

CHAPTER I INTRODUCTION

This chapter presents a research background followed by research questions, objective of the research, and significance of research. Then scope and limits of the research are presented along with the definition of key terms.

A. Research Background

Learning language is about how to apply it in real life. There are productive skills and receptive skills in learning language. Applying the target language has relation with the productive skills. Nevertheless, receptive skills also have the relation in developing the language. Productive skills are speaking and writing. The learner needs to master the productive skills in order to practice in producing the language. Interaction and Communication are the goals of learning language.¹ Harmer said that to facilitate students with the 'new' language, teachers should have students exposed to the language, understand its meaning, understand its form (how it is constructed) and practice it.² Therefore, it is important for the learner to practice the productive skills in order to master the target language.

Based on Emma, the difficulty to make the student speak English is the language, which is not spoken in the community, and they have less exposure to the language itself.³ It is difficult for Indonesian student to speak English. According to Rika's research, Indonesian students faced problems in learning speaking are caused by the English teacher, student's learning environment, student's physical or physiological factor, etc.⁴ The assessment which is done by teacher is also important to support the students to practice their speaking skill. It is also shown by the interview

¹ Ganesh B. Mundhe, *Teaching Receptive and Productive Language Skills with the Help of Techniques*, vol. 1, no. 2, p. 1.

² Emma Rosana Febriyanti, *Teaching Speaking of English as a Foreign Language: Problems and Solutions*, pp. 1–16.

³ *Ibid.*

⁴ Rika Wulandari, "English Speaking Learning Problems Faced by the Students at the First Year of SMP Negeri 1 Tirtomoyo Wonogiri", (Surakarta: Muhammadiyah University Of Surakarta, 2010), p.6.

between the researcher and English teacher at SMPN 24 Surabaya. She said that speaking is skill, which is difficult for students to practice.⁵ Therefore, to find out practicing of assessing in speaking skill the researcher focused on the assessment of psychomotor domain in speaking performance, which is done by the teacher.

According to Romiszowski, public speaking is involved to the psychomotor domain.⁶ There are five stages in psychomotor domain, which is help, students to learn language from the basic. Based on Romiszowski students learn begin to basic skills will increase their sophisticated skills, higher level of abilities, and learners develop critical understanding of performance.⁷ Thus, it is important to learn begin to basic in order to practice students' abilities to have higher level of psychomotor domain. In addition, in practicing students' abilities the teacher needs to design the assessment and the task, which comply with the assessment of psychomotor domain. Therefore, it will increase the speaking skill among students.

Designing assessment is crucial to know the progress of the learner. The teacher is easier to measure the students' understanding from the assessment. According to Richard in Learning to Teach book, the use of assessment and evaluation relate to the goals that teacher want to reach.⁸ Assessing of students is one of the things, which is done by teacher, which has important and lasting consequences for students.⁹ Assessment is the process of collecting information about students and classrooms for making instructional decisions.¹⁰ Thus, the assessment, which is created by the teacher, has influence for the students' ability.

Indonesian National Curriculum 2013 is designed to create active students. The school which is applied the curriculum 2013 will help the students who learn a target language to be an active

⁵ Mrs. Sugihani, "Preliminary Research with English Teacher", interview (3 Apr 2017).

⁶ Alexander Romiszowski, *The Development of Physical Skills: Instruction in the Psychomotor Domain*, p. 471.

⁷ *Instructional Design/Psychomotor Behaviors/Introduction* - Wikiversity, https://en.wikiversity.org/wiki/Instructional_design/Psychomotor_behaviors/Introduction, accessed 23 Apr 2017.

⁸ Richard I. Arends, *Learning to Teach*, 9th edition (New York, NY: McGraw-Hill, 2012), p. 200.

⁹ *Ibid.*, p. 214.

¹⁰ *Ibid.*, p. 217.

learner. It is shown by the core competence of Indonesian National Curriculum 2013, which is focused on the spiritual attitude, social attitude, knowledge, and knowledge utilization or skills.¹¹ Amat J, Lilik H, Nuryadin, E.R stated that Curriculum 2013 was designed to prepare the Indonesian who have the ability to live, both as individuals and citizens, who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization.¹²

The implementation of Indonesian National Curriculum 2013 in English teaching is used to help the learner develop their high knowledge utilization skill. Based on the Guideline of Assessment in Curriculum 2013, assessment, which is used in Curriculum 2013, is authentic assessment.¹³ There are three types of authentic assessment in curriculum 2013. Those are performance assessment, portfolio assessment, and project assessment.¹⁴ The researcher focuses on the performance assessment. It can be formed such as retelling about what students have learned. It is the speaking performance of students.

Performance of student has relation to the psychomotor skill. It is shown by the stages of psychomotor skill based on Watson that explained about the stages of performance of knowledge.¹⁵ Hence, psychomotor skill is important to increase the knowledge utilization skill among students. Therefore, It is important to know how the teacher assesses psychomotor domain in performance assessment in order to know whether the assessment can measure the speaking skill of students in each level of psychomotor domain among students or not. In addition, the follow-up activity that teacher do while assessing process is also important to support students have high psychomotor skill.

¹¹ Permendikbud no 21 tahun 2016, Kementerian Pendidikan dan Kebudayaan

¹² Amat Jaedun, V. Lilik Hariyanto, and Nuryadin Eko D, *An Evaluation of the Implementation of Curriculum 2013 at the Building Construction Department of Vocational High School in Yogyakarta*, p. 16.

¹³ *Panduan Penilaian Kurikulum 2013*, Kementerian Pendidikan dan Kebudayaan, 2015

¹⁴ Hana Kristalia, *Authentic Assessment in 2013 Curriculum*, p. 3,
https://www.academia.edu/10057254/Authentic_Assessment_in_2013_curriculum,
 accessed 24 Apr 2017.

¹⁵ Ed Osborne, "Teaching Strategies for Developing Psychomotor Skills", *NACTA Journal* (1986), p. 1.

The teacher gives extra drilling in material, which has already covered in follow-up activity.¹⁶ Follow-up activity is used in assessing process.¹⁷ Because of using follow-up activity in assessing process, the teacher reinforces what students have learned through giving remediation and enrichment activity. It makes the assessing process is complete because the follow-up activity is extension of the learning which provide the opportunity for students to focus more in their learning. It is important to indicate the follow-up activity in the learning process in order to develop students' skill.¹⁸ In this research, the researcher also focuses on the follow-up result of assessing psychomotor domain in speaking performance to find out the follow-up activity, which had been applied by teacher.

Based on Ray Suhardi's research, he found teachers who face problems with assessment process, the assessment integration, and student's attitude assessment in designing assessment of curriculum 2013.¹⁹ According to Abdul Mu'in, Nining Marianingsih, Woro Widyastuti, Sri Widyarningsih, the assessment is used in curriculum 2013 is authentic assessment.²⁰ Amat J, Lilik H, Nuryadin, E.R found 20% teachers who design assessment comply with characteristic of authentic assessment and 45% of the teachers assess the skills without the use of task or test performance.²¹ It causes the students' performance, which cannot be measured well. The teacher should designs authentic assessment which can measure the knowledge utilization skill of students in order to know how the students' performance. Therefore, it will create

¹⁶ Danielle Hill, *Ideas to Follow-Up Activities in ESL Teaching* / Synonym, <http://classroom.synonym.com/ideas-followup-activities-esl-teaching-7829989.html>, accessed 4 May 2017.

¹⁷ *Follow-Up Activities*, <http://literacynet.org/lp/learn2learn/teachers/follow.html>, accessed 4 May 2017.

¹⁸ *MODULE 5: Follow-Up to Assure Results*, <https://etc.usf.edu/broward/mod5/module5.html>, accessed 4 May 2017.

¹⁹ Ray Suryadi, *The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba*, vol. 1 (2016), p. 6.

²⁰ Mu'in Abdul et al., "Implementation of Authentic Assessment of Curriculum 2013 at Public Elementary School in Pabelan", *Seminar Nasional dan Temu Alumni "Peran Pendidikan dalam Pembangunan Karakter Bangsa"* (Program Pascasarjana Universitas Negeri Yogyakarta, 2014), p. 2, <http://eprints.uny.ac.id/24917/>, accessed 14 Mar 2017.

²¹ Jaedun, Hariyanto, and D, *An Evaluation of the Implementation of Curriculum 2013 at the Building Construction Department of Vocational High School in Yogyakarta*, p. 20.

students who have high knowledge utilization, which is like the goals of Indonesian National Curriculum 2013.

Therefore, the researcher focused on assessing process of English teaching at SMPN 24 Surabaya to find out the use of psychomotor domain in speaking performance assessment at SMPN 24. The English teacher said that students of SMPN 24 were difficult to practice speaking skill. The researcher wants to find out how the teacher practices to assess psychomotor domain in speaking performance assessment of English teaching. The researcher also wants to find out about how the teacher follows up the result of assessment in psychomotor domain of speaking assessment to support students having high psychomotor skill. Thus, in the end of the research, the reader will get the information about the assessment of each level of psychomotor domain in speaking performance, which can improve the speaking skill of SMPN 24's students, or not.

The researcher conducts this research at SMPN 24 Surabaya. The location of SMPN 24 Surabaya is Kebraon Indah Permai Blok K No.23. The researcher has observed English teacher in SMPN 24 Surabaya as preliminary research. There are four skills of language, but speaking as the skill, which the students feel difficult to practice in the class.²²

Based on the interview with the English teacher of the school, the researcher focuses on the speaking performance assessment in this research. As a result, the researcher will find out how the design of psychomotor domain in speaking performance assessment can support the students to have high psychomotor skill. Hence, in this research, the researcher decides a problem to be researched with the title "PSYCHOMOTOR DOMAIN IN SPEAKING PERFORMANCE ASSESSMENT OF ENGLISH TEACHING AT SMPN 24 SURABAYA"

B. Research Questions

Based on the research background above, the researcher formulates some questions as the purpose of this research. The research question state as follows:

²² "Preliminary Research with English Teacher", interview (3 Apr 2017).

1. How does the teacher assess psychomotor domain in speaking performance of English teaching at SMPN 24 Surabaya?
2. How does the teacher follow-up the result of psychomotor domain in speaking performance assessment of English teaching at SMPN 24 Surabaya?

C. Objective of the Research

Based on the research question, the objectives of the research are:

1. To find out the practice of assessing psychomotor domain in speaking performance of English teaching at SMPN 24 Surabaya by the teacher.
2. To find out the way of the teacher follow-up the result of psychomotor domain in speaking performance assessment at SMPN 24 Surabaya.

D. Significance of the Research

To know more how the researcher gets the significance, here the researcher states below:

1. Theoretical benefit

Theoretically, the result of the research is expected to give contribution in developing of education, especially in assessing psychomotor domain in speaking performance assessment, which can create students who have creative knowledge utilization in English Class. Thus, students can practice their knowledge in real life, which also help students to improve their speaking skill.

2. Practical benefit

This research is expected to give benefit for students, English teacher, and the next researcher.

- a. *For the English teacher*, the result of this research provides information about how the psychomotor domain in speaking performance assessment helps students to practice their speaking skill from the low level until the high level of speaking in the class. Hence, the teacher will improve her assessing process through assessing each level of psychomotor

domain in speaking performance. It uses to help students to speak English from the basic of speaking.

- b. *For students*, the result of this research provides information about how the teacher assess psychomotor domain in speaking performance. It will make students understand how is the psychomotor domain in speaking performance assessment can motivate students to be active in communication on English class. Furthermore, students will know the step of learning of speaking through practicing each psychomotor domain in speaking performance assessment. Thus, they will improve their speaking skill.
- c. *For the next researcher* who are interested in conducting further research. This research is also hoped will be useful as a literature review for any further research which focuses on the similar topic with this research.

E. Scope and Limitation

The scope of this study is to investigate the assessment of psychomotor domain in speaking performance of English teaching at SMPN 24 Surabaya. This study focuses on data of speaking performance assessment. The researcher finds the way teacher assesses of the psychomotor domain in speaking performance and the kind of follow-up activity as the result of this assessment. The study is limited to the teacher who has applied five basic of teaching speaking and designed the rubric's assessment of speaking performance in SMPN 24 Surabaya.

F. Definition of Key Terms

The researcher writes down some definitions of key terms in order to support the readers understand this study easily and have the same interpretation as the writer.

1. Psychomotor Domain

Learning related to actions and motor skills (i.e., from simple actions to complex choreography).²³ Rudner and Boston cited by Ferman said that student's performance their work or product is indicated as demonstration skill.²⁴ Demonstration skill is the one feature of psychomotor domain.²⁵ Psychomotor domain in this research refers to the communication skill. It can be showed such as the skill of demonstrating the speech. It has relation to the skill (*ketrampilan kinerja*), which refers to the fourth of core competence of Indonesian National Curriculum 2013.

2. Speaking Performance

Speaking performance is communicative competence which includes linguistic competence, sociolinguistic, and conversational skills which use to participate and learn in real life.²⁶ Speaking performance is defined as speaking skill in curriculum 2013. Specifically, speaking performance in this research refers to fourth core competence in Indonesian National Curriculum 2013, which is focused on the speaking skill. Speaking performance can be showed such as question and answer, oral presentation, interview, and debate, etc. It is shown by the speaking performances, which are used by teacher in the class.

3. Speaking Performance Assessment

Assessment is the learning that results from the process of working towards the understanding of a resolution of a problem. The problem is encountered first in the learning process.²⁷ This research focused on the formative assessment, which is used at the end of the learning process to measure

²³ Ken Thomas, *"Learning Taxonomies in the Cognitive, Affective, and Psychomotor domain"*, Rocky Mountain Alchemy, 2004, p.1.

²⁴ Irit Ferman, "Performance Assessment and the English Curriculum", *English Teachers' Association of Israel (ETAI Forum)*, vol. XVI, no. 3 (2005), pp. 18–20.

²⁵ Ismet Basuki and Hariyanto, *Assesmen Pembelajaran*, 1st edition (Bandung: PT Remaja Rosdakarya, 2014), p. 163.

²⁶ Nguyen Hoang Tuan and Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School", *Asian Journal of Educational Research*, vol. 3 (2015), p. 9.

²⁷ Terry Barret, *"Understanding Problem Based Learning"* accessed on October 18, 2016, <http://webcache.googleusercontent.com/search?q=cache:http://www.aishe.org/readings/2005-2/chapter2.pdf>.

how the goal of learning has reached in speaking performance. Speaking performance assessment in this research also focused on the assessment of skill (*penilaian kinerja*) which is the fourth of core competence in Indonesian National Curriculum 2013.



