

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher, present the research finding and discussion of the research. The researcher describes the data results in finding part. In discussion part, the researcher deduces the findings about the teacher assess of psychomotor domain in speaking performance and the follow-up result of psychomotor domain in speaking performance assessment.

A. Research Findings

The researcher has conducted the research from April 12th – May 12th 2017 through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer two research questions as stated in chapter I, which want to find out the practice of psychomotor domain in speaking performance assessment and the way the teacher, follow-up the result of psychomotor domain in speaking performance assessment.

To show the results of the study clearly and completely, the researcher attempted to categorize the findings based on the research questions of the study:

1. Assessing Each Level of Psychomotor Domain through the Variety of Speaking Performance Activities Practiced by English Teacher at SMPN 24 Surabaya

Regarding with how the teacher assess psychomotor domain in speaking performance, the researcher had collected the data concerning with psychomotor domain in speaking performance assessment which had practiced by English teacher at eight grade of SMPN 24 Surabaya. In the step of collecting data, the researcher attempted to find the finding in details.

To find out how the English teacher assess psychomotor domain in speaking performance, the researcher identified the types of speaking performance which were applied by English teacher (*See Appendix 10*). Then, the researcher classified what

are activities of psychomotor domain based on Dave's theory, which had been measured in speaking performance (*See Appendix 11*). Furthermore, the researcher described about the practice of assessing the psychomotor domain through activities of speaking performance (*See Appendix 12*). There were asking students to repeat the teachers' and other students' statement in repeating action, question and answer session in recreating the speech based on teachers' instruction, question and answer session in demonstrating the speech without assistance, oral presentation in the speaking of high level.

In addition, the researcher assessed the process of assessment and the rubric, which was used by English teacher to find out how the English teacher assessed psychomotor domain in speaking performance (*See Appendix 8*). The researcher categorized the finding as below, which consists of describing the speaking performance activity, activity of psychomotor domain, which had been measured through speaking performance, and the process of assessing psychomotor domain in speaking performance in each meeting:

a. First Meeting

According to the table of speaking performance activities (*See Appendix 10*), the researcher found that the teacher applied some types of speaking performance to assess psychomotor domain. The researcher had observed the psychomotor domain in speaking performance assessment in learning short message and notice.

This following table explains about the result of the observation based on classroom observation instrument (*See Appendix 1*) in first meeting:

Table 4.1
Characteristic of Psychomotor Domain in Speaking
Performance Assessment in First Meeting

Indicators of Psychomotor Domain in Speaking Performance Assessment	Yes	No
The existence of speaking performance	√	

Speaking performance dominated the whole learning process	√	
Covering the feature of imitative speaking	√	
Covering the feature of intensive speaking	√	
Covering the feature of responsive speaking		√
Covering the feature of interactive speaking		√
Covering the feature of extensive speaking	√	
Appropriateness between psychomotor domain in speaking performance assessment and indicator of learning which stated in lesson plan.	√	
Assessing the students' ability of repeating action	√	
Assessing the students' ability of recreating the speech based on the instruction of teacher	√	
Assessing the students' ability of demonstrating the speech without assistance		√
Assessing the students' ability of combining or constructing the speech without assistance		√
Assessing the students' ability of speaking in the unconscious condition/ high level speaking	√	
Assessing imitation of speaking using specific technique	√	

Assessing manipulation of speaking using specific technique	√	
Assessing precision of speaking using specific technique		√
Assessing articulation of speaking using specific technique		√
Assessing naturalization of speaking using specific technique	√	
Number of Value: 18	12	6
Percentage	66,7%	33,3%

In the first meeting, the teacher showed the example of short message and notice. She read the text slowly. Then, the teacher asked the students to repeat what teachers' said. The teacher assessed students' pronunciation in activity of repeating action.

- *What is Sita's hobby?*
- *Would you like to come in my house?*
- *It is dangerous, turn off your mobile phone.*

Besides, the teacher also asked the students to repeat what the other students' said. For example:

- *I'd like to come in your house*
- *In the school*
- *Sita helps her mother everyday*

To increase students' understanding, the teacher and students were doing question and answer session. The teacher asked the students to answer the question, but there were students who had difficulty to answer it. Therefore, the English teacher gave instruction to the students to answer it.

Teacher : "What the short message talks about?"

Student 1 : "It is about ..."

Teacher : "Line 2, it is about?"

Student 1 : "Andi invite Rani in his house"

Teacher : "Good, next"

To know the students' understanding about the text, which had been discussed before, the teacher, asked the students to present individually about the short message and notice. In this activity, the teacher assessed students' pronunciation, fluency, accuracy, vocabulary, and action.

Student 2 : "This notice is about vehicle do not pass the pedestrian way. We find this notice in the public area"

Student 3 : "Andini ask anisa go to park"

Student 4 : "don't forget to check your health"

The researcher found that teacher had measured activity of psychomotor domain through those speaking performance. The teacher measured the activity of repeating action in psychomotor domain when the students repeat what the teacher's said and the students repeat what the other students' said. Meanwhile, the teacher found the activity of recreating the speech based on teachers' instruction. Presenting of short message and notice in the first meeting had been done through guiding of teacher.

Furthermore, in the first meeting the teacher had measured psychomotor domain in speaking performance assessment through activity of speaking performance and the rubric, which had been created by teacher. In activity of repeating action in psychomotor domain, the teacher had measured it through asking them to repeat what the teachers' said and other students' said. In this process, the teacher assessed the pronunciation of the students. The teacher used rubric (*See Appendix 8*) to assess the repeating action of psychomotor domain in speaking performance. There were four scales of pronunciation to measure repeating action such as excellent, good, fair, and poor.

Besides, in activity of recreating the speech based on teachers' instruction in psychomotor domain, the teacher had measured it through answering the question based on teachers' instruction. Pronunciation and fluency were being measured in this process. Meanwhile, the teacher assessed high speaking level in psychomotor domain in an activity. It was activity when students presented about the text of short message and notice. Nevertheless, the teacher guided the

when they presented the text. The rubric was used to assess recreating the speech based on teachers' instruction and high of speaking level was the same form of rubric to assess psychomotor domain in repeating action (*See Appendix 8*). The percentages of psychomotor domain in speaking performance assessment of the first meeting are displayed in the chart below:

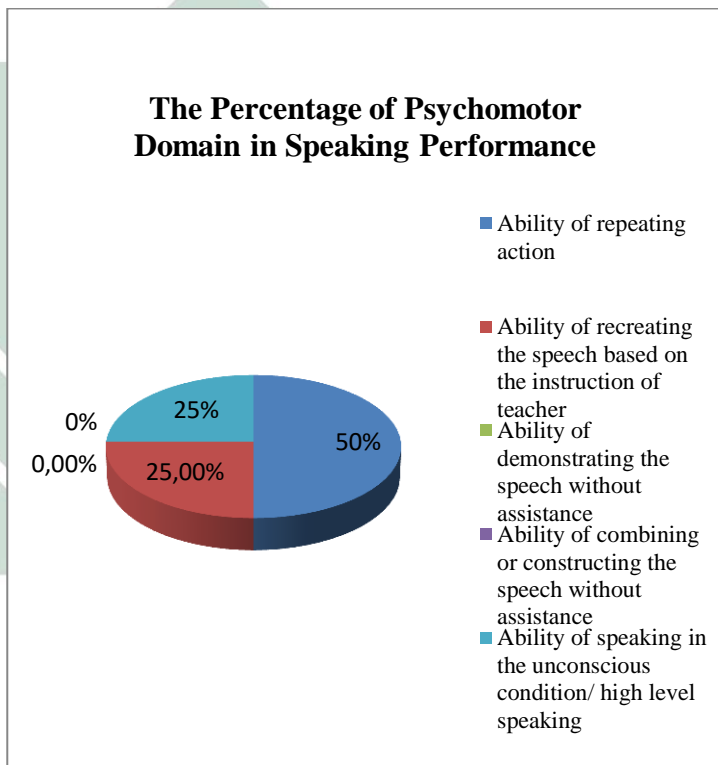


Chart 4.1 Psychomotor Domain Existed in Speaking Performance Assessment in First Meeting

As seen in Chart 1, the highest percentage of psychomotor domain is the activity of repeating action, which was 50% or 2 of 4 activities of speaking performance. Whereas, there was

25% or 1 of 4 activities of speaking performance, which indicated as recreating the speech of psychomotor domain, based on the instruction of teacher. Furthermore, in the first meeting the researcher found that teacher assessed high level speaking of psychomotor domain among students through presenting activity. It had 25% or 1 of 4 activities of speaking performance. Otherwise, the activity of demonstrating the speech without assistance and combining or constructing the speech without assistance had the same percentage. There was 0% of each ability or it was interpreted that there was not activity of speaking performance which applied by English teacher to assess psychomotor domain in speaking performance. Therefore, in first meeting the teacher assessed three of five activity of psychomotor domain in speaking performance assessment. There were measuring of psychomotor domain in repeating action, recreating the speech based on teachers' instruction, and speaking in unconscious condition/ high level speaking.

b. Second Meeting

There were different speaking performances in each meeting, which were appropriate with the indicator of learning (*See Appendix 10*). This following table explains about the result of the observation based on classroom observation instrument (*See Appendix 1*) in second meeting:

Table 4.2
Characteristic of Psychomotor Domain in Speaking
Performance Assessment in Second Meeting

Indicators of Psychomotor Domain in Speaking Performance Assessment	Yes	No
The existence of speaking performance	√	
Speaking performance dominated the whole learning process		√
Covering the feature of imitative speaking		√

Covering the feature of intensive speaking		√
Covering the feature of responsive speaking	√	
Covering the feature of interactive speaking		√
Covering the feature of extensive speaking		√
Appropriateness between psychomotor domain in speaking performance assessment and indicator of learning which stated in lesson plan.		√
Assessing the students' ability of repeating action		√
Assessing the students' ability of recreating the speech based on the instruction of teacher		√
Assessing the students' ability of demonstrating the speech without assistance	√	
Assessing the students' ability of combining or constructing the speech without assistance		√
Assessing the students' ability of speaking in the unconscious condition/ high level speaking		√
Assessing imitation of speaking using specific technique		√
Assessing manipulation of speaking using specific technique		√
Assessing precision of speaking using specific technique	√	

Assessing articulation of speaking using specific technique		√
Assessing naturalization of speaking using specific technique		√
Number of Value: 18	4	14
Percentage	22,2%	77,8%

In second meeting, as warming up, the teacher showed the text. The students were asked to guess directly what the text means.

Teacher : "We have already learned about short message and notice yesterday. Anyone who know about this short message means?"

Student 2 : "Indah's sister want to eat burger and ask indah to buy it."

The structures of short message and notice were taught in this meeting. The teacher explained it. Then, to check students' understanding the teacher had done questions and answer activity in the class. Teacher gave questions to students and students answer it directly without assistance.

Teacher : "What is the sentence of the text that show the structure of notice and give your reason"

Student 5 : "Don't park in this side, because gives notice for the society. "

In the end of lesson, the teacher divided students into 7 groups, which consisted of 5 students. Then, teacher asked to make short message and notice which discussed for next meeting. It showed that there was activity, which was not appropriate with the indicator of learning. The students were not able to make short message and notice as indicator in second meeting. The teacher said that because the limited time, she asked students to make short message and notice in second meeting.

Therefore, in the second meeting the teacher assess psychomotor domain in speaking performance was shown by the teacher assessed pronunciation, fluency, and accuracy of students through warming up which students were asked to

guess what the text means and to do question and answer activity. The teacher assessed demonstrating the speech without assistance of psychomotor domain in this activity. Meanwhile, the rubric, which was used in this activity, was same form of rubric, which had used before (*See Appendix 8*). There were four scales of each aspect (pronunciation, fluency, and accuracy). Thus, the teacher assessed one of five activities of psychomotor domain in speaking performance. The result is shown in the chart below:

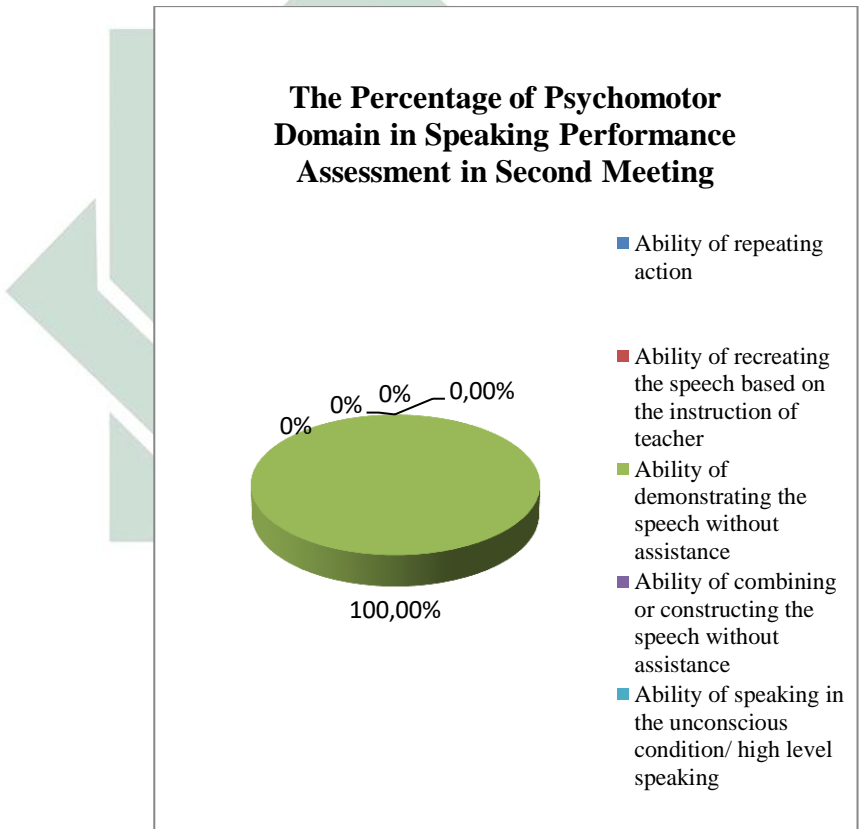


Chart 4.2 Psychomotor Domain Existed in Speaking Performance Assessment in Second Meeting

As seen in Chart 2, the activity of demonstrating the speech without assistance had 100% or all the activities of speaking performance in the second meeting indicated. Therefore, the teacher just assessed psychomotor domain of demonstrating the speech without assistance in speaking performance through question and answer activity in the second meeting.

c. Third Meeting

In third meeting, the teacher asked the students to present about their short message and notice. This following table explains about the result of the observation based on classroom observation instrument (*See Appendix 1*) in third meeting:

Table 4.3
Characteristic of Psychomotor Domain in Speaking
Performance Assessment in Third Meeting

Indicators of Psychomotor Domain in Speaking Performance Assessment	Yes	No
The existence of speaking performance	√	
Speaking performance dominated the whole learning process	√	
Covering the feature of imitative speaking		√
Covering the feature of intensive speaking		√
Covering the feature of responsive speaking	√	
Covering the feature of interactive speaking		√
Covering the feature of extensive speaking	√	
Appropriateness between psychomotor domain in speaking performance assessment and indicator of learning which stated in lesson plan.	√	
Assessing the students' ability of repeating		√

action		
Assessing the students' ability of recreating the speech based on the instruction of teacher		√
Assessing the students' ability of demonstrating the speech without assistance	√	
Assessing the students' ability of combining or constructing the speech without assistance		√
Assessing the students' ability of speaking in the unconscious condition/ high level speaking	√	
Assessing imitation of speaking using specific technique		√
Assessing manipulation of speaking using specific technique		√
Assessing precision of speaking using specific technique	√	
Assessing articulation of speaking using specific technique		√
Assessing naturalization of speaking using specific technique	√	
Number of Value: 18	9	9
Percentage	50%	50%

They presented about what the short message and notice means without assistance of teacher. Then, teacher asked to other students to give questions for presenter.

Student 6 : "What does Anggeli want in Diana's house?"

Student 1 : "She study together"

Student 8 : "Where find this notice?"

Student 7 : "In the swimming pool."

Therefore, students had practiced question and answer directly. Students were trained by the teacher to understand about what short message and notice means through giving them another text. The teacher explained the text and asked students to retell what the teachers' explanation.

Teacher : "What they have learned today?"

Student 2 : "About short message and notice."

Student 9 : "The feature of short message and notice."

Teacher : "What this text talks about?"

Teacher 10: "This notice means that we have turn of the machine when we fill gasoline."

Thus, the third meeting the teacher assessed psychomotor domain through activity of presenting question and answer activity, and retelling what teachers' said. In presenting, the teacher had measured of pronunciation, fluency, accuracy, and vocabulary and action. This process indicate as assessing of speaking in unconscious condition or high level speaking of psychomotor domain. Meanwhile, the teacher assessed psychomotor domain of students in activity of question and answer. It indicates as demonstrating of speech without assistance of psychomotor domain activity. In this process, the teacher measured of pronunciation, fluency, and accuracy among students. Besides, the teacher also assessed psychomotor domain among students through retelling activity. It indicates as speaking in unconscious condition or high level speaking of psychomotor domain activity.

The rubric, which was used by the teacher in third meeting, was same form like other competences in previous meeting. Thus, the teacher used one type of rubric (*See Appendix 8*) to assess psychomotor domain in speaking performance through speaking performance activity. Therefore, in third meeting there were two of five activities of psychomotor domain in speaking performance, which had measured. It was shown by the chart as below:

The Percentage of Psychomotor Domain in Speaking Performance Assessment in Third Meeting

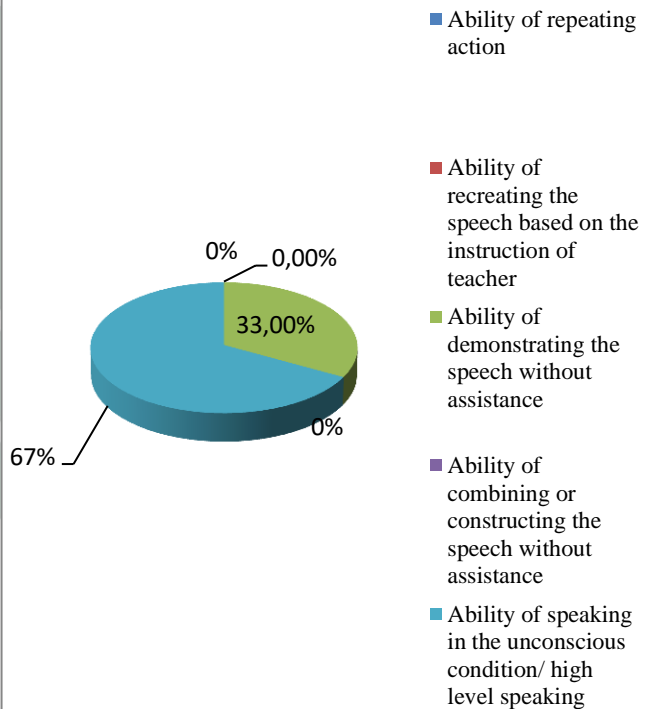


Chart 4.3 Psychomotor Domain Existed in Speaking Performance Assessment in Third Meeting

As seen in Chart 3, the ability of speaking in the unconscious condition or high level speaking had 67% or 2 of 3 the activities of speaking performance in the third meeting. Furthermore, the second psychomotor domain, which was assessed by teacher, was demonstrating the speech without assistance through question and answer activity. It had 33% or 1 of 3 activities of speaking performance in third meeting. Thus, the teacher assessed demonstrating the speech without assistance and speaking in the unconscious condition or high level speaking of psychomotor domain through speaking performance, which assessed in third meeting.

Based on the explanation above, it can be concluded that the English teacher had assessed four of five aspect psychomotor domain. There were imitation, manipulation, precision, and naturalization of psychomotor domain. It was also seen from the lesson plan (*See Appendix 16*), the researcher found that there was not any articulation of psychomotor domain which is shown by the activity of constructing the speech without assistance. The English teacher said that she did not have extra time to do interview, role-play, and debate which are indicated as activities of constructing the speech without assistance in psychomotor domain of speaking performance assessment. Therefore, the English teacher just assessed imitation, manipulation, precision, and naturalization of psychomotor domain.

This following table explains about the result of psychomotor domain in speaking performance assessment, which assessed by English teacher at SMPN 24 Surabaya:

Table 4.4
Psychomotor Domain in Speaking Performance Assessment
Rubric

Indicator	Yes	No
Arranging the outline of test (<i>kisi-kisi</i>)		√
Developing the test which completed	√	

with the step and assessment rubric		
Designing assessment rubric based on the aspect which need to assess	√	
Implementing the assessment through observing students while completing the test based on the rubric	√	
Doing the follow-up activity	√	
The existence of rubric in each aspect of psychomotor domain in speaking performance assessment		√
Assessing of pronunciation in repetition of sentences (of 8 to 12 words) in imitation of psychomotor domain	√	
Assessing of pronunciation and fluency in production short stretches of discourse (no more than a sentence) in manipulation of psychomotor domain	√	
Assessing of pronunciation, fluency, accuracy, and vocabulary in interactive tasks (limited length of utterances) in precision of psychomotor domain	√	
Assessing of pronunciation, fluency, accuracy, vocabulary and grammar in interactive discourse such as interviews, role play, and discussion in articulation of psychomotor domain		√
Assessing of pronunciation, fluency, accuracy, vocabulary, grammar, and action in variations of monologues with minimal verbal interaction in naturalization of psychomotor domain	√	
Number of Value: 11	8	3

Percentage	72,7%	27,3%
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As result, the English teacher had implemented 72, 7% of all indicators or 8 of 11 indicator of psychomotor domain in speaking performance assessment. For detail information about the findings of each indicator, the researcher describes it below:

- 1) Arranging the Outline of Test
The researcher found that English teacher did not arrange the outline of each test. According to the interview, she said, “I do not make the outline for each test but i will make the outline of test in the middle test or final exam”. The researcher interpreted that the outline according to the English teacher was important for middle test and final exam.
- 2) Developing the Test which Completed with the Step and Assessment Rubric
The English teacher had developed test according to the lesson plan made by her. It was completed with the step and assessment rubric. However, based the result of the observation, the researcher found that the English teacher did not complete the implementation of lesson plan because of the limited time.
- 3) Designing Assessment Rubric based on the Aspect which Need to Assess
The researcher found the aspect needed by English teacher to assess from the indicator, which stated in lesson plan. It was appropriate with the rubric made by her. It is shown by the rubric (*See Appendix 8*)
- 4) Implementing the Assessment through Observing Students while Completing the Test based on the Rubric
According to observation result, the English teacher had observed the students while they

were doing the test. It was reinforced that speaking as ability which assessed by English teacher. The English teacher used the test directly. Therefore, English teacher observed the students while they were doing the test.

5) Doing the Follow-up Activity

The English teacher did a follow-up activity for the result of assessment. It was shown by the observation in the third meeting. She had done in order to increase the students' ability focused on the students who had not reached the indicator yet.

6) The Existence of Rubric in each Aspect of psychomotor domain in Speaking Performance Assessment

Based on the observation and interview, the researcher found a rubric to assess the entire test, which had done by students. The English teacher assessed the psychomotor domain in speaking performance without differentiating of each aspect of psychomotor domain. Therefore, she used the same rubric for all the aspect of psychomotor domain in speaking performance.

7) Assessing of Pronunciation in Repetition of Sentences (of 8 to 12 Words) in Imitation of Psychomotor Domain

In imitation, the English teacher had assessed ability of repeating through activity of repeating what the teacher said. She assessed the pronunciation among students to repeat the statement. It was shown by the result of observation and interview.

8) Assessing of Pronunciation and Fluency in Production Short Stretches of Discourse (No More Than a Sentence) in Manipulation of Psychomotor Domain

The researcher found that English teacher assessed pronunciation and fluency of students

through the test of recreating the speech based on instruction of English teacher.

- 9) Assessing of Pronunciation, Fluency, Accuracy, and Vocabulary in Interactive Tasks (Limited Length of Utterances) in Precision of Psychomotor Domain

The English teacher had been doing the question and answer to assess the activity of students in demonstrating the speech without assistance. From the test, she assessed the pronunciation, fluency, accuracy, and vocabulary of students.

- 10) Assessing of Pronunciation, Fluency, Accuracy, Vocabulary and Grammar in Interactive Discourse such as Interviews, Role Play, and Discussion in Articulation of Psychomotor Domain

Based on the result of observation and interview, the researcher did not find the activity of constructing the speech without assistance, which is the feature of articulation in psychomotor domain. Therefore, the researcher could not explain about the assessment in articulation of psychomotor domain in speaking performance because the English teacher did not assess it.

- 11) Assessing of Pronunciation, Fluency, Accuracy, Vocabulary, Grammar, and Action in Variations of Monologues with Minimal Verbal Interaction in Naturalization of Psychomotor Domain

Presenting the speech was the test to assess pronunciation, fluency, accuracy, vocabulary, grammar, and action among students. It indicated as the features of naturalization of psychomotor domain. However, the implementation used bilingual languages, which were English, and Bahasa Indonesia. However, the English teacher assessed the high level of students to speak English.

2. The Remediation as the Dominant Follow-up as the Result of Psychomotor Domain in Speaking Performance Assessment

After finding psychomotor domain in speaking performance assessment, the researcher focused to answer the second research question since the first research question is the background for answering the practice of psychomotor domain in speaking performance assessment by teacher in the learning process. Regarding with how the teacher follow-up the result of psychomotor domain in speaking performance assessment, the researcher attempted to observe the follow-up activity as the result of psychomotor domain in speaking performance assessment which used by teacher. To support the data from observation, the researcher interviewed English teacher. This following table explains about the result of the observation:

Table 4.5
Characteristic of Follow-up Result of Psychomotor Domain in Speaking Performance Assessment

Indicators of Follow-up Result of Psychomotor Domain in Speaking Performance Assessment	Yes	No
Re-teaching which use different method and media learning		√
Giving of individual guiding for students		√
Giving of task/exercise particularly	√	
The existence of Peer Tutoring	√	
The existence of enriching activity		√
The existence of study group		√
Using of thematic learning		√
Teaching of material or competences	√	

which haven't been taught before		
Number of Value: 8	3	5
Percentage	37,5%	62,5%

The follow-up activity divided into two categories there were remediation and enrichment activities. Re-teaching which use different method and media learning, giving individual guide for students, giving task/exercise particularly, implementing *Peer Tutoring* as follow-up assessment were the feature of remediation activities. Furthermore, enriching activity, study group, thematic learning, materials or competences, which had not been taught before were the feature of enrichment activities.

According to the observation and interview, the researcher found three of eight activities of follow-up result practiced by English teacher. For detail information about the findings of each categories of the follow-up activity as the result of psychomotor domain in speaking performance assessment, the researcher describes the result below:

a. Remediation Activities

According to the result of observation and interview, the English teacher had done the follow-up activities as result of psychomotor domain in speaking performance assessment. There were *re-teaching which use different method and media learning, giving individual guide for students, giving task/exercise particularly, implementing of Peer Tutoring in remediation activities to follow-up the assessment*. The researcher found two of four activities of remediation practiced by English teacher. The researcher describes the result below:

1) The teacher give task/exercise particularly

In remediation, the English teacher gave task particularly to increase students' ability in speaking. She divided students who joined in remediation into four groups, which consist of five students. She asked each groups to understand the text, which had been

given by English teacher. Then, each groups presented the text about short message and notice, which had been given by teacher. The English teacher gave question to the presenter about the meaning of short message and notice to check students' understanding.

2) Peer Tutoring (Tutoring which is done by another students)

The English teacher asked students who reached the indicator of learning to give guiding for their friends. They were asked to join in the remediation group to help their friends. They helped their friends to understand the text. They also gave guiding to present it in front of the class.

According to the interview, the English teacher stated that she did not have extra time to apply remediation in the class deeply. The English teacher applied activity, which was easy to practice as the researcher explained before. She also stated that these activities were enough to reach the objective of the remediation activity.

b. Enrichment Activities

In case of giving activity for students who reached the indicator of learning, the researcher got the information about enrichment activities, which had been done by English teacher for the follow-up as result of psychomotor domain in speaking performance assessment. There were *enriching activity, study group, thematic learning, materials or competences, which had not taught before* as the enrichment activities.

In the field, the researcher found one of four activities of enrichment practiced by English teacher. The English teacher asked students to understand about narrative text which was the material that teacher had not taught before. It was the enrichment activity practiced by English teacher. Therefore, the researcher just found one of the enrichment activities. Furthermore, the researcher attempted to find out the reason of the English teacher practiced enrichment activity superficially. The number of student who reached the minimal score and the limited time were the reason of the English teacher practiced the enrichment activity

superficially. According to the score of students (*See Appendix 14*), the English teacher found 10 of 38 students who had reached the minimal score (KKM). The enrichment activity had done in last meeting. Thus, the English teacher practiced enrichment activity more superficially than remediation.

B. Research Discussion

In order to gain the same interpretation between the readers and the researcher concerning on the finding above, this section discusses those two findings by reflecting on several theories related to each following problem. Therefore, the discussion is classified based on the research questions of the study.

1. Assessing Each Level of Psychomotor Domain in Speaking Performance of English Teaching through the Specific Test and Rubric

Based on the result of finding, the English teacher assessed psychomotor domain in speaking performance assessment based on the basic types of teaching speaking. According to Brown, basic types of teaching speaking are imitative, intensive, responsive, interactive, and extensive speaking. The researcher found nine activities that indicate as basic types of teaching speaking such as asking students to repeat the teacher said and asking to repeat their friend's statement. These activities indicate as repetition of grammatical activity. Thus, based on Brown's theory, these activities are imitative speaking which there is repetition of a number of prosodic, lexical, and grammatical in learning process.¹

In imitative speaking, the teacher had measured of psychomotor domain in repeating action, which is imitation of psychomotor domain through repeating activity and using pronunciation rubric. Brown stated that repeating action could measure which use repeating test and rubric, which focuses on pronunciation.² Therefore, assessing imitation of psychomotor

¹ Brown, *Language Assessment Principles and Classroom Practices*, p. 141.

² *Ibid.*, p. 145.

domain can measure through assessing of repeating action, which use pronunciation rubric. There were activity of repeating teachers' other students' said. The rubric, which was used by teacher, was not focus only on pronunciation. Thus, the activity of assessing repeating action was appropriate to assess imitation of psychomotor domain, but the rubric was too general to use it. In spite of, the specific rubric which should use to assess imitation of psychomotor domain is form of pronunciation rubric.³

Furthermore, the researcher found that teacher gave instruction for students to answer her question. Students answered the question based on teachers' instruction. Brown stated that this activity belong to features of intensive speaking which was sentence/ dialogue completion tasks and oral questionnaires.⁴ According to Dave, to assess manipulation of psychomotor domain, the teacher measures ability of recreating the speech with guiding of teacher through rubric of pronunciation and fluency.⁵ Thus, the teacher assessed manipulation of psychomotor domain through measuring psychomotor domain in recreating the speech based on teachers' instruction, which is activity of question and answer session with the teachers' instruction. The rubric, which was created by teacher, was too general because of the existence of another aspect, which does not use to assess it (*See Appendix 8*).

Whereas, the English teacher had done question and answer session, which indicated as responsive speaking. This activity demonstrated the speech without assistance, which included to the features of responsive speaking.⁶ Assessing precision of psychomotor domain can be done through measuring of demonstrating the speech without assistance and using rubric, which focuses on pronunciation, fluency, and

³ *Ibid.*

⁴ *Ibid.*, p. 149.

⁵ Basuki, *Assessmen Pembelajaran*, p. 163.

⁶ Brown, *Language Assessment Principles and Classroom Practices*, p. 159.

accuracy.⁷ The teacher had applied the activity, which was appropriate to assess precision of psychomotor domain. Otherwise, the same rubric, which was used to assess it, was less to focus on aspect of pronunciation, fluency, and accuracy. The rubric covered pronunciation, fluency, accuracy, vocabulary and action.

Meanwhile, activities showed that students presented about the text, were indicated as extensive speaking. Retelling what teachers' said also indicates as extensive speaking. According to the Brown, the English teacher had done to do extensive speaking assessment for students when teacher assessed ability of presenting and retelling of students⁸. To assess extensive speaking, Brown stated to use rubric, which consists of pronunciation, fluency, accuracy, vocabulary, and action.⁹ Dave stated that when teacher assessing ability of presenting and retelling, it shows that teacher had assessed naturalization of psychomotor domain in speaking performance.¹⁰ In assessing of naturalization, the teacher used a complete rubric to assess the aspect of speaking in high level (*See Appendix 8*) which was appropriate to assess extensive speaking. Thus, the variety of speaking performance activity can use to assess psychomotor domain (*See Appendix 13*). The English teacher assessed psychomotor domain using the rubric, which had been created by her. She used this rubric for psychomotor domain assessment. This rubric consisted of form of pronunciation, fluency, accuracy, vocabulary, and action. However, according to Brown and Dave to assess the psychomotor domain in speaking performance is needed to use particularly rubric in each aspect of psychomotor domain.¹¹ Therefore, it was different with the English teacher did which only used one rubric for all aspect of psychomotor domain.

⁷ Basuki, *Assessmen Pembelajaran*, p. 164.

⁸ Brown, *Language Assessment Principles and Classroom Practices*, p. 179.

⁹ Basuki, *Assessmen Pembelajaran*, p. 180.

¹⁰ *Ibid.*, p. 164.

¹¹ Brown, *Language Assessment Principles and Classroom Practices*, p. 144.

2. The Role of Remediation and Enrichment as Follow-up the Result of Psychomotor Domain in Speaking Performance Assessment

As stated in the background of the study, the follow-up result in assessing process was useful to increase students' ability, which focused on the speaking performance. Based on the result of finding, the English teacher had done the follow-up as result through remediation and enrichment activities. According to Sukiman, the follow-up result, which had been done by teacher, improved the students' ability.¹² He stated that there were remediation and enrichment activities to follow-up the result of assessment.¹³ The English teacher had done to follow-up the result through two activities, such as giving task particularly and implementing of Peer Tutoring for students who had not reached the indicator yet. According to Sukiman giving task particularly and implementing of Peer Tutoring included to the features of remediation activities.¹⁴ Students had reached the indicator after doing the remediation activities. Besides, they were confident to speak. Sukiman stated that these activities improve students' ability because these are included on the aspect which should covered by remediation activities.¹⁵

Whereas, for students who had reached the indicator the English teacher asked students to understand the narrative text, which had not been taught before. Furthermore, for giving materials, which had not been taught before, includes to the features of enrichment activities.¹⁶ It was showed as the effort of English teacher to enrich students' ability through giving the material or competences, which students did not learn yet.¹⁷

¹² Anna Rifatul Mahmudah, "*Pelaksanaan Program Remedial Dan Pengayaan Dalam Meningkatkan Prestasi Belajar Pai Siswa Kelas Viii Smp N 5 Yogyakarta Tahun Pelajaran 2013/2014*", (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2014), P. 8.

¹³ *Ibid*

¹⁴ *Ibid*, p.13

¹⁵ *Ibid*

¹⁶ *Ibid*

¹⁷ *Ibid*

Thus, students trained to enrich their skill. As a result, the English teacher had succeeded to improve students' speaking skill through giving task particularly and implementing of Peer Tutoring and to enrich students' speaking skill through giving materials, which had not been taught before in the learning process, which is shown by the score of psychomotor domain of speaking performance assessment (*See Appendix 15*).

