topic or interesting story. The material also extended the students' knowledge because might its true of the story was new knowledge for some students. The material motivated the students to learn and speak. From the material, the students learned about what were contains of the story and they tried to memorize then spoke up to perform in front of the class. The material fitted the students' interest, because they looked for the material by themselves. The material didn't make the students to interact with each other, because it was monologue. It means that the students presented or performed it one by one. It didn't need students' interaction, because it was not in peer. The important point was made the audiences understood about the delivered story. The material didn't lead the students to work in group, because it was individual presentation. The material made the students actively participate in the class, because the material was used for assessment. So, all of the students had to participate or perform in front of the class.

The technique, the technique demanded the students to express their ideas freely because they have to perform in front of the class orally, and they have to able express heir ideas of their material with their own words. The technique demanded the students to speak up actively because it was performance assessment that demanded the students to speak up actively. The technique didn't

motivate the students to work in group because it was individual presentation. The material was also based on the students' interesting, where every student has different interesting topic, so they didn't motivate to work in group. The technique made the students interested in speaking ability. The purpose of speaking class was the students were able to speak actively. This performance assessment technique gave a chance to students to speak actively, because performance assessment was used to measure students' speaking ability. So the students have to have interesting in speaking in order their performance to be better and better. The technique was applicable, because although needed heavy preparation like planning, developing rubric, setting standard, selecting assessment activity, etc, it was applicable. More often the application of that technique describe that the English class run well because the class not only studied writing, reading and listening like the common class but also they studied speaking in their class.

Teacher' activity, the teacher didn't introduce narrative text through retelling story before assessment. The introduction of narrative text had been introduced in the teaching learning process. And in the assessment, it didn't do again. The teacher didn't provide the material; the students looked for or got the material from internet. The teacher prepared rubric score. It becomes teacher' obligation to prepare rubric score before he had conducted assessment, especially in students' oral performance assessment of speaking ability. Rubric score made speaking assessment more objective. The teacher acted as facilitator. In the

English class who has to be more active were the students. The class had to run by focusing on students' interact, not focused on teacher' interact. The teacher didn't call the students to perform based on the students' attendance list and also didn't give chance to the students who were ready to perform, but the teacher has a technique to determine who have to come forward and performed in front of the class. The technique was using ball rotation. Who got the ball when the song had stopped; he or she has to come forward and did perform. The teacher didn't help the students to overcome their difficulties and he also didn't give comment to the students' error, because it was assessment and it will be continued to the next presenter. In the last time of assessment, the teacher didn't give any review about the material of the assessment of that day. But, the teacher remembered to the students who have not performed in that day they have to perform in the office.

Students' activity, the students were able to understand the material well and they also interested to the topic, because the material or the topic of the story based on the students' interesting. So, they have to understand the material that wants to be performed in front of the class. Most of the students were willing or courage to speak up because they demanded to bring the material to perform orally, because the teacher conducted on students' oral performance of speaking ability. Performance assessment was a technique where the students were asked to demonstrate their understanding about the material in front of the class. So, every student has chance to speak and perform their material and they did performance expressively. But, some students felt stress because they faced assessment, they

were afraid to face it. They were not ready to the material and they have not memorized it well. So, they felt stress and did perform nervously. Some students felt confidence, because speaking class was their favorite. They liked to speak up. This technique was a good media for them. And they have been ready with their material and they also memorized well. So, they felt confidence to perform in front of the class. When they felt confident to perform, the material was ok, the preparation was good they felt enjoy in their performance. There was one student that performed expressively, she brought *wayang*. She perform expressively liked a *dalang*. But, when they felt stress, they were afraid to face the audience, their preparation was not good, they have not memorized well, so they felt nervous in their performance.

c. The result of interview to the teacher

Based on the result of interview with the English teacher that was held on 9 October 2011 in the teacher room at the break time, it was found that there are 2 kinds of performance assessment that were applied in speaking class, they were monologue and dialogue. Then, the teacher explained that the criterion of the material that assessed were (1) in monologue, the criterion were gambit, grammar, accent, pronunciation, vocabulary, fluency and the materials. While, (2) in dialogue the criterion were utterances, intonation, and responses. After that, the teacher explained the way in assessing or giving score, by using rubric score. He had prepared it before he conducted assessment. And about the preparation, before conducting assessment the teacher explained that there were many steps

before doing performance assessment. They were, the first seeing the materials that will be assessed. It was to know it was appropriate or not for conducting assessment. The teacher usually took the materials from hand book, work sheet, and the internet. The second, determining when to assess the students individually, and when to assess the students in group or peer. The third, preparing rubric score, determining what criteria will be assessed.

According to the English teacher, performances assessments in speaking class run well. It also appropriated with the teacher' expectation. The proof was most of the students got good score, even most of their score more than minimum standard of mastery (KKM). Then, the teacher said that the material of performance assessment in speaking ability was included difficult material for the student, especially in monologue text, because they are still tenth grade of senior high school, it means that they still fresh graduated from junior high school.

Further performance assessment technique was not only applied in speaking activity but also in writing activity. The teacher also explained that he has separated between performance assessments in speaking ability and teaching learning process.

According to the English teacher, there were many problems or the difficulties of the implementation of performance assessment. There were three problems admitted by him, the first was students' volume voice. The second was the students' ways to deliver the materials, such as wrong pronunciation, wrong grammar, etc. The third problem was limited time. It often happened, based on the

lesson plan the allocation time for one material performance was 2x45 minutes, but the fact was not enough. And the teacher solution was by asking the students to perform in the office, because of limited time.

There were many advantages of applying performance assessment in speaking class, they were, (1) it was most accurate to assess the students' speaking ability. (2) It made the teacher more understood about the students' speaking ability. (3) In the next, it was able to develop learning method that appropriated for the students (as the evaluation learning of method).

As the result, there were many increasings for students' speaking ability after the teacher applied performance assessment on the speaking class, they were (1) in the class X, the students have been learned to be brave to perform speak up in front of the class, in order their speaking ability was better and better. (2) According to the English teacher, the students' speaking ability was also seen the increasing in students' pronunciation.

2. Students' Speaking Ability after the Implementing of Performance Assessment.

a. The result of students' score

- 1) The students' score on Recount text, Individual presentation, about someone' biography

Table 4.1

Students' Score of Individual Presentation on Recount Text

STUDENT LISTS OF X-1 WITH THE ASSESSMENT OF SPEAKING

(MONOLOG of RECOUNT TEXT)

STATE ISLAMIC SENIOR HIGH SCHOOL OF SIDOARJO

ACADEMIC YEAR 2011-2012 ODD SEMESTER

Basic Competence : Students are able to retell a recount text individually

KKM : 72

Students' Number	Aspects Assessed							Point	Score
	Accent	Grammar	Pronun	Vocab	Flue ncy	Mater ial	Gamb its		
1	3	3	2	3	3	3	4	21	75
2	3	2	3	3	3	4	4	22	79
3	4	2	3	3	3	2	4	21	75
4	3	3	3	2	3	3	4	21	75
5	3	3	3	3	3	2	4	21	75
6	3	3	2	3	3	3	4	21	75
7	3	3	3	3	3	2	4	21	75
8	3	3	3	3	3	2	4	21	75
9	3	3	3	3	3	2	4	21	75
10	3	3	2	3	3	3	4	21	75
11	3	3	2	3	3	3	4	21	75
12	3	4	2	2	3	3	4	21	75
13	3	3	3	3	3	2	4	21	75
14	3	3	3	3	3	2	4	21	75
15	3	3	2	3	2	1	4	18	64
16	3	4	3	4	3	4	4	25	89
17	3	3	2	3	3	3	4	21	75
18	3	3	2	3	3	3	4	21	75
19	3	2	3	3	3	3	4	21	75
20	3	3	3	3	3	2	4	21	75
21	3	3	3	3	3	2	4	21	75
22	4	3	3	2	3	1	2	18	64
23	3	3	3	3	3	2	4	21	75
24	3	3	3	3	3	2	4	21	75
25	4	4	4	4	3	3	3	25	89
26	3	3	2	3	2	1	4	18	64
27	3	3	3	3	3	2	4	21	75
28	3	3	3	2	3	3	4	21	75
29	3	3	2	3	3	3	4	21	75
30	3	3	2	3	2	1	4	18	64
31	3	3	3	3	3	2	4	21	75

32	3	3	2	3	2	1	4	18	64
33	3	3	4	4	3	3	4	24	86
34	3	3	2	3	3	3	4	21	75

The score range:

ENGLISH TEACHER

1 : Excellent

2 : Very good

AMIK AMRI RAHMADHI

3 : Good

4 : Fair

Table 4.2

Students' score of Individual Presentation on Recount Text

To Know the Total Score

Students' Number	Score
1	75
2	79
3	75
4	75
5	75
6	75
7	75
8	75
9	75
10	75
11	75
12	75
13	75
14	75
15	64
16	89
17	75
18	75
19	75
20	75
21	75

16	3	4	3	4	3	4	4	25	89
25	4	4	4	4	3	3	3	25	89
33	3	3	4	4	3	3	4	24	86

Table 4.4

Special phenomena of Recount text

Students' Number	Aspects Assessed							Point	Score
	Accent	Gram mar	Pronun	Vocab	Flue ncy	Materi al	Gam bits		
1	3	3	2	3	3	3	4	21	75
2	3	2	3	3	3	4	4	22	79
3	4	2	3	3	3	2	4	21	75
4	3	3	3	2	3	3	4	21	75
5	3	3	3	3	3	2	4	21	75
6	3	3	2	3	3	3	4	21	75
7	3	3	3	3	3	2	4	21	75
8	3	3	3	3	3	2	4	21	75
9	3	3	3	3	3	2	4	21	75
10	3	3	2	3	3	3	4	21	75
11	3	3	2	3	3	3	4	21	75
12	3	4	2	2	3	3	4	21	75
13	3	3	3	3	3	2	4	21	75
14	3	3	3	3	3	2	4	21	75
15	3	3	2	3	2	1	4	18	64
17	3	3	2	3	3	3	4	21	75
18	3	3	2	3	3	3	4	21	75
19	3	2	3	3	3	3	4	21	75
20	3	3	3	3	3	2	4	21	75
21	3	3	3	3	3	2	4	21	75
22	4	3	3	2	3	1	2	18	64
23	3	3	3	3	3	2	4	21	75
24	3	3	3	3	3	2	4	21	75
26	3	3	2	3	2	1	4	18	64
27	3	3	3	3	3	2	4	21	75
28	3	3	3	2	3	3	4	21	75
29	3	3	2	3	3	3	4	21	75
30	3	3	2	3	2	1	4	18	64
31	3	3	3	3	3	2	4	21	75
32	3	3	2	3	2	1	4	18	64
34	3	3	2	3	3	3	4	21	75

- a) The students' percentage of general phenomena of Recount text

$$\frac{\text{The students' general phenomena}}{\text{Number of students}} \times 100\%$$

$$\frac{3}{34} \times 100\% = 8,82\%$$

- b) The students' percentage of special phenomena of Recount text

$$\frac{\text{The students' special phenomena}}{\text{Number of students}} \times 100\%$$

$$\frac{31}{34} \times 100\% = 91,18\%$$

- 2) The students' score on Dialogue, about asking and giving attention and invitation/refuse and receive invitation.

Table 4.5

Students' Score of Dialogue

STUDENT LISTS OF X-1 WITH THE ASSESSMENT OF SPEAKING
(DIALOGUE of ASKING FOR AND GIVING ATTENTION)
STATE ISLAMIC SENIOR HIGH SCHOOL OF SIDOARJO
ACADEMIC YEAR 2011-2012 ODD SEMESTER

Basic Competence : Students are able to express asking for and giving attention
KKM : 72

Students' Number	Aspects Assessed			Point	Score
	Correct Utterances	Intonation	Response		
1	4	3	4	11	92
2	4	3	4	11	92
3	4	4	3	11	92
4	3	3	3	9	75
5	3	3	3	9	75
6	3	3	3	9	75
7	3	4	4	11	92
8	3	3	3	9	75
9	4	4	3	11	92
10	3	3	3	9	75
11	4	4	3	11	92

12	4	4	3	11	92
13	3	4	3	10	83
14	4	4	3	11	92
15	3	3	3	9	75
16	3	3	3	9	75
17	3	3	3	9	75
18	3	3	3	9	75
19	3	3	3	9	75
20	3	3	3	9	75
21	3	3	3	9	75
22	4	4	3	11	92
23	3	3	3	9	75
24	3	3	3	9	75
25	4	4	3	11	92
26	3	3	3	9	75
27	3	3	3	9	75
28	4	4	3	11	92
29	4	3	4	11	92
30	3	3	3	9	75
31	3	3	3	9	75
32	3	4	3	10	83
33	4	4	3	11	92
34	3	3	3	9	75

The score range:

1 : Excellent

2 : Very good

3 : Good

4 : Fair

ENGLISH TEACHER

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Table 4.6
Students' score of Dialogue
To Know the Total Score

Students' Number	Score
1	92
2	92
3	92
4	75
5	75
6	75
7	92
8	75
9	92
10	75
11	92
12	92
13	83
14	92
15	75
16	75
17	75
18	75
19	75
20	75
21	75
22	92
23	75
24	75
25	92
26	75
27	75
28	92
29	92
30	75
31	75
32	83
33	92
34	75
Total Score	2787

To know students' speaking ability, the researcher used average score of one performance to the next performance.

The formula of average score;

$$\begin{aligned} \text{Average score} &= \frac{\text{Total Score}}{\text{Number of students}} \\ &= \frac{2787}{34} \\ &= 81,97 \end{aligned}$$

So, the average score of students' oral performance in speaking ability on dialogue of asking and giving attention, and invitation/refuse and receive the invitation was 81,97.

Phenomena

a) General phenomena of Dialogue

All of the students' score were on general phenomena.

b) Special phenomena of Dialogue

No special phenomena.

a) The students' percentage of general phenomena of the dialogue

$$\begin{aligned} &\frac{\text{The students' general phenomena}}{\text{Number of students}} \times 100\% \\ &\frac{34}{34} \times 100\% = 100\% \end{aligned}$$

b) The students' percentage of special phenomena of the dialogue

$$\begin{aligned} &\frac{\text{The students' special phenomena}}{\text{Number of students}} \times 100\% \\ &\frac{0}{34} \times 100\% = 0\% \end{aligned}$$

Table 4.7
The Result of Performance Assessment

Students' Number	Students' Score on Recount Text	Students' Score on Dialogue	The Result
1	75	92	Increasing
2	79	92	Increasing
3	75	92	Increasing
4	75	75	Constant
5	75	75	Constant
6	75	75	Constant
7	75	92	Increasing
8	75	75	Constant
9	75	92	Increasing
10	75	75	Constant
11	75	92	Increasing
12	75	92	Increasing
13	75	83	Increasing
14	75	92	Increasing
15	64	75	Increasing
16	89	75	Decreasing
17	75	75	Constant
18	75	75	Constant
19	75	75	Constant
20	75	75	Constant
21	75	75	Constant
22	64	92	Increasing
23	75	75	Constant
24	75	75	Constant
25	89	92	Increasing
26	64	75	Increasing
27	75	75	Constant
28	75	92	Increasing
29	75	92	Increasing
30	64	75	Increasing
31	75	75	Constant
32	64	83	Increasing
33	86	92	Increasing
34	75	75	Constant

To know students' speaking ability after the implementing of performance assessment, the researcher used students' score of one performance to the next performance, and the results were:

- 1) Increasing : $\frac{\text{The number of students increasing}}{\text{Number of students}} \times 100\%$
 $\frac{18}{34} \times 100\% = 52,94\%$
- 2) Constant : $\frac{\text{The number of students constant}}{\text{Number of students}} \times 100\%$
 $\frac{15}{34} \times 100\% = 44,12\%$
- 3) Decreasing : $\frac{\text{The number of students constant}}{\text{Number of students}} \times 100\%$
 $\frac{1}{34} \times 100\% = 2,94\%$

- 3) The students' score on Narrative text, Individual presentation, about narrative text telling story.

Table 4.8

Students' Score of Individual Presentation on Narrative Text

STUDENT LISTS OF X-1 WITH THE ASSESSMENT OF SPEAKING
(MONOLOG of NARRATIVE TEXT)STATE ISLAMIC SENIOR HIGH SCHOOL OF SIDOARJO
ACADEMIC YEAR 2011-2012 ODD SEMESTER

Basic Competence : Students are able to retell a story

KKM : 72

Students' Number	Aspects Assessed							Point	Score
	Accent	Gram mar	Pronun	Vocab	Flue ncy	Materi al	Gam bits		
1	2	3	3	3	3	3	4	21	75
2	2	3	3	3	3	3	4	21	75
3	2	3	3	3	3	3	4	21	75
4	2	3	3	4	3	4	4	23	82
5	2	3	3	3	3	3	4	21	75

6	2	3	3	3	3	3	4	21	75
7	3	4	4	3	3	3	4	24	86
8	2	3	3	3	3	3	4	21	75
9	2	3	3	3	3	3	4	21	75
10	2	3	3	3	3	3	4	21	75
11	2	2	3	3	3	4	4	21	75
12	2	3	3	4	3	4	4	23	82
13	2	3	3	3	3	3	4	21	75
14	2	3	3	3	3	3	4	21	75
15	3	3	3	4	3	4	4	24	86
16	2	3	3	3	3	3	4	21	75
17	2	3	3	3	3	3	4	21	75
18	2	3	3	4	3	4	4	23	82
19	2	3	3	3	3	3	4	21	75
20	3	3	4	3	3	3	4	23	82
21	2	3	3	3	3	3	4	21	75
22	2	3	3	3	3	3	4	21	75
23	2	2	3	3	3	4	4	21	75
24	2	3	3	3	3	3	4	21	75
25	3	3	3	4	3	4	4	24	86
26	2	3	3	3	3	3	4	21	75
27	2	3	3	3	3	3	4	21	75
28	2	3	3	3	3	3	4	21	75
29	2	3	4	4	3	3	4	23	82
30	2	3	3	3	3	3	4	21	75
31	2	3	3	3	3	3	4	21	75
32	2	3	3	3	3	3	4	21	75
33	2	3	3	3	3	3	4	21	75
34	2	3	3	3	3	3	4	21	75

The score range:

1 : Excellent

2 : Very good

3 : Good

4 : Fair

ENGLISH TEACHER

AMIK AMRI RAHMADHI

Table 4.9
Students' score of Narrative Text
To Know the Total Score

Students' Number	Score
1	75
2	75
3	75
4	82
5	75
6	75
7	86
8	75
9	75
10	75
11	75
12	82
13	75
14	75
15	86
16	75
17	75
18	82
19	75
20	82
21	75
22	75
23	75
24	75
25	86
26	75
27	75
28	75
29	82
30	75
31	75
32	75
33	75
34	75
Total Score	2538

To know students' speaking ability, the researcher used average score of one performance to the next performance.

The formula of average score;

$$\begin{aligned} \text{Average score} &= \frac{\text{Total Score}}{\text{Number of students}} \\ &= \frac{2538}{34} \\ &= 74,64 \end{aligned}$$

So, the average score of students' oral performance in speaking ability on Narrative text about telling someone' biography was 74,64

Table 4.10

General phenomena of Narrative text

Students' Number	Aspects Assessed							Point	Score
	Accent	Grammar	Pronun	Vocab	Flue ncy	Materi al	Gam bits		
7	3	4	4	3	3	3	4	24	86
15	3	3	3	4	3	4	4	24	86
20	3	3	4	3	3	3	4	23	82
25	3	3	3	4	3	4	4	24	86

Table 4.11

Special phenomena of Narrative text

Students' Number	Aspects Assessed							Point	Score
	Accent	Grammar	Pronun	Vocab	Flue ncy	Materi al	Gam bits		
1	2	3	3	3	3	3	4	21	75
2	2	3	3	3	3	3	4	21	75
3	2	3	3	3	3	3	4	21	75
4	2	3	3	4	3	4	4	23	82
5	2	3	3	3	3	3	4	21	75
6	2	3	3	3	3	3	4	21	75
8	2	3	3	3	3	3	4	21	75
9	2	3	3	3	3	3	4	21	75
10	2	3	3	3	3	3	4	21	75

11	2	2	3	3	3	4	4	21	75
12	2	3	3	4	3	4	4	23	82
13	2	3	3	3	3	3	4	21	75
14	2	3	3	3	3	3	4	21	75
16	2	3	3	3	3	3	4	21	75
17	2	3	3	3	3	3	4	21	75
18	2	3	3	4	3	4	4	23	82
19	2	3	3	3	3	3	4	21	75
21	2	3	3	3	3	3	4	21	75
22	2	3	3	3	3	3	4	21	75
23	2	2	3	3	3	4	4	21	75
24	2	3	3	3	3	3	4	21	75
26	2	3	3	3	3	3	4	21	75
27	2	3	3	3	3	3	4	21	75
28	2	3	3	3	3	3	4	21	75
29	2	3	4	4	3	3	4	23	82
30	2	3	3	3	3	3	4	21	75
31	2	3	3	3	3	3	4	21	75
32	2	3	3	3	3	3	4	21	75
33	2	3	3	3	3	3	4	21	75
34	2	3	3	3	3	3	4	21	75

- a) The students' percentage of general phenomena of Narrative text

$\frac{\text{The students' general phenomena}}{\text{Number of students}} \times 100\%$

$\frac{4}{34} \times 100\% = 11,76\%$

34

- b) The students' percentage of special phenomena of Narrative text

$\frac{\text{The students' special phenomena}}{\text{Number of students}} \times 100\%$

$\frac{30}{34} \times 100\% = 88,24\%$

30

Table 4.12
The Result of Performance Assessment

Students' Number	Students' Score on Dialogue	Students' Score on Narrative Text	The Result
1	92	75	Decreasing
2	92	75	Decreasing
3	92	75	Decreasing

4	75	82	Increasing
5	75	75	Constant
6	75	75	Constant
7	92	86	Decreasing
8	75	75	Constant
9	92	75	Decreasing
10	75	75	Constant
11	92	75	Decreasing
12	92	82	Decreasing
13	83	75	Decreasing
14	92	75	Decreasing
15	75	86	Increasing
16	75	75	Constant
17	75	75	Constant
18	75	82	Increasing
19	75	75	Constant
20	75	82	Increasing
21	75	75	Constant
22	92	75	Decreasing
23	75	75	Constant
24	75	75	Constant
25	92	86	Decreasing
26	75	75	Constant
27	75	75	Constant
28	92	75	Decreasing
29	92	82	Decreasing
30	75	75	Constant
31	75	75	Constant
32	83	75	Decreasing
33	92	75	Decreasing
34	75	75	Constant

To know students' speaking ability after the implementing of performance assessment, the researcher used students' score of one performance to the next performance, and the results were:

- 1) Increasing : $\frac{\text{The number of students increasing}}{\text{Number of students}} \times 100\%$
 $\frac{4}{34} \times 100\% = 11,76\%$
- 2) Constant : $\frac{\text{The number of students constant}}{\text{Number of students}} \times 100\%$
 $\frac{15}{34} \times 100\% = 44,12\%$
- 3) Decreasing : $\frac{\text{The number of students constant}}{\text{Number of students}} \times 100\%$
 $\frac{15}{34} \times 100\% = 44,12\%$

b. The result of the interview to the students

The researcher interviewed the students. That interview was aimed to collect the information about the students' speaking ability. Is any increasing of students' speaking ability after implementing performance assessment? And why the aspects of students' speaking ability, such as pronunciation, grammar, vocabulary, fluency, comprehension, etc are not on the average level. She interviewed 2 students for this research. That interview was held on 13 October 2011.

According to the students who had been interviewed by the researcher, it had been known that they didn't know that their teacher prepared a rubric to make easy to assess their performance. It means that their teacher didn't inform to students about the criterion of the assessment. The students only know that they have to prepare an oral performance, and they gave a time for one week to prepare it.

There were many criterion of assessment (the aspect assessed), they were, vocabulary, pronunciation, comprehension, fluency, grammar, material, etc. Based on the aspect assessed, the students admitted that there were many difficulties when they have performed, such as lack of vocabulary, incorrect pronunciation, not fluency performance, etc. The student also admitted that the cause of these problems above because they seldom practice their English, and sometimes they felt unconfident when they did perform in front of the class.

According to the students, there were many ways to overcome their difficulties. The first, to overcome unconfident, they tried to increase their confident by being active in the class and increased their English. The way is be more active to practice English in the class, try to ask something by using English to the teacher, communicate or practice English with friends, such as begin from easy expressions. And join English outside of the class such as in a course or English clubs. The second, to overcome incorrect pronunciation, the students tried to said or drilled new words by opening dictionary and other media, such as digital dictionary. The third, to overcome not fluency performance the students tried to understand more about the material and more practiced to speak up in English.

Further according to the students, sometimes they felt nervous when they did perform in front of the class, because they were not ready to perform. They admitted that they had not prepared the material well and they also didn't

understand about the materials. And they said the way to overcome that problem, by preparing the materials well, and understood it and the last practiced it orally.

Deal with why the aspect of students' speaking ability, such as pronunciation, grammar, vocabulary, fluency, comprehension, etc are not on the average level, the students admitted that they less understood about grammar and pronunciation. And their real ability have been shown when they performed. Of course, there were many mistakes. But, they have tried to practice and performed in front of the class.

Deal with is any increasing of students' speaking ability after implementing performance assessment, the students said that of course there was increasing, such as they have known right pronunciation, appropriate grammar, because they had to prepare well before they perform. The important one was they have bravery to practice their English by perform in front of the class, although there are many mistakes.

3 Students' Responses on the Implementation of Performance Assessment in Their Speaking Class.

The researcher distributed the questioner in the last meeting of the observation. Based on the result of questioner, it was gotten the information about students' responses on the implementation of performance assessment on speaking class. The following section presented details answer of the questioner.

Deal with students' interest in English, 23 students (69,70%) answered like with English subject, and 10 students (30,30%) answered less like with English subject. And no student answered dislike with English subject.

Based on students' opinion about speaking skill, 1 student (3,03%) answered fluent in speaking English. And 27 students (81,82%) answered less fluent in speaking English. And 5 students (15,15%) answered influent in speaking English.

Deal with the causes of less fluent or influent in your speaking. 12 students (36,36%) answered afraid to make mistakes, and 19 students (57,58%) answered tat they are less habitual, and 2 students (6,06%) answered no partner in speaking English.

Deal with the implementation of performance assessment, there are four questions. The first, do you know that your teacher has observation paper as the kind of teacher' assessment to assess your performance? 21 students (63,64%) answered know about that, and 11 students (33,33%) answered less know about that. And 1 student (3,03%) answered didn't know about that.

The second, do you know about performance assessment that has been applied in speaking class? 18 students (54,54%) answered know about that. And 15 students (45,45%) answered less know about that. And no student who answered didn't know about that.

The third, do you agree with the application of performance assessment? 23 students (69,70%) answered agree with the application of performance

assessment. And 9 students (27,27%) answered less agree about that. And 1 student answered disagrees with the application of performance assessment.

The fourth, does your teacher often ask you to perform? 24 students (72,73%) answered often. And 8 students (24,24%) answered seldom. And 1 student answered never.

Based on the materials of performance assessment, 1 student (3,03%) answered that the materials are easy. And 25 students (75,76%) answered that the material are middle material/ it is not easy but it is not difficult too. And 7 students (21,21%) answered that it is difficult material.

Based on students' responses on the implementation of performance assessment, 7 students (21,21%) answered enthusiastic, and 19 students (57,57%) answered just so so. And 7 students (21,21%) answered dislike when the teacher asked to perform.

Deal with students' difficulties in speaking English, 25 students (75,76%) answered that they are often get difficulties. And 8 students (24,24%) answered seldom get difficulties. And no students who answered never get difficulties.

Based on students' expectation in finishing their task of performance, 27 students (81,82%) answered of course. And 6 students (18,18%) answered just so so, and no student answered no,

Deal with students' improvement in speaking skill after they do perform, Do you feel any increasing in your speaking after doing perform? 15 students

(45,45%) answered yes, there is increasing, and 17 students (51,52%) answered little increasing. And 1 student (3,03%) answered nothing increasing.

B. DISCUSSION

This section presented discussion based on the finding of the study. The discussion concerned with; how teacher implements performance assessment on students' oral performance of speaking ability to his students, how students' speaking ability after the implementing of performance assessment, and what are students' responses on the implementation of performance assessment in their speaking class.

1 The Implementation of Performance Assessment on Students' Oral Performance on Speaking Ability

Here, the researcher tries to match and correlate those results with some related literatures that have been presented in chapter 2 of the research. Actually, the result of the data is gotten to answer the implementation of performance assessment on students' oral performance on speaking ability. The result shows that it was not maximum conducted. It was known from the observation, where there were many problems, such as limited time, teacher' instruction was unclear that made students less concern and the result was many students said '*i am sorry my friends I am not ready at now I will perform later*'. It contrasts with the result of interview where the teacher said that the implementation of performance assessment on students' oral performance was run well. It was appropriate with

teacher's expectation. It can be proved; the scores were more than Minimum Standard of Mastery (KKM).

But, the success of the implementation of performance assessment is not only looked from the scores but also how the teacher conducted it. Because we ever hear '*mistrusting test*', it means students' true ability is not always reflected in the test scores that they obtain.² It is appropriate with the theory of performance assessment, isn't it, because there are many steps in conducting performance assessment such as, identifying the purpose, planning, developing rubric score, setting standard, selecting assessment activity, and recording information.³

In the implementation of performance assessment, there are some methods that had been used successfully to assess performance. And the teacher in MAN Sidoarjo, especially in class X-1 applied open-ended or extended response. It contain of exercises, questions that require students to explore a topic orally or in writing.⁴ Further more, O'Malley states 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. It means in MAN Sidoarjo, especially in class X-1 have applied performance assessment appropriate with O'Malley theory where the teacher conducted performance assessment on students' oral performance to his

² Arthur Hughes, *Testing for Language Teacher*, 2

³ J.Michael O'Malley-Lorraine Valdes Pierce, *Authentic Assessment for English Language Learner*, (USA:Longman, Inc, 1996) 65

⁴ Education Consumer Guide, "*Performance Assessment*", (<http://www2.ed.gov/pubs/or/consumer/guide.html>, accessed on August 12 2011)

students, by asking them to perform in front of the class. By this technique, the students were demanded to practice their English and able to deliver the materials well. And the way is make the audiences understand about the delivered material.

The assessment of students' oral performance in class X-1 was begun by preparing the class, such as arranged the table and warmed activity. In the first meeting, the teacher prepared the class by changing the table with letter U style. Then, the teacher did warmer by singing a song together (I wanna wanna be) where that song was a jargon song of their class. In the second meeting, the teacher started the assessment by explaining the materials for 15 minutes. Then, he asked to students to make a dialogue (connected with the materials) and performed it in front of the class. In the third meeting, the teacher prepared the class by changing the table with letter U style. Then, the teacher did warmer activity by singing a song. The title of that song was 'you are my friends'. The lyric of that song are made by themselves by copying the nada Indonesian song 'kau terindah by Armada'.

Based on the explanation above, it means that the technique was good. It was known when the students did warmer activity. Their warmer activity was interesting. It made them motivated and enjoyed. It can be seen in every warmer activity that they had done. One of them was sang a song (jargon of the class), they did warmer activity enthusiastically and did it with full of spirit. And it also able to reduce potential for stress to the students before they are asked to perform. It is appropriate with Douglas' states that there are some principles for designing

speaking techniques, they are, the technique should cover the learners' need, should be intrinsically motivating, provide appropriate feedback, etc.⁵ Unfortunately, in the last time of conducting assessment the teacher didn't give feedback to the students.

Then, deal with some aspect of assessing. In the first meeting, the material was Recount text, individual presentation about someone' biography. And the aspects of assessing were accent, grammar, pronunciation, vocabulary, fluency, materials and gambit. In the second meeting, the material was dialogue, about asking and giving attention, and invitation (refuse and receive the invitation). And the aspects of assessing were utterances, intonation, and response. In the third meeting, the material was Narrative text, individual presentation telling story. And the aspects of assessment were same with the first assessment.

Based on Depdiknas' format assessment, there are five aspects assessed that usually used to conduct oral assessment, they are pronunciation, grammar, vocabulary, fluency, and comprehension.⁶ But, in this research there are seven aspects assessed. It is too many. And the calculation of score is not exact. For example, the point was 21 and the score was 75 ($75:21=3,571$), the point was 23 and the score was 82 ($82:23=3,565$), the point was 24 and the score was 86 ($86:24=3,583$).

⁵ H. Douglas brown, *Language Assessment*, 268

⁶ Nur Fatma, *Performance Assessment on Students' oral performance*, 16

Based on the observation, in the individual presentation both Recount Text and Narrative Text, there are seven aspects assessed. They were too many, because some aspects have similar meaning, for example; Accent, Pronunciation, and Gambit. According to the teacher, Accent is deal with intonation or pronunciation of the words, phrase, or sentences, and Gambit is some expressions that used to begin speaking, greeting the audiences, and close the speaking.

The materials of assessment that had been prepared by the teacher were appropriate with the kind of oral performance, such as individual presentation and dialogue. The students were permitted to look for the material from internet. It based on students' interested, and also based on the curriculum. O'malley stated that oral language assessment can take various forms depend on the purpose for assessment and students' level of language.⁷ Because of that, the teacher should make oral language (English) as the language habitual. And teaching learning process has to use L2, and didn't be permitted using L1. If the class were created like that, it sure when the teacher conducted oral assessment, the students will be ready. And nothing to say, 'I'm sorry my friends I'm not ready at now I will perform later'.

Further, before assessing was really conducted the teacher asked to students 'are you ready for perform?' and some students' responses were 'I'm not

⁷ J.Michael O'Malley-Lorraine Valdes Pierce, *Authentic Assessment for English Language Learner*, (USA:Longman, Inc, 1996) 65

ready Sir,' then, the teacher said to students, if you are not ready please say to your friends, 'I'm sorry my friends I'm not ready at now I will perform later'.

Based on the observation, the teacher permitted the students who have not ready to perform to perform later. It means that, the times were wasted, because they didn't perform in that day, they only said '*I'm sorry my friends I'm not ready at now I will perform later*'. While, based on the O'Malley stated the time become challenging or the problem of oral assessment. Therefore, the teacher has to manage the time as effective as possible.

According to O'Malley selecting assessment activity is important thing to be done before conducting assessment. The activities or the tasks should be designed to challenge the proficiency level of the student, without frustrating them.⁸ In this research, the activity or the task have appropriate with students' interest. It can be seen from their materials. Most of them chose the biography of great people, such as world figure, scientist figure, biography of artist, etc. And they were permitted to look for the material from internet. O'Malley also stated that there are at least three challenge facing teachers who asses oral language in the classroom; making time, selecting assessment activities, and determining evaluation criteria.⁹

Before starting to assess the students, the teacher gave 5-10 minutes for preparing some students used that time for preparing, such as practiced and

⁸ Ibid, 65

⁹ Ibid, 58-59

memorized the materials. But, some students made noisy. It is good chances for students to prepare themselves, prepare the materials, such as memorize or prepare their emotional, such as reduce their anxious. If they are ready with their materials, so their anxious will reduce.

The technique to get the students to perform was interesting. It was known when the students did warmer activity. Their warmer activity was interesting. It made them motivated and enjoyed. It can be seen in every warmer activity that they had done. They did warmer activity enthusiastically and did it with full of spirit. The first assessment, the technique was using ball rotation. The second assessment didn't use any technique. But the teacher opened the class by explaining the material, the material was about Dialogue. The third assessment, used card to get who will do perform in that day.

Unfortunately, there were some students who got in turn to come forward to perform but they were not ready and they said, *'I'm sorry my friends I'm not ready at now I will perform later'*. Finally, the students who have performed in performance assessment class were less than the expectation

Based on the result of the research, the material of the assessment was in an understandable way, because the material was free, it could be gotten from internet. And they also gave a time for preparing it. But, in fact there were some students who were not ready with their material.

Based on the purpose of using assessment, one of them said that it used for monitoring the students' progress. It reviewed students' language and content

area learning in the classroom, so it would be known what students' need to improve with teacher' helping.¹⁰In conclusion, the students have to able to take responsibility for self correction and improvement. Further, they should able to know or understand what they need to improve their speaking ability to be better and better.

Based on the interview data, it was found that there were 2 kinds of performance assessment that were applied in speaking class. And for this semester, there were 3 times of oral assessment on speaking ability. The teacher explains that he prepared rubric score to make easy in assessing students. It was appropriate with the way to record the result of performance based on assessment. One of them was *rating scale approach*.¹¹

Over all, there were many problems faced by the teacher on the implementation of performance assessment on students' oral performance in speaking ability. The teacher admitted three problems, they were students' volume voice, the way to deliver the material (wrong pronunciation, wrong grammar, etc), and limited time. According to Arthur Hughes, there are at least three challenges facing the teacher who assess oral language in the classroom, they are making time, selecting assessment, and determining evaluations criteria.¹²

¹⁰ Ibid, 3

¹¹ Brualdi Amy, "Implementing Performance Assessment in the Classroom", (<http://www.ericdigests.org/1999-2/assessment.htm>, accessed on April 24, 2011)

¹² Arthur Hughes, *Testing for Language Teacher*, (UK: Cambridge University Press,2003) 113

2 Students' Speaking Ability after the Implementing of Performance Assessment.

Based on the data (students' scores) that were gotten from the teacher, it was known well. In the first and second assessment there were no students who got the score Under Minimum Standard (KKM). Only on third assessment, there were three students who got the score under minimum standard of mastery. The average score was good. The average score of first assessment was 77, the second was 81,97, and the third was 74,64. And the score of Under Minimum Standard was 72.

To know the increasing or the result of the implementation of performance assessment, the researcher analyzed students' score of one assessment to the next assessment. Then analyzed it became 3 parts, they were Increasing, constant and decreasing. In the first assessment to the second assessment, the results were 18 students or 52,94% were increasing, 15 students or 44,12% were constant, and 1 student or 2,94% was decreasing. And in the second assessment to the third assessment, the results were 4 students or 11,76% were increasing, 15 students or 44,12% were constant and 15 students or 44,12% were decreasing.

To make the conclusion of the result performance assessment, the researcher uses method of grading classroom tests, they are:¹³

- a) Percentages (90-100% = A, 80-90% = B, and so on)

¹³ J.Michael O'Malley-Lorraine Valdes Pierce, *Authentic Assessment for English Language Learner*, (USA:Longman, Inc, 1996) 29

b) Mastery (80% = Mastery, 60-79% = Partial Mastery, <60% = No mastery)

Based on the result of performance assessment, there are 2 conclusions.

The first, in the first assessment to the second assessment the result was Mastery.

It was known from the result of performance assessment, where 52,94%

(increasing) plus 44,12% (constant) are equals 97,06%. The second, in the second

assessment to the third assessment the result was No mastery. It was known from

the result of performance assessment, where 11,76% (increasing) plus 44,12%

(constant) are equals 55,88%.

Table 4.13
The Result of All Performance Assessment

Students' Number	Students' Score on Recount Text	Students' Score on Dialogue	The Result	Students' Score on Narrative Text	The Result
1	75	92	Increasing	75	Decreasing
2	79	92	Increasing	75	Decreasing
3	75	92	Increasing	75	Decreasing
4	75	75	Constant	82	Increasing
5	75	75	Constant	75	Constant
6	75	75	Constant	75	Constant
7	75	92	Increasing	86	Decreasing
8	75	75	Constant	75	Constant
9	75	92	Increasing	75	Decreasing
10	75	75	Constant	75	Constant
11	75	92	Increasing	75	Decreasing
12	75	92	Increasing	82	Decreasing
13	75	83	Increasing	75	Decreasing
14	75	92	Increasing	75	Decreasing
15	64	75	Increasing	86	Increasing
16	89	75	Decreasing	75	Constant
17	75	75	Constant	75	Constant
18	75	75	Constant	82	Increasing
19	75	75	Constant	75	Constant
20	75	75	Constant	82	Increasing
21	75	75	Constant	75	Constant
22	64	92	Increasing	75	Decreasing

23	75	75	Constant	75	Constant
24	75	75	Constant	75	Constant
25	89	92	Increasing	86	Decreasing
26	64	75	Increasing	75	Constant
27	75	75	Constant	75	Constant
28	75	92	Increasing	75	Decreasing
29	75	92	Increasing	82	Decreasing
30	64	75	Increasing	75	Constant
31	75	75	Constant	75	Constant
32	64	83	Increasing	75	Decreasing
33	86	92	Increasing	75	Decreasing
34	75	75	Constant	75	Constant

Based on the table above, it can be concluded that the result of the students' performance are:

1. Increasing to Decreasing : 15 students
2. Constant to Increasing : 3 students
3. Constant to Constant : 12 students
4. Decreasing to Constant : 1 student
5. Increasing to Increasing : 1 student
6. Increasing to Constant : 2 students

In conclusion, the result of students performances show those students' score are not constant. It was known from the data above that percentages of increasing to decreasing score of the students' performance are 44,12% and constant to increasing 8,82% and constant to constant 35,29% and decreasing to constant 2,94% and increasing to increasing 2,94% and increasing to constant 5,88%. It means that there are many students who are in position increasing to decreasing and constant to constant. Because only one student who is in position

increasing to increasing. It can be concluded that the implementation of performance assessment on students' oral performance of speaking ability didn't work.

Although, there are many advantages of the using performance assessment to increase students' speaking ability, such as everyday life practice English. But, based on this research, the using of performance assessment are not maximal. So, the teacher should prepare performance assessment, such as identifying the purpose, planning, developing rubric, setting standard, selecting assessment activity, and managing the time well.¹⁴ Basically, the teacher should prepare their students before conducting performance assessment, such as using L2 in English class. The teacher and the students have to use L2 in their class as daily language. So, when the teacher conducts performance assessment, the students not only memorize the materials but also they have capability to speak English.

The researcher also analyzed students' score by describing the aspects of assessment, by making phenomena. There were 2 phenomenon that analyzed, they were;

- a. General phenomena: is the aspects of students' speaking ability are on the average level.

E.g. → Grammar : 4 Grammar : 4

¹⁴ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner*, (USA, Longman Inc, 1996) 63-69

Pronunciation	: 4	or	Pronunciation	: 4
Vocabulary	: 4		Vocabulary	: 3
Fluency	: 4		Fluency	: 3

b. Special phenomena: is the aspects of students' speaking ability are not on the average level.

E.g. →

Grammar	: 4
Pronunciation	: 3
Vocabulary	: 2
Fluency	: 1

Based on the finding:

- 1) In the first assessment, the average score was 77, the general phenomena was 11,76% and special phenomena was 88,24%
- 2) In the second assessment, the average score was 81,97, general phenomena was 100% and the special phenomena was 0%
- 3) In the third assessment, the average score was 74, the general phenomena was 8,82% and special phenomena was 91,18%

Why the aspect of students' speaking ability was not in the average level? To answer that question, the researcher analyzed the data from interview with the students. The students admitted that their real ability have been shown when they performed. Of course, there were many mistakes. But, they have tried to practice and performed in front of the class. As we know, students' speaking ability of one student to other students is not same. It also, the aspects of students'

speaking ability are not in the average level, because the students' ability is different. For example, one student is great on grammar and pronunciation, but her vocabulary and fluency is low.

According to the students who have interviewed by the researcher, they admitted that they didn't know that their teacher prepared a rubric to make easy to assess their performance. It means that, the teacher didn't inform to the students about the criteria of assessment. But in fact, when the researcher did observation the teacher always inform to the students about the criteria of assessment. It means that the teacher' instruction was unclear.

There are many criteria of assessment, such as grammar, vocabulary, pronunciation, fluency, etc. Based on the aspects assessed, the students admitted there were many difficulties when they performed, such as they were not ready with the materials (they have not memorized well) and sometimes they felt nervous to perform in front of the class. They also aware that their speaking ability is not good, they admitted that their knowledge was low, such as they were low in pronunciation and grammar. According to Gordon, there are three problems that faced by the students when they are in oral assessment; lack of skill, unpredictable questions, and potential for stress.¹⁵

3 Students' Responses on the Implementation of Performance Assessment in Their Speaking Class

¹⁵ Gordon Joughin, "Assessing of Project Based Learning", ([http://www.heacademy.ac.UK/assets/documents/resources data base/pdf](http://www.heacademy.ac.UK/assets/documents/resources%20data%20base/pdf), accessed on August 12, 2011)

Based on the result of questioner, the researcher could take the conclusion that students' interest in English was high, because no students answered dislike with English. In this case, students' interest in English is not means that most of them are master to speak English. The researcher described '*students' interest in English*' become two parts. The first is the students interesting in English because they really master English or able to speak English fluently. The second is the students interesting in English because they interesting with the materials, although their speaking is less fluent. For example, based on the observation most of the students have prepared the materials and they have printed out the material. But they have not ready to perform in front of the class, because the have not memorized well. But, sometimes, they were ready to perform but they felt nervous.

Deal with students' speaking skill, their speaking ability is need more developed, because the students who felt less fluent in speaking English were more than eighty percent. The purpose of learn language is able to communicate. To make students able to speak English is not easy job. But, performance assessment is one of the ways to solve it. By performance assessment, the students are asked to perform their understanding about the materials orally, because this technique involves all of the students.¹⁶

Deal with the causes of less fluent or not fluent in speaking English, most of the students afraid to make mistakes. It was known from the observation

¹⁶ Samuel J. meisels, *performance assessment*.

where the some students who get in turn to perform in front of the class, they said *'I'm sorry my friends I'm not ready at now I will perform later'*, although they have prepared their material by printed out it. There are many advantages of the implementation of performance assessment, they are, evaluate progress as well as performance, evaluate the whole students, involve students in process of assessing their own growth, observe students' development, monitoring students' progress, and contribute to meaningful curriculum planning.¹⁷ By applying this technique, the teacher has to know what students' need to improve their English.

Based on the question number 4 and 5 connected with observation paper as kind of teacher' assessment, there were some students who less know about that. But more fifty percent know. The students need to know the purpose of the assessment activity, expected performance and the criteria of each task. When students less knows about that, it means that teacher' instruction about giving information was unclear. So, teacher's instruction should be clearer. It can be done by giving the instruction with simple instruction and teacher' s instruction voice should be louder.

Based on the question number 6 and 7 connected with, are the students agree about the implementation of performance assessment? Most of the students were agree about the implementation of performance assessment. They have motivation to be able to speak English well, and the teacher also often to ask the students to perform. It means most of the students have interesting to speak and

¹⁷ Ibid.

their teacher has provided media to do it, by performance assessment on students' oral performance.

According to the students, the materials of performance assessment were less challenging. It means the material is not difficult but it is not easy too for the students. O'Malley stated that, the tasks of oral performance assessment should be designed to challenge the proficiency level of the students without any frustrating them.¹⁸

¹⁸ O'Malley, 65