CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher attempts to provide two sub-sections. The first is the review of related literature which describes the basic theories used in this research. The second is review of previous study; explains the differences of this study from others which are conducted by other researchers.

A. Scoring Procedure of Speaking Test

The scoring procedure of a functional speaking test on the contrary is more complicated as it requires the rater to pay attention to the overall components of speaking skill at one time.¹ The functional speaking test can be done in an interactive communication or transactive one (Brown and Yule in Mukminatien, 2000: 39). Interactive communication is referring to the function of language to maintain social interaction like interview and role play. The transitive interaction is referring to a type of communication that is focused on conveying the massage, and not on the interaction, like storytelling, giving speech, reading an announcement, presenting a report, and many others.²

According to Underhill in Nur Mukminatien (2000: 39) there are two approaches in the scoring procedures of a speaking test, the analytic approach

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.

² Pandiya, 2013. *Rubrics on Scoring English Tests for Four Language Skills*. Jurnal Pengembangan Humaniora Vol. 13 No. 1, April. Polines

and the impressionistic approach³. First is scoring the learners' speaking ability by separating the components of speaking skill into sub skills, and the rater scores each component, and then sums the sub scores into final score. The latter is scoring/judging the learners' speaking ability on the basis of the rater's general impression on the learners' performance without necessarily separating the speaking components.

B. Analytic Scoring Procedures

Jones *et.al*, defines that the procedure of scoring based on analysis of features is called analytic. Trong Tuan also states that analytic scoring is assessment which the objectives of the final product is broken down into criteria parts, and each part is scored independently.⁴ The procedures of this method involve the separation of the various features of a discourse into categories for scoring purpose, meanwhile the final score from this analytic is the rating which is calculated and summarized from the total score for all of the parts that are being evaluated. Therefore, to avoid bias towards the whole product, it is necessary for the teacher to treat each criterion or part as separate. Related to this research conducting in analyzing an analytic scoring procedure that the teacher used in assessing speaking in Hospitality at State Vocational High School 1

³ Ibid..

⁴ Tuan, Luu Trong. 2012. *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

Buduran, there are the advantages and the disadvantages of scoring procedures. It is described as follow:

1. Advantages and Disadvantages of Analytic Scoring procedures

a. The Advantages

Analytic scoring is preferred over holistic schemes by many speaking specialists for a number of reasons.⁵ It means that analytic scoring provides more useful diagnostic information about students' speaking abilities in term of where their weaknesses are and where their strengths are. Downing and Haladyna (2006) argues that analytic scoring has been considered as more interpretable scoring approach because it can access the examinee's specific strengths and weaknesses and can identify the particular components of speaking discourse that an examinee needs developing.

Park (2004) identified that the explicitness of the analytic scoring guides offers teachers a potentially valuable tool for providing speakers with consistent and direct feedback⁶. He also adds that analytic scoring are particularly useful for second language learners. Moreover, another author examines that some learners who acquire English as their second language may probably have excellent speaking skill in terms of its content and

⁵ Tuan, Luu Trong. 2012. *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

⁶ Park, T. (2004). An Overview of Portfolio-based Writing Assessment. Accessed on April, 6th 2016. http://www.tc.columbia.edu/academic/tesol/WJFiles/pdf/TaejoonParkForum.pdf.

organization, otherwise they may have much lower grammatical control; others may have an excellent control of sentence structure, but may not know how to organize their speech in a logical way. Thus, the analytic scoring scales take a role when the same rubric categories repeatedly are used to show students' knowledge if they have made progress in some or all aspects that being assessed⁷.

b. The Disadvantages

Another major of analytic scoring is the disadvantages of it. In this case, rating speaking performance takes a lot of time since examiners are required to make more than one decision for every speaking performance⁸. When scoring analytically, an examiner has to check, consider, and score each criterion of the speaking ability and then gives a total score depending on the coefficient put forward. Hughes (2003) warned that in scoring analytically, the criterion scored first may effect on subsequent criteria which are scored later, making the overall effect of a speech diverted to an individual criterion.

An additional problem with some analytic scoring schemes is that even experienced essay judges sometimes find it difficult to assign

⁷ Moskal, B.M. (2000). "Scoring rubrics: What, when and how?" *Practical Assessment, Research & Evaluation, 7* (3). Accessed on http://pareonline.net/getvn.asp?v=7&n=3

⁸ Tuan, Luu Trong. 2012. Teaching and Assessing Speaking Performance through Analytic Scoring Approach.

numerical scores based on certain descriptors⁹. In this aspect, there are possibilities for scorers to disagree with one another. It is more difficult to achieve intra- and inter-rater reliability on all of the dimensions in an analytic scoring scheme than on a single score yielded by a holistic scale. This disadvantage is inevitable, especially with un-trained or un-experienced scorers. Grammar-related categories are somewhat wrong – right categories whereas other categories are judgments. Focusing on wrong – right categories will always be easier than judgments.

2. Analytic Oral Language Scoring Rubric

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on some particular criteria. The main purpose of rubrics is to assess performances. Some performance performances that might assess with rubrics are Oral communications including Making a speech to the class, reading aloud, conversing in a foreign language.

The genius of rubrics is that they are descriptive and not evaluative. Of course, rubrics can be used to evaluate, but the operating principle is you match the performance to the description rather than "judge" it. Thus good rubrics have to State standards, curriculum goals, and instructional goals and objectives are the sources for what types of performances your students

⁹ Hamp-Lyons, L. (1989). Second language writing: Assessment issues. In Kroll, B. (Ed.), *Second language writing* (pp. 69-87). Cambridge: Cambridge University Press.

should be able to do. Rubrics are usually categorized by two different aspects of their composition. One is whether the rubric treats the criteria one at a time or together. The other is whether the rubric is general or is task-specific and only applicable to one assessment.

There are two approaches in the scoring procedures of a speaking test, the analytic approach and the impressionistic approach¹⁰. Analytic rubrics describe work on each criterion separately. Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgment about the quality of the work.

Indonesian teachers mostly tend to use numeric scores in interpreting students' score. Even though particular measurements and the details of scoring method are included, the levels of the students' achievement during the learning process and the explanation of their result are significantly needed. In connecting to this, some specific scales in different criteria and levels are considered. Therefore, most classroom purposes, analytic rubrics are best¹¹. Focusing on the criteria because students can see what aspects of their work need what kind of attention. It will also be used to make decisions about the future. For example, it is a diagnostic procedure for remedial teaching and as a procedure to teach something next year.

¹⁰ 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.

¹¹ Brookhart, Susan M.(2013) *How to create and use rubrics for formative assessment and grading* .P.7

3. Characteristics of Analytical Scoring Procedure

a. Created Process

Rubrics provide the criteria for assessing students' work. They can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, and works of art, recitals, oral presentations, performances, and group activities. Judgments can be self-assessments by students; or judgments can be made by others, such as faculty, other students, fieldwork supervisors, and external reviewers. Rubrics can be used to provide formative feedback to students, to grade students, and to assess courses or programs.

As mentioned above, rubric is divided into two kinds: holistic rubric (one global, holistic score for a product or behavior) and analytic rubric (separate, holistic scoring of specified characteristics of a product or behavior). Specifically, as this research is focused on analytic rubric, there are some particular characteristics explained by Allen in these following details¹²:

1) Based on the standards

Standards are typically one-sentence statements of what students should know and be able to do at a certain point. There are many sources that teachers can find examples of goals and standards that

¹² Marry Allen, *Developing and Applying Rubrics*, (Miami: Dade College, 2014) P. 82-88

might be appropriate for students. There are national and state standards as well as numerous websites with many good choices. Regarding to this, there are three steps in deciding the standards: reflect, review and write. Basically, it is unnecessary to start from scratch, which can confine teacher's thinking. However, it is necessary to look at the work of others; therefore, considering what do teacher really wants the students to know and be able to do when they leave the grade or school. This is called as reflection. As a result of this reflection, teacher might reach consensus on a few things you most value and agree should be included in the standards. Teacher might actually write a few standards or, teacher might produce a long list of possible candidates for standards. Furthermore, reviewing is the next step. Then, the last one is writing. After writing the standards, it is considerable to make guiding questions to the standards makers or teachers' partners.

2) Designed to assess created authentic task

Authentic assessment does not compete with traditional assessments like tests. Rather, they complement each other. Each typically serves different assessment needs, so a combination of the two is often appropriate. As teacher wants to find a way students can demonstrate that they are fully capable of meeting the standard. It is necessary to consider the authentic task is also designed based on the standards and the real world. Therefore, as the task for students is good, the analytic rubric should be created and scaled based on the task given as well.

3) Consists of the characteristics of good criterion

Criteria here mean indicators of good performance on a task. In order to concept an analytic rubric, questions such as "What does good performance on this task look like?" or "How will I know they have done a good job on this task?" frequently need to be appeared. In answering those questions teacher will be identifying the criteria for good performance on that task. Teacher will use those criteria to evaluate how well students completed the task and, thus, how well they have met the standard or standards. Regarding to this, the first thing to be considered is the number of criteria is the essential elements of the task; the next one is everything on every task is not assessed; and the last is numbers of criteria are based on the kinds of assignment.

 The same number of levels of performance for each criterion within a rubric

As mentioned before, keep the number of criteria manageable. Teacher does not have to look for everything on every assessment. Teacher could have five levels of performance for three criteria in a rubric, three levels for two other criteria, and four levels for another criterion, all within the same rubric. Rubrics are very flexible. There is no need to force an unnatural judgment of performance just to maintain standardization within the rubric. If one criterion is a simple either/or judgment and another criterion requires finer distinctions, then the rubric can reflect that variation.

5) Additional descriptors to each level of performance

Descriptors are recommended but not required in a rubric. As described in rubrics, descriptors are the characteristics of behavior associated with specific levels of performance for specific criteria. For example, in the following portion of an elementary science rubric, the criteria are observations are thorough, predictions are reasonable, and conclusions are based on observations. Labels (limited, acceptable, proficient) for the different levels of performance are also included. Students will be more certain what are expected to reach each level of performance on the rubric if descriptors are provided. Furthermore, the more detail a teacher provides about what good performance looks like on a task the better a student can approach the task. Teachers benefit as well when descriptors are included. A teacher is likely to be more objective and consistent when applying a descriptor such as "most observations are clear and detailed" than when applying a simple label such as "acceptable." Similarly, if more than one teacher is using the same rubric, the specificity of the descriptors increases the chances that multiple teachers will apply the rubric in a similar manner. When a rubric is applied more consistently and objectively it will lead to greater reliability and validity in the results.

6) Assigning point values to performance on each criterion

As mentioned above, rubrics are very flexible tools. Just as the number of levels of performance can vary from criterion to criterion in an analytic rubric, points or value can be assigned to the rubric in a myriad of ways. For example, a teacher who creates a rubric might decide that certain criteria are more important to the overall performance on the task than other criteria. So, one or more criteria can be weighted more heavily when scoring the performance. For example, in a rubric for solo auditions, a teacher might consider five criteria: (how well students demonstrate) vocal tone, vocal technique, rhythm, diction and musicality. For this teacher, musicality might be the most important quality that she has stressed and is looking for in the audition. She might consider vocal technique to be less important than musicality but more important than the other criteria. So, she might give musicality and vocal technique more weight in her rubric. She can assign weights in different ways.

7) Equal intervals between the point values in a rubric

Analytic rubrics are flexible tools. Shape them to fit teacher's needs, not the other way around. In other words, points should be distributed across the levels of a rubric to best capture the value you assign to each level of performance. So, feeling bound by any format constraints when constructing a rubric is not necessary. The rubric should best capture what you value in performance on the authentic task. The more accurately your rubric captures what you want your students to know and be able to do the more valid the scores will be.

8) Checking the rubric

As a final check on a rubric, teacher can do any or all of the following before applying it: let a colleague review it, let students review it -- is it clear to them, check if it aligns or matches up with standards, check if it is manageable, consider imaginary student performance on the rubric. The last suggestion, imagine that a student had met specific levels of performance on each criterion (for an analytic rubric). Then make sure if that performance translates into the score that is seemingly appropriate. Of course, teacher will never know if he/she really has a good rubric until it is applied. So, working to perfect the rubric before you administer it is not necessary. Get it in good shape and then try it. Find out what needs to be modified and make the appropriate changes.

b. Natures

Scoring rubrics are explicit schemes for classifying products or behaviors into categories that vary along a continuum. Some particular natures are identified based on the advantages and the function of analytic rubric; it can be identified as these following points:

- Helps to examine efficiently complex products or behaviors
 Specific criteria in analytic rubric help teacher a lot in examining complex products created by students or behaviors that are going to be measured. The levels also give specific and clearer explanation for characteristics that have good or bad scores.
- 2) Helps to precisely define targets or expectations

The specific criteria mentioned in analytic rubric can facilitate teacher in indicating the definition of targeted or expected achievement for students' products, performances, and behaviors that are going to be assessed.

3) Criterion-referenced

Each criterion of the criteria mentioned in the rubric has to have specific description in each scale; what kind of achievement is targeted or expected. In addition, the description should be referenced based on the criterion.

- 4) Ratings can be done by students to assess their own work or others In analytic rubric, as there are specific definition of the target and expectation, the scales are also clear enough for people who read it, so the assessment is possibly applicable for the students who has their works or even other students to assess their friends.
- 5) *Gives diagnostic information to teacher*

As this is talking about analytic rubric, the result of the assessment process using the rubric should be analytic as well. It means the information should be clear and detail based on the criteria and the explanation about the target that students have to achieve.

6) Gives formative feedback to students

As explained in the previous point, analytic rubric is accessible for everyone, both students and teacher to assess something. This means, the feedback that is reflected as a result of measurement using the rubric is clearer for everyone as well; moreover for students whose product to be assessed.

7) Easier to link to instruction

When teacher gives task to students, there must be instructions as well. Therefore, every criterion in the rubric has to be connected to the instruction from the teacher as well.

8) Accessible for formative assessment

According to Susan, analytic rubric is designed to assess formative assessment. The goal of formative assessment is to monitor student learning to provide on-going feedback that can be used by teacher to improve their teaching and by students to improve their learning. Specifically, it helps students to identify their strengths and weaknesses and target areas that need works.

9) Adaptable for summative assessment

As explained above, analytic rubric is created for formative assessment; as consequences, summative assessment can be measured by this rubric when it is adapted. The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standards. It often has a high point value.

10) Can be combined when overall score for grading is needed

It is easier for teacher to wrap up the result of students' achievement during the learning process or the result of the task by combining the scores based on the scales in each criterion. As long as the scales are countable and it can be rated based on the grade, the analytic rubric is considerable.

C. English for Specific Purposes (ESP)

Over the last three decades, English for specific purposes (ESP) has become a successful field¹³. English was born in the 190s as a technical texts-analysis area¹⁴. English for Specific Purposes (ESP) has boomed in regular education such in Vocational High School. Some of vocational High School inserts ESP in learning English. In addition, the approach to language description for English Academic Purposes developed by Swales (1990) has been embraced by ESP¹⁵.

Based on Swales, 1992: 300 English for specific purposes (ESP) is a subdivision of a wider field, language for specific purposes which is defined as the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs¹⁶.in addition, English for Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language which focuses on developing English communication skills in a specific discipline, such as accounting, management, education, law, engineering, IT technology, health and

¹³ Gonzales, Carolina Ramirez, 2015 English for Specific Purposes: Brief History and Definitions. Costa Rica University. P 380

¹⁴ Ibid 381

¹⁵ Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. University of Auckland: New Zealand) P. 10

¹⁶ Swales, John. (1992). Language for specific purposes. In W. Bright (Ed.), International encyclopedia of linguistics (Vol. 2, p. 300). New York, Oxford: Oxford University Press.

medicine. It involves teaching and learning the specific skill and language needed by particular learners for a particular purpose.

In other hand, English for Specific Purposes (ESP) as a learner-centered approach, its main purpose has been that of fulfilling the specific needs of target learners to satisfy either their professional or vocational demands¹⁷. Typically, ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace¹⁸.

D. Previous Studies

It has been prove that Analytic scoring procedure more advantageous compared to the impressionistic one. But, some researchers have studied some issues dealing with Analytic Scoring procedure in different focus and different sub. The findings of studies almost show same result.

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

¹⁷ Gonzales, Carolina Ramirez, 2015 English for Specific Purposes: Brief History and Definitions. Costa Rica University. P 382

¹⁸ ¹⁸ Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. University of Auckland: New Zealand) P. 6

performance¹⁹. The research also explored the students' attitude towards the implementation of analytic scoring approach in speaking teaching and assessment.

Then the second study is by 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.²⁰

The third study is by Daruwan Srikaew, Kamonwan Tangdhanakanond, Sirichai Kanjanawasee, Chulalongkorn University, Thailand. *English Speaking Skills Assessment for Grade 6 Thai Students: An Application of Multivariate Genenralizability Theory*. This research studies an analytic rating scale for an English speaking skills assessment designed for Grade 6 Thai students learning English as a foreign language. The results showed that fluency was the greatest variance component of the composite score of the analytic rating scale, followed by ideational function, cohesion, vocabulary and syntax, and pronunciation

¹⁹ 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)

²⁰ Ying-Yung Chuang. Foreign Language Speaking Assessment: Chinese Taiwanese College English Teachers' Scoring Performance in the Holistic and Analytic Rating Method. (Vol.8 Issues 11) Cheng Shiu University, China Taiwan.

respectively. Reliability of the composite score for the speaking analytic rating scale was high. It was found that the reliability coefficients for each component would be reliable when six or more tasks are used and the number of raters is from 6–10 and above. The dependability increased more when the number of tasks increased and when the number of raters increased. It was also found that a reliable high Phi Coefficient (over .80) could be obtained using only 6 tasks and 3 raters²¹.

The forth study is by Chunguang Tian, Binzhou University. *On the Construct Validity of an Analytic Rating Scale for Speaking Assessment*. This paper aims to study the construct validity of an analytic rating scale for speaking assessment. The Multi-facet Rasch Modeling method and the correlations analysis are combined to investigate the construct validity. the analytic rating scale can reflect the students' speaking ability²².

The fifth study is by Cynthia S. Wiseman, City University of New York. A *Comparison of the Performance of Analytic vs. Holistic Scoring Rubrics to Assess L2 Writing.* This study compared the performance of a holistic and an analytic scoring rubric to assess ESL writing for placement and diagnostic purposes in a community college basic skills program. The study also

²¹ Daruwan Srikaew, Kamonwan Tangdhanakanond, Sirichai Kanjanawasee, Chulalongkorn University, Thailand. *English Speaking Skills Assessment for Grade 6 Thai Students: An Application of Multivariate Genenralizability Theory.* (2015, Vol 16, 47–66 p).

²² Chunguang Tian, Binzhou University. On the Construct Validity of an Analytic Rating Scale for Speaking Assessment. (International Journal of English Language Teaching Vol. 4, No. 1; 2017)

investigated whether each category in the two six-point rubrics were useful. Both scales appeared to be measuring a single latent trait of writing ability²³.

The last study is by Nur Mukminatien, State University of Malang. *The Advantages of Using Analytic Scoring Procedure in Speaking Assessment*. This article intends to describe the advantages of Analytic Scoring Procedure and to make a proof that Analytic scoring procedure is more advantageous compared to the impressionistic (holistic) one. Besides directed to show that using an analytic procedure in speaking assessment, in which the scoring procedure is based on the analysis of features of speaking ability, is more advantageous than using an impressionistic one (sometimes called a holistic approach) for two major reasons.

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).

²³ The fifth study is by Cynthia S. Wiseman, City University of New York. A Comparison of the Performance of Analytic vs. Holistic Scoring Rubrics to Assess L2 Writing. (Iranian Journal of Language Testing, Vol. 2, No. 1, March 2012)