CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of the three main discussions. They are the concept of assessment, speaking performance assessment, the psychomotor domain in teaching speaking, and review of the previous study.

A. The Concept of Assessment

Measuring how the students learn in class is important for the teacher. Today's teachers must assess and evaluate, and they must respond to the use of standardized test on their students and on themselves.[1] Assessment is the process, which is systematic and has relation to collect the information about the success of students learning and useful for increasing the effectiveness of leaning.[2] It is useful for knowing how are the students practice and the appropriateness between goals of learning and assessment.

1. Types of Assessment

Brown in *Language Assessment Principles and Classroom Practices* stated that there are two kinds of assessment, they are:[3]

a. Formative Assessment
Formative assessment is evaluating students in the process of learning. Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence what

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[1] Arends, *Learning to Teach*, p. 215.

[2] Basuki, *Assessmen Pembelajaran*, p. 8.

[3] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (United States of America: San Fransisco State University), p. 6.

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was elicited.[4] Thus, it is happening all the time in the learning process.

b. Summative Assessment

Measuring or summarizing what a student has grasped which is typically occurs at the end of a course or unit instruction is the aim of summative assessment. The final exam in a course is examples of summative assessment, which is measuring what the students have learned at the end of the course.

Therefore, these are described as formative and summative purposes of assessment. In formative assessment, the teacher helps students while they are learning. Then, summative assessment helps the teacher to find out what students have learned at a particular time.

2. **Principles of Language Assessment**

According to Brown & Abeywickrama there are five principles of language assessment, which are used to evaluate an existing, previously published, or created assessment, they are:[5]

a. Practicality

The principle of practicality focuses on the cost, which is used, time needed and usefulness. Douglas stated in *Language Assessment Principles and Classroom Practices* that practicality in designing assessment means:[6]

    1) Is not excessively expensive

    2) Stays within appropriate time constraints

    3) Is relatively easy to administer

    4) Has a scoring/evaluation procedure that is specific and time efficient

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[4] Amos Iliya, "Formative and Summative Assessment in Educational Enterprise", (Nigeria: Nasarawa State University, 2014), p. 113.

[5] Mitaka Yoneda, "*Designing Assessment Tools: The Principles of Language Assessment*", (Japan: Mukogawa Women's University, 2012), p. 44.

[6] Brown, *Language Assessment Principles and Classroom Practices*, p. 19.

Therefore, Assessment is reputed effective when the assessment complies with these criteria.

b. Reliability

Assessment, which is called reliable when the assessment is used in the same type of students. Then, it should yield similar results. Brown and Abeywickrama have explained the principle of reliable assessment as follows:[7]

1) Is consistent in its conditions across two or more administrations
2) Gives clear directions for scoring/evaluation
3) Has uniform rubrics for scoring/evaluation
4) Lends itself to consistent application of those rubrics by the scorer
5) Contains items/tasks that are unambiguous to the test-taker

To help the teacher design reliable assessment, she or he should write the scoring procedure to get the subjective and open-ended assessments.[8] Therefore, the teacher trains to design assessment correctly, when the teacher applied the principle of reliable assessment.

c. Validity

It is the most important of designing assessment. Assessment is called valid when the result of the assessment is appropriate with the indicator, which is measured. There are six criteria of valid assessment based on Brown and Abeywickrama as follows:[9]

1) Measures exactly what it proposes to measure
2) Does not measure irrelevant or "contaminating" variables
3) Relies as much as possible on empirical evidence (performance)

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[7] Mitaka Yoneda, "*Designing Assessment Tools: The Principles of Language Assessment*", (Japan: Mukogawa Women's University, 2012), p. 44.

[8] Mitaka Yoneda, *"Designing Assessment Tools: The Principles of Language Assessment"*, (Japan: Mukogawa Women's University, 2012), p. 44.

[9] Ibid

4) Involves performance that samples the test' s criterion (objective)
5) Offers useful, meaningful information about a test-taker's ability
6) Is supported by a theoretical rationale or argument

Therefore, the teacher should apply these principle in order to get a valid assessment. For example, when the teacher wants to measure speaking skill, the teacher should be designed to assess only speaking. According to these principle, this assessment is appropriate with the indicator which measure only speaking skill. Thus, it is important to design the assessment which is appropriate with the indicator to get validity of assessment.

d. Authenticity

Bachman and Palmer defined authenticity as "the degree of correspondence of the characteristics of a given language test task to the features of a target language task".[10] In addition, authenticity is when the teacher design assessment complies with real world tasks. The authenticity criteria may be presented in the following ways:[11]

1) The language in the test is as natural as possible
2) Items are contextualized rather than isolated
3) Topics are meaningful (relevant, interesting) for the learner
4) Providing some thematic organization to items, such as through a storyline or episode
5) Tasks represent, or closely approximate, real-world tasks

Thus, from these principles the teacher used real-world sources to get the authenticity of assessment. It trains students to connect between life and language learning. In

[10] Brown, *Language Assessment Principles and Classroom Practices*, p. 28.
[11] *Ibid.*

addition, the teacher provide a rich source of information on different aspects of communicative competence when she or he design the authentic assessment.

e. Washback

Hughes stated washback as "The effect of testing on teaching and learning".[12] In other words, washback is the effect learning, which occurs more in classroom assessment in order to find out of strengths and weaknesses. Washback can be positive or negative. To evocative the positive washback, the teacher should comply the following features:[13]

1) Positively influences what and how teachers teach
2) Positively influences what and how learners learn
3) Offers learners a chance to adequately prepare
4) Gives learners feedback that enhances their language development
5) Is more formative in nature than summative
6) Provides conditions for peak performance by the learner

As a result, in the implementation of these principles in designing the assessment then applying the assessment, the teacher should pay attention to the practicality, reliability, validity, authenticity, and washback. In addition, the teacher also focuses on what student are expected to achieve, teaching context, and the purpose of assessment in the learning process.

3. **Assessment in Indonesian National Curriculum**

According to Guideline of Assessment in Indonesian National Curriculum 2013, there are attitude assessment, knowledge assessment, and skill assessment[14]. Based on The

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[12] *Ibid.*

[13] Mitaka Yoneda, "*Designing Assessment Tools: The Principles of Language Assessment*", (Japan: Mukogawa Women's University, 2012), p. 45.

[14] Panduan Penilaian Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2015

Regulation of Department Education in Indonesia no 23 Thn 2016 authentic assessment is used in curriculum 2013.[15] Authentic assessment is highly relevant to describe the progress of students' achievement in line with the new approaches applied in skill assessment of curriculum 2013. There are three types of authentic assessment in curriculum 2013 can be performed in the class, such as:[16]

a. Performance Assessment

Jamal Abedi stated on the Performance Assessment for English Language Learner that performance assessments can help to fill the gap, because they not only engage these students and give them a chance to demonstrate their knowledge but also disclose more in-depth information on students' academic needs.[17] Performance assessment is most easily defined by what it is not: specifically, it is not multiple-choice testing. In a performance assessment, rather than choosing among pre-determined options, students must construct an answer, produce a product, or perform an activity.[18] Thus, using performance assessment can motive students to have critical and creative thinking. It is relevant to the goals of implementation Indonesian National Curriculum 2013. Sometimes, performance assessment relates to assessing of speaking performance.

b. Portfolio Assessment

Lorraine Valdez Pierce and J Michael O'Malley stated that portfolio assessment is the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities. Portfolio assessment is the assessment, which can be student reflection and self-monitoring for the

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[15] Permendikbud No 23 tahun 2016, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016

[16] Hana Yulinda Fithriyani, *"Implementing Authentic Assessment: A Challenge For English Language Teachers"*, p.3.

[17] Jamal Abedi, *Performance Assessments for English Language Learners* (Stanford Center for Opportunity Policy in Education, 2010), p. 1.

[18] George F. Madaus and Laura M. O'Dwyer, "Short History of Performance Assessment: Lessons Learned", *Phi Delta Kappan*, vol. 80, no. 9 (1999), p. 688.

students. It is shown by students are asked by the teacher to collect their task or assignment and product which is submitted to the teacher as students' evaluation.

c. Project Assessment

In project assessment, students are asked to do investigation task, which starts, from planning, data collecting, organizing, analysis, and presenting within a period. As the result, the students should make a report as for the result of the task. Project assessment is also called as the assessment of mini research.

Based on the Guideline of Assessment in Indonesian National Curriculum 2013 there are two aspects of performance assessment such as process aspect and product aspect.[19] Process aspect emphasizes in showing a process of students' skill. Speech, debate, presentation, and retell a story are the kind of process aspect. Then, product aspect consists of assessing of product, which is created by students. Assessing of process and product aspect is two kinds assessment, which can measure the high order thinking skill among students.

B. The Follow-Up Activities

The follow-up activities are used in the learning process to recall the material, which have been done by the teacher. Follow-up activities consist of reinforcement activities with regard to the weaknesses found during self-evaluation and external evaluation. There are remediation and enrichment activities to reinforce the material which had been done by teacher.[20] The students focus on

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[19] Panduan Penilaian Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2015

[20] Anna Rif'atul Mahmudah, *"Pelaksanaan Program Remedial dan Pengayaan dalam Meningkatkan Prestasi Belajar PAI Siswa Kelas VIII SMPN 5 Yogyakarta Tahun Pelajaran 2013/2014"*, (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2014), p. 9.

[20] Region 10 Education Centre, *"Re-Teaching, Re-Assessing, & Enriching: Meeting the Needs of All Students"*, accessed on March 19th 2017, http://www.aieconference.net/app/Re-Teaching_Re Assessing_Enriching.pdf

using the language to communicate through games or answer and question session in remediation and enrichment activities.[21]

1. Remediation Activities

In process of assessing, there are remediation and enrichment, which are important to do for the teacher. Remediation is the sequence of learning process, which is used for improving students' ability based on the assessment, which has done by teacher. It is shown by the explanation of Anna Rif'atul Mahmudah in her thesis *"Pelaksanaan Program Remedial Dan Pengayaan Dalam Meningkatkan Prestasi Belajar Pai Siswa Kelas Viii Smp N 5 Yogyakarta Tahun Pelajaran 2013/2014"* that remediation is reteaching in order to get the improvement for students.[22] According to Region 10 Education Service Center, remediation should cover these aspects, such as:[23]

a. Deconstruct the standard by breaking it down into progressive learning targets.
b. Understand exactly where the student currently is on that progression.
c. Know what steps are needed next for that student to continue toward meeting the grade level standards.
d. Clearly communicate the learning targets in student-friendly terms with the student.
e. Encourage the student to set goals for themselves as they are learning to develop self-efficacy.

Thus, the aims of doing remediation are done in order to improve the way of student learning toward the better with

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[21] Ibid, p.8.

[22] Ibid

[23] Region 10 Education Centre, *"Re-Teaching, Re-Assessing, & Enriching: Meeting the Needs of All Students"*, accessed on March 19th 2017,http://www.aieconference.net/app/Re-Teaching_Re-Assessing_Enriching.pdf

guiding of the teacher. Sukiman stated that there are four types of remediation in the learning process, such as:[24]

- a. Re-teaching which use different method and media learning.
- b. Giving individual guiding
- c. Giving task/exercise particularly.
- d. *Peer Tutoring,* Tutoring which is done by another students.

2. Enrichment Activities

Otherwise, according to Suharsimi Arikunto stated that enrichment is activity, which is done in order to increase students' knowledge[25]. This activity is given to the students who have reached the goals of learning in order to enrich their knowledge. Sukiman stated that there are four types of enrichment in the learning process, such as:[26]

- a. Study group, which contain of students who do not included to join the remediation learn together in the group while another students are doing remediation.
- b. Student learn by themselves is called as Self-regulated learning
- c. Thematic learning
- d. Teacher teach materials or competences which haven't been taught before.

These activities help the teacher to increase the knowledge of students who have high comprehend ability in the learning process.

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[24] Anna Rif'atul Mahmudah, *"Pelaksanaan Program Remedial dan Pengayaan dalam Meningkatkan Prestasi Belajar PAI Siswa Kelas VIII SMPN 5 Yogyakarta Tahun Pelajaran 2013/2014"*, (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2014), p. 13.
[25] *Ibid*
[26] *Ibid*

C. Speaking Performance Assessment

1. Basic Types of Teaching Speaking

Language has the component that makes meaningful communication possible. It is shown by the speech sound makes up the phonemes, which make up word. Words make up sentences, which have literal meanings and contextual meanings. To explain the relation of component in language, this is the major level of language:[27]

Figure 2.1
The Major Level of Language
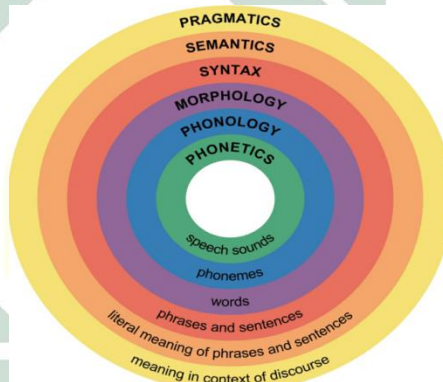
There are two kinds of language skill. They are the receptive skill (listening and reading) and productive skill (speaking and writing). Speaking as the communication tool is important to master in learning language. The teacher should teach the learner with the sequence of basic types of teaching speaking. It consists of imitative, intensive, responsive, interactive, and extensive.[28]

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[27] Boundless, "*The Structure of Language*", accessed on March 12th, 2016, https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/introduction-to-language-60/the-structure-of-language-234-12769/

[28] Brown, *Language Assessment Principles and Classroom Practices*, p. 141.

According to Brown in Language Assessment Principles and Classroom Practices, there is taxonomy for oral production, which can be used for assessing speaking such as:[29]

a. Imitative

Imitative is the simple of types of speaking performance. It is a purely phonetic level of oral production; a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

A second type of speaking frequently employed in assessment contexts in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from the listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Below is the table of relation between the component of language and basic types of teaching speaking:

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[29] *Ibid.*

Table 2.1
The Relation between Component of Language and Basic
Types of Teaching Speaking

Component of Language	Basic Types of Teaching Speaking
Speech Sounds (Phonetics) Phonemes (Phonology)	Imitative
Word (Morphology) Phrases and Sentences (Syntax)	Intensive
Literal Meaning of Phrases and Sentences (Semantic) Low Level	Responsive
Literal Meaning of Phrases and Sentences (Semantic) High Level	Interactive
Meaning in Context of Discourse (Pragmatic)	Extensive

According to this relation, students learn speech sound and phonemes in imitative speaking. In this step, students are introduced about the speech sound and phonemes through imitative activity in the class. In intensive speaking, students begin to learn about words, phrases, and sentences. Students learn about the meaning in responsive speaking. In responsive speaking, students learn to respon dialog or monolog in low level which use short sentences or phrases. Otherwise, students begin to respon in high level which use complete statement to interact with others. In extensive, students learn about meaning context of long statement such as news event, retelling story, and oral presentation without guiding the teacher.

2. Designing of Speaking Performance Assessment

Based on the basic of teaching speaking, there are five design of assessment in speaking performance. They are:[30]

a. Imitative speaking the assessment tasks, which can be used, is a phonepass test. In the phonepass test, the teacher increases the use of repetition and read-aloud procedures for the assessment of oral production. The rates, which are measured, are pronunciation, reading fluency, repeat accuracy, repeat fluency, and listening vocabulary. Thus, in imitative speaking, the teacher focuses on speech sounds and phonemes, which are produced by students. This is scoring scale for repetition tasks:[31]

Table 2.2
Scoring Scale of Repetition Task

2 Acceptable pronunciation
1 Comprehensible, partially correct pronunciation
0 Silence, seriously incorrect pronunciation

b. In intensive speaking, the teacher focuses on assessing of producing word, phrases, or sentences (no more than a sentence). Intensive speaking is known as limited response tasks. Although the students can produce word, phrase, or sentences, they just produce in limited response. There are five tasks which can be used, such as:
   1) Directed Response Tasks
   2) Read- Aloud Tasks
   3) Sentence/Dialogue Completion Tasks and Oral Questionnaires

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[30] *Ibid.*, p. 145.
[31] *Ibid.*

4) Picture-Cued Tasks
5) Translation
Brown stated that this scoring scale uses for intensive tasks:[32]

Table 2.3
Scoring Scale for Intensive Tasks

Aspect	Point	Description
Pronunciation	0.0-0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
	0.5-1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
	1.5-2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.

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[32] *Ibid.*, p. 149.

	2.5-3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.
Fluency	0.0-0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
	0.5-1.4	Numerous non-native pauses and/or a non-native flow that interferes with inteligibilty.
	1.5-2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with inteligibilty.
	2.5-3.0	Speech is smooth and effortless, closely approximating

		that of a native speaker.

Therefore, to assess the speaking skill in intensive speaking the teacher can uses those scoring scale.

c. In responsive speaking, teacher increases the length of utterance's students but it is still limited. Students will begin to learn about the literal meaning of phrases and sentence in low level. There are four tasks which can be used, such as:
1) Question and Answer
2) Giving Instruction and Directions
3) Paraphrasing
4) Test of Spoken English

The rating scale which can use in responsive speaking according to Brown stated as follow:[33]

Table 2.4
Rating Scale for Responsive Speaking

Point	Description
60	Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics
50	Communication generally effective: task performed competently, successful use of compensatory strategies; speech sometimes marked by non-native characteristics
40	Communication somewhat effective: task performed somewhat competently, some successful use of compensatory strategies;

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[33] *Ibid.*, p. 166.

	speech regularly marked by non-native characteristics
30	Communication generally not effective: task generally performed poorly, ineffective use of compensatory strategies; speech very frequently marked by non-native characteristics
20	No effective communication: no evidence of ability to perform task , no effective use of compensatory strategies; speech almost always marked by non-native characteristics.

Thus, this rating scale can use as consideration to assess speaking skill in responsive speaking.

d. In interactive speaking students also learn about the literal meaning of the sentence in a high level but it is different with responsive speaking which has learned the literal meaning of phrase and sentence in low level. It is shown by the tasks which can be used, such as:
   1) Interview
   2) Role Play
   3) Discussions and Conversations
   4) Games
   5) Oral Proficiency Interview
   To assess interactive speaking, the teacher measures grammar, vocabulary, comprehension, fluency, pronunciation, and task.
e. In extensive speaking, students will begin to learn relatively lengthy stretches of discourse. Douglas stated that in extensive speaking use minimal verbal interaction. It is shown by tasks which can be used, such as:
   1) Oral Presentations
   2) Picture-Cued Story-Telling
   3) Retelling a story, News Event

4) Translation (of Extended Prose)

Therefore, the teacher can use these types of teaching speaking to practice the students to be able in speaking English. In this research the teacher is used imitative activity, directed response tasks, sentence/dialogue completion tasks and oral questionnaires, question and answer, discussions and conversations, oral presentations with guiding of teacher in speaking performance.

D. Psychomotor Domain in Teaching Speaking

1. The Primary Learning Domains

Ken Thomas stated that there are three primary learning domains, such as[34]:

a. Cognitive Domain

Learning related to knowledge (i.e., from simple recognition and memory to complex problem solving and evaluation). Based Bloom (revised by Krathwohl 2001), the assessment of cognitive domain has six level of higher order thinking skill, such as:[35]

1) Remembering: Objective test
2) Understanding: Final exam oral/written
3) Applying: Formulating the problem, making prototype, etc.
4) Analyzing: Debate, making the mind map, case study.
5) Evaluating: Making journal reflective
6) Creating: Essay, business plan, designing website.

b. Psychomotor Domain

Learning related to actions and motor skills (i.e., from simple actions to complex choreography). The assessment of psychomotor domain measure how the students act, create the product, or communication skill. There are some stages of psychomotor domain of learning. However, the researcher chooses the psychomotor domain based on theory of R.H Dave

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[34] Ken Thomas, *Learning Taxonomies in the Cognitive, Affective, and Psychomotor Domains,* (Rocky Mountain Alchemy, 2005), p. 1.

[35] Basuki, *Assessmen Pembelajaran*, p. 163.

in this research. The theory of psychomotor domain based on R.H Dave has chosen because the stage of psychomotor domain based on R.H Dave is proximate to the concept of basic of teaching speaking. According to Dave below is the stage of psychomotor domain:[36]

Figure 2.2
Stages of Psychomotor Domain
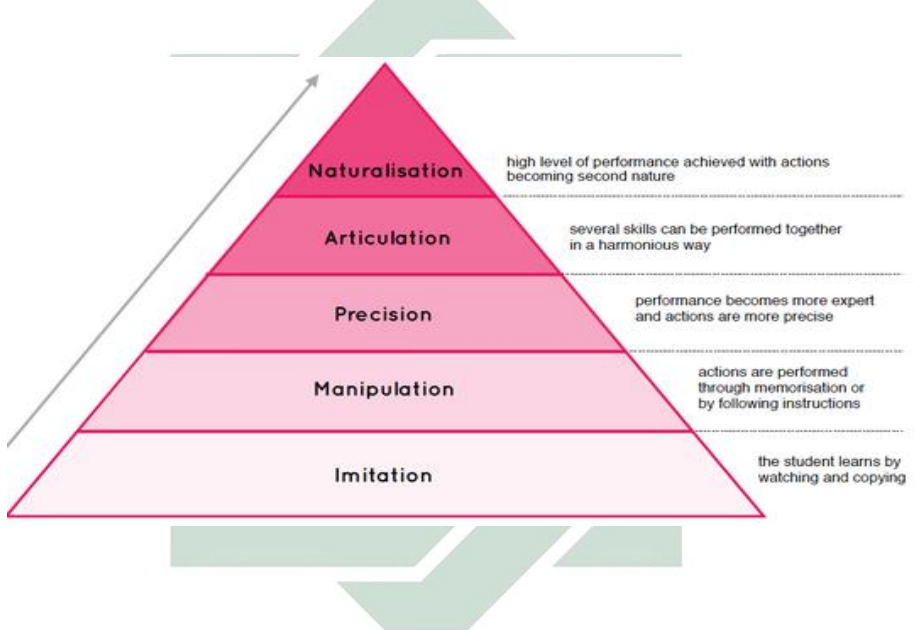
[36] *Ibid.*, p. 211.

Table 2.5
Grading of Psychomotor Domain

Level	Category	Examples of activity or demonstration and evidence to be measured	Keywords-verbs which describe the activity to be trained or measured at each level
1	Imitation	Watch teacher or trainer and repeat action, process or activity.	Copy, replicate, adhere, follow, repeat, etc.
2	Manipulation	Carry out the task from hearing instruction.	Recreate, build, execute, implement, etc.
3	Precision	Perform a task or activity with expertise and high quality without assistance be able to demonstrate an activity to other learners	Demonstrate, show, complete, calibrate, control, etc.
4	Articulation	Relate and combine associated activities to develop methods to meet varying, novel requirements.	Construct, adapt, modify, formulate, coordinate, solve, etc.
5	Naturalization	Automated, unconscious mastery of activity and related skills at the strategic level.	Design, project-manage, specify, invent, etc.

c.   Affective Domain

Learning related to attitudes, feelings, & emotions. So, the assessment of affective domain measure about the attitude, interest, and value of students in learning process. Below is the category of the affective domain according to Krathwohl, Bloom, Masia:[37]

Table 2.6
Category of Affective Domain

Category	Example and Key Words (verbs)
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Examples: Listen to others with respect. Listen for and remember the name of newly introduced people. Key Words: acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands
Responds to Phenomena: Active participation on the part of the learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Examples: Participates in class discussions. Gives a presentation. Questions new ideas, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them. Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells
Valuing: The worth or value a person attaches to a particular object, phenomenon, or	Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and

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[37] *Ibid.*, p. 186.

behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. Key Words: appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	Examples: Recognizes the need for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. Key Words: compares, relates, synthesizes
Internalizes Values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most important characteristic of the learner.	Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a

Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. Key Words: acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies

2. Assessing Psychomotor Domain in Teaching Speaking

According to Shahrizan Baharom, Muhamad Azry Khoiri, Roszilah Hamid, Azrul A Mutalib and Noraini Hamzah , assessing the result of psychomotor domain should cover these criteria, such as:[38]
a. Successfully performs experiments without supervision.
b. Ability to organize, performs experiments safely and aware of priorities in the laboratory.
c. Ability to show engagement in conducting experiment
d. Ability to demonstrates care and respect in equipment set-up

The teacher can design the assessment of psychomotor domain in the learning process of concrete laboratory. Based on these criteria, assessment of psychomotor domain in speaking performance of English teaching can be covered such as:
a. Ability to show speaking performance in imitation stage (repeat action, process, or activity under supervision)
b. Ability to show speaking performance in manipulation stage (speaking performance based on hearing, recreating, implementing, and building instruction)

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[38] Shahrizan , Muhamad, et all, "*Assessment of Psychomotor Domain in a Problem Based Concrete Laboratory*", (Malaysia: The National University of Malaysia), June 2015, p. 5.

c. Ability to show speaking performance in precision stage (speaking performance based on the demonstrating the high quality without assistance)
d. Ability to show speaking performance in articulation stage (combining and construct the speech without assistance)
e. Ability to show speaking performance in naturalization (unconscious speech in other language and relate to the high level of speech)

These features exist in the psychomotor domain in speaking performance assessment of English teaching.

3. Grading of Psychomotor Domain in Teaching Speaking

According to basic of teaching speaking of Brown and psychomotor domain of Dave, below is the stage of psychomotor domain teaching speaking:

Table 2.7
The Stages of Psychomotor Domain in Teaching
Speaking

Stages of Psychomotor Domain	Basic Teaching of Speaking	Example of Activities/ Tasks
Imitation	Imitative	Phonepass Test
Manipulation	Intensive	Picture-Cued Tasks, Oral Questionnaires.
Precision	Responsive	Giving Instruction and Directions, Produce Paraphrasing in Limited Number of Sentence, Test of Spoken English.
Articulation	Interactive	Role Play, Interview, Games, Discussion and Conversations.
Naturalization	Extensive	Picture-Cued Story-

		Telling, Retelling a Story, News Event, Oral Presentations.

The English teacher uses the example of activity/tasks in basic of teaching speaking to assess each level of psychomotor domain. Imitation of psychomotor domain is assessed using the similar activity of phonepass test. In this activity, students' pronunciation is assessed. In assessing of manipulation of psychomotor domain, the English teacher assesses students' pronunciation and fluency through intensive of basic teaching speaking activity. Activity of responsive in basic of teaching speaking is used to assess students' pronunciation, fluency and vocabulary in assessing precision of psychomotor domain. Furthermore, articulation of psychomotor domain is assessed through the similar activity of interactive in basic of teaching speaking. Activity which assesses of students' pronunciation, fluency, accuracy, vocabulary and action is used to assess naturalization of psychomotor domain. Therefore, the English teacher uses the activity of basic teaching speaking in assessing each level of psychomotor domain.

E. Review of the Previous Study

In this part, the researcher wants to show about the previous studies to find the difference with this research.

The first study is done by Lorraine Valdez Pierce and J Michael O'Malley. They investigated about the Performance and Portfolio Assessment for Language Minority Students. The focus of this study is the assessment for minority students and assessment for four skills. The differences between this previous study with the current study are the focus of research. The current study focuses on the finding the psychomotor domain in performance assessment and assessment for speaking performance. In the other hand, the previous study concern to the designing performance assessment and portfolio assessment.[39]

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[39] Lorraine V P, J Michael O, "Performance And Portfolio Assessment For Language Minority Students", (United States: The National Clearinghouse for Bilingual Education), p. 2.

The second study is done by Yenny Rahmawati & Ertin from Syarif Hidayatullah State Islamic University of Jakarta. The second previous study also concerns in designing assessment performance. Nevertheless, her research was more specific in the speaking assessment. It is also different with the focus of current study. The current study is more specific on finding the relation of psychomotor domain in designing of speaking performance assessment. Even, in the second previous study also explained designing speaking assessment.[40]

The third of study was about "Guiding Classroom Instruction through Performance Assessment" by Carol Oberg from the University of La Verne. The purpose of this study was to find out the evidence and examples of the use of performance assessments as alternatives to traditional paper-pencil tests to be used as pre-assessment measures to assist teachers in learning as much as possible about their students as they create lessons prior to instruction.[41] The result of this study was using problem based learning can improve students speaking ability in describing people, thing, place. The assessment, which used in the previous study, was only test. It is different with the current study because the researcher focused on the existence of psychomotor domain in speaking performance assessment.

The fourth of study is conducted by Ed Osborne from North American Colleges and Teachers of Agriculture with the title "Teaching Strategies for Developing Psychomotor Skills". The purpose of this study was to present the review of research and theory pertaining to effective instructional activities aimed at developing psychomotor skills.[42] It is different with the current study because the researcher focused only on the psychomotor domain in speaking performance assessment of English teaching. It is more specific to the English teaching.

The last of study is conducted by Shahrizan Baharom, Muhamad Azry Khoiri, Roszilah Hamid, Azrul A Mutalib, Noraini Hamzah from The National University of Malaysia. The title of
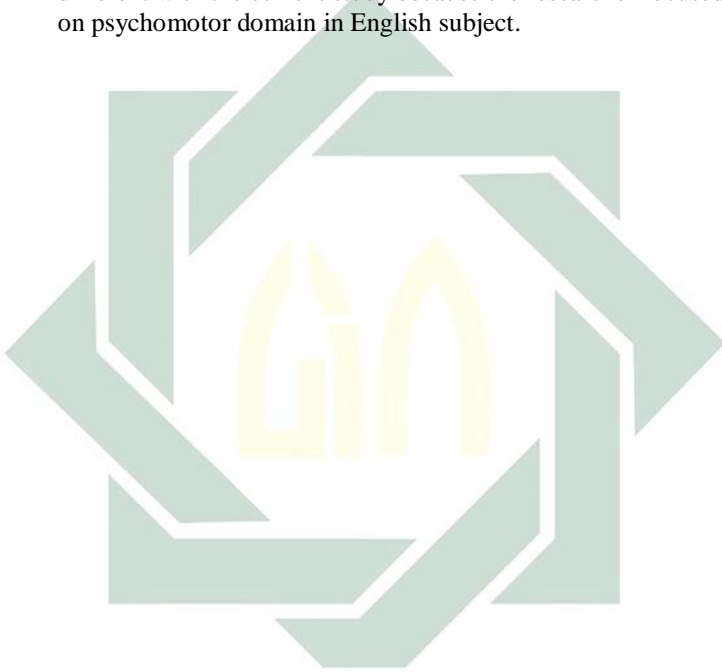
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[40] Ertin Yenny Rahmawati, *Developing assessment for speaking* (2014), p. 3.
[41] Carol Oberg, "Guiding Classroom Instruction through Performance Assessment.", *Journal of Case Studies in Accreditation and Assessment*, vol. 1 (2010), p. 2, http://eric.ed.gov/?id=EJ1055507, accessed 14 Mar 2017.
[42] Osborne, "Teaching Strategies for Developing Psychomotor Skills", p. 1.

this research is Assessment of Psychomotor Domain in A Problem Based Concrete Laboratory. The purpose of this study was to discuss the methods of implementation of psychomotor skills assessments in the teaching and learning process in concrete laboratory experiments.[43] The result showed that the comparison between psychomotor assessment and final examination mark. It is different with the current study because the researcher focused only on psychomotor domain in English subject.

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[43] Shahrizan , Muhamad, et all, "Assessment of Psychomotor Domain in a Problem Based Concrete Laboratory", (Malaysia: The National University of Malaysia), June 2015, p. 1-10.