CHAPTER I

INTRODUCTION

This study is about analytic scoring procedure in speaking assessment at hospitality program of state vocation high school 1 buduran sidoarjo. This chapter discusses the area of the study that be covered in some headings; background of study, research questions of the study, objectives of the study, significance, scope and limitation, then definition of the key terms.

A. Background of The Study

Speaking seems intuitively the most important of all the four language skills (listening, writing, reading, and speaking) since people who know a language are referred to as a 'speaker' of that language, as if speaking included all other skill knowing that language¹. Through speaking, somebody shows their idea or their feeling. Moreover in English class, the teacher will know students idea through speaking. As another skill, the teacher conduct speaking test to measure that students understand and have a progress during study in the class.

A speaking test is a procedure to measure speaking ability that requires the learner to speak or to produce utterances and he/she is assessed

¹ Mukminatien, Nur. 2000. *The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment, TEFLIN Journal, Vol. XI, No. 1 Agustus 2000.* Universitas Negeri Malang.

on the basis of his/her utterances². The learners will know their progress, strengths and weakness during study the lesson in the class. Furthermore, through speaking test the teacher knows their students about their progress.

In an elementary level, a speaking test may be focused on assessing one or two aspects of speaking skills such as the pronunciation, intonation, and stress. In advanced level, the assessment is focused on the language function. Unfortunately, when speaking assessment is concerned, not all teacher when evaluates students using a detail description about how to develop a good scoring guide or a scoring sheet. Experts in language testing have discussed types and techniques of language testing without giving information on how to score the test³.

Presently, learners are demanded to speak English during their English Lesson or in full case for English for Specific Purposes Students such students of Vocational High School in a hospitality program. They are forced to speak English fluently because the purpose of their study is getting in touch with many foreigners in their working world.

Students are categorized as a good or bad speakers depend on someone who assesses their ability while speaking. It is common that speaking assessment for classroom purposes done by the teachers has been done without any theoretical basis. So, the teachers just use their feel

² Underhiil, N. *Testing spoken language*. Cambririge: (Cambridge University Press:1987) p.98

³ Oller J.W., Jr. 1979. LanguageTest at School. London: Longman Group Ltd. P.248

judgment to score the students' performance. By doing that, the teachers determine the score based on their impression without making an analysis of the aspects of speaking ability. Thus, the researcher directly shows the use of analytic scoring procedure in assessing speaking ability of students used English for Specific Purposes. Analytic schemes have also been found to be particularly useful for scorers who are relatively inexperienced⁴.

Most of researchers find out the effectiveness of those scoring procedure by comparing both of analytic and impressionistic. In this research, the researcher wants to find out resemblance of the teacher's rubric for speaking assessment with the characteristic of Analytic Scoring rubric and make it related with English for Specific Purposes (ESP). It should be analytic because this scoring procedure is more effective than the holistic one⁵. There are several studies which is similar to this study. The first study is by Luu Trong Tuan, 2012, University for Natural Resources and Environment, Ho Chi Minh City, Vietnam, *Teaching and Assessing Speaking Performance trough Analytic Scoring Approach*. The aim of this research was to examine if the analytic scoring approach in teaching and assessment would be more effective for improving students' speaking performance⁶. The

⁴ Underhiil, N. *Testing spoken language*. Cambridge: (Cambridge University Press:1987) p.138

⁵ Mukminatien, Nur. 2000. The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment, TEFLIN Journal, Vol. XI, No. 1 Agustus 2000. Universitas Negeri Malang.

⁶ Luu Trong Tuan. *Teaching and Assessing Speaking Performance through Analytic Scoring Approach*. University for Natural Resources and Environment, Ho Chi Minh City, Vietnam. Theory and Practice in Language Studies, (Vol. 2, No. 4, pp. 673-679, April 2012)

research also explored the students' attitude towards the implementation of analytic scoring approach in speaking teaching and assessment.

The second study is Ying-Yung Chuang, Cheng Shiu University, China Taiwan. *Foreign Language Speaking Assessment: Chinese Taiwanese College English Teachers' Scoring Performance in the Holistic and Analytic Rating Methods.* The purpose of this study was to investigate college English teachers' scoring performance of the Holistic and Analytic rating methods, their views and concerns with the components of oral skills, and whether teachers' background variables influenced their scoring performance.

This research only focuses on the teachers' rubric in assessing speaking of hospitality students at Vocational High School 1 Buduran Sidoarjo. This school was chosen as the research place because the quality of the school. Some of big institutions whether domestic or foreign have cooperation with this Vocational High School. Relating the vision of SMKN 1 Buduran that is become an education and training institution which is able to produce professional, independent and competing graduates in national and International social work⁷. In particular, Hospitality Program there is student exchange program which some of students has a chance to go overseas to job training. The program collaborates with Malaysia. thus, the students of hospitality program must speak English very well.

⁷Profil SMKN 1 Buduran Sidoarjo. Accessed on <u>http://www.smkn1buduran.sch.id/profil.html</u> October, 20th 2016

B. Statement of the Research Problem

Based on the background of the study, the researcher analyzed the compliance of the teacher's rubric for speaking assessment with the characteristic of Analytic Scoring rubric. In line with the statements described above, the researcher formulated the problems as follow:

Do the teacher's rubrics for speaking assessment of hospitality students at State Vocational High School 1 Buduran comply with the characteristic of Analytic scoring procedure?

C. Objectives of the Study

Related to the problems above, the researcher has formulated the major objective of this study to describe the resemblance of teacher's rubric for speaking assessment for English for Specific Program in terms of;

To figure out whether the teacher's rubrics for speaking assessment of hospitality students at State Vocational High School 1 Buduran comply with the characteristic of Analytic Scoring Procedure or not.

D. Significance of Study

By completing this study, the researcher expected which brought much benefit to many people. The analytic procedure of speaking assessment provided a double function: as a valid and reliable instrument and as a diagnostic procedure or remedial teaching. Therefore, it serves as feedback both for the students and teacher.

1. For the Teacher

By doing an analysis in teachers' scoring rubric used in assessing speaking, we can give more suggestion whether the rubric has already complied with the characteristic of analytic procedure or not. So, the teacher's assessment for hospitality students will be more effective and the teacher can further make a decision on which speaking skill needs more practice in the remedial teaching.

2. For Business Travel Students

By doing this research and knowing that the procedure of scoring is based on the analysis of features, this scoring procedure can be used as feedback for the learner to improve his/her performance. So, after knowing the results of each student, they will know which language component that need to be improved.

E. Scope and Limit of the Study

The scope of this study is English teaching. Specifically, the main data is taken from the rubrics for assessing speaking in Individual presentation with expression of intention as the material and short conversation with expression congratulating others as the material. The elements and the characteristics of the rubrics are analyzed in both created process and the natures of an analytic rubric.

Furthermore, the study is limited to the teacher who has created and used the rubric for assessing students' speaking skill. He is an English teacher for seventh grade of Hospitality students at State Vocational High School 1 Buduran.

F. Key Terms

1. Hospitality

Based on Cambridge Advance Learner Dictionary, hospitality is defined as a term when people are friendly and welcoming to guests and visitors. So, hospitality students are only a group of people at State Vocational High School 1 Buduran Sidoarjo who learn particular topics for hospitality where the English is needed to be used in certain situation especially for dealing with hotels' customers.

2. Speaking

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 1994; Burns & Joyce, 1997). Besides, speaking also classified to monologue and dialogue⁸. In education world, speaking practice is not just producing some words in specific purposes. But, it must be assessed so both of the teacher and learner will know someone's ability in speaking.

3. Analytic Scoring Procedure

The procedure of scoring based on analysis of features is called analytic (Lyoyd-Jones, 1997; White, 1985; Spandel and Stiggins, 1990). This procedure provides two advantages especially for classroom purposes: as an instrument to measure the students' speaking proficiency and as a diagnostic procedure for remedial teaching.

⁸ Nunan, D. *Designing Tasks for the Communicative Classroom*. New York: (Cambridge University Press:1989) p.87