

**ENGLISH TEACHERS' DEVELOPMENT
OF CRITERION-REFERENCED ASSESSMENTS
OF STUDENTS' ENGLISH SPEAKING SKILL**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Hardikaweni Aulia Rohma

NIM D75219037

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING**

UIN SUNAN AMPEL

SURABAYA

2023

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Hardikaweni Aulia Rohma

NIM : D75219037

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 13 Juli 2023

Yang membuat pernyataan,



Hardikaweni Aulia Rohma

NIM. D75219037

ADVISOR APPROVAL SHEET

This thesis by Hardikaweni Aulia Rohma entitled “*English Teachers’ Development of Criterion-referenced Assessments of Students’ English Speaking Skill*” has been approved by the thesis advisors for further approval by the Boards of Examiners.

Surabaya, June 30th 2023

Advisor I,



Hilda Izzati Madjid, MA
NIP. 198602102011012012

Advisor II,



Fitriah, Ph.D
NIP. 197610042009122001

EXAMINER APPROVAL SHEET

This thesis by Hardikaweni Aulia Rohma entitled "*English Teachers' Development of Criterion-referenced Assessments of Students' English Speaking Skill*" has been examined on July, 4th 2023 and approved by the Boards of Examiners.



Dean,

Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd.

NIP. 197407251998031001

Examiner I,

Afida Safriani, M.A., Ph.D

NIP. 197509162009122003

Examiner II,

Dr. Siti Amiyah, S.Pd., M. TESOL

NIP. 197704142006042003

Examiner III,

Hilda Izzati Madjid, MA

NIP. 198602102011012012

Examiner IV,

Fitriah, Ph.D

NIP. 197610042009122001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Hardikaweni Aulia Rohma
NIM : D75219037
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : hardikaweniar@gmail.com@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi Tesis Desertasi Lain-lain

yang berjudul :

English Teachers' Development of Criterion-referenced Assessments of Students' English Speaking Skill

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 18 Juli 2023

Penulis

(Hardikaweni Aulia Rohma)

ABSTRACT

Rohma, Hardikaweni Aulia (2023). *English Teachers' Development of Criterion-Referenced Assessments of Students' English Speaking Skill*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.

Supervisor I: Hilda Izzati Madjid, M.A. Supervisor II: Fitriah. Ph.D

Key words: English Teachers' Development, Criterion-Referenced Assessments, Speaking Skill

Speaking as a productive skill has been highlighted as an ability that should be measured using certain criteria. That is why it is important for the teacher to design particular criteria for assessing student speaking skills. This research aimed to describe the criteria that English teachers develop to assess students' speaking skills and the reasons they consider in determining the criteria. This study interviewed two English teachers who taught in grades XI and XII and used speaking rubrics. The findings showed that the speaking criteria the teachers used include pronunciation, grammar, content, and vocabulary. They considered three aspects in determining the criteria namely the level of difficulty, type of task, and compulsory aspects. This finding implies that determining the criteria is based on the type of tasks. Teachers cannot use any criteria they want without considering the tasks and level of difficulty of the task.

UIN SUNAN AMPEL
S U R A B A Y A

ABSTRAK

Rohma, Hardikaweni Aulia (2023). *English Teachers' Development of Criterion-Referenced Assessments of Students' English Speaking Skill*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.
Supervisor I: Hilda Izzati Madjid, M.A. Supervisor II: Fitriah. Ph.D

Kata kunci: pengembangan guru bahasa Inggris, penilaian mengacu pada kriteria, kemampuan berbicara

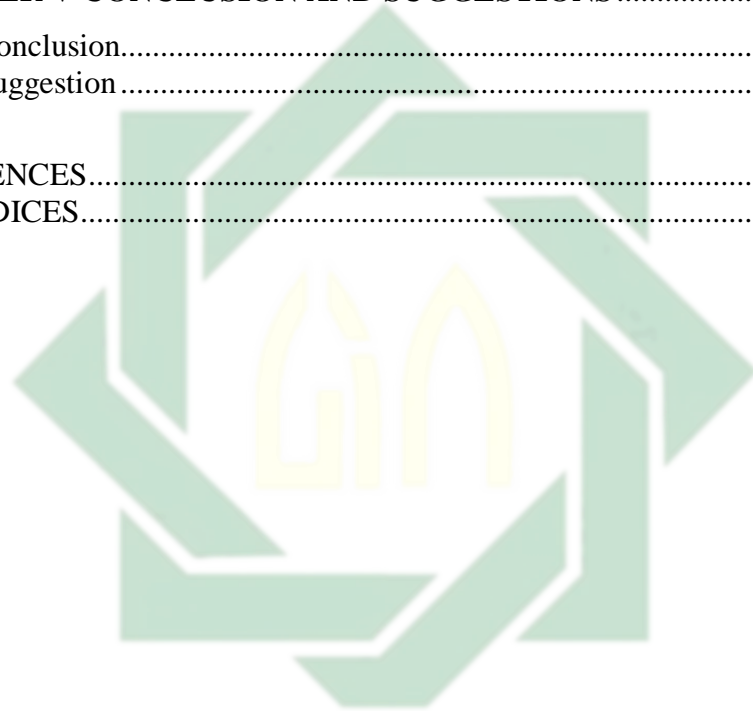
Berbicara sebagai keterampilan produktif telah digaris bawahi sebagai kemampuan yang harus diukur dengan menggunakan kriteria tertentu. Itulah mengapa penting bagi guru untuk merancang kriteria tertentu untuk menilai keterampilan berbicara siswa. Penelitian ini bertujuan untuk mendeskripsikan kriteria yang dikembangkan guru bahasa Inggris untuk menilai kemampuan berbicara siswa dan alasan yang mereka pertimbangkan dalam menentukan kriteria tersebut. Penelitian ini mewawancarai dua guru bahasa Inggris yang mengajar di kelas XI dan XII dan menggunakan rubrik berbicara. Temuan menunjukkan bahwa kriteria berbicara yang digunakan guru meliputi pengucapan, tata bahasa, isi, dan kosa kata. Mereka mempertimbangkan tiga aspek dalam menentukan kriteria yaitu tingkat kesulitan, jenis tugas, dan aspek wajib. Penemuan ini menyiratkan bahwa penentuan kriteria didasarkan pada jenis tugas. Guru tidak dapat menggunakan kriteria apa pun yang mereka inginkan tanpa mempertimbangkan tugas dan tingkat kesulitan tugas.

UIN SUNAN AMPEL
S U R A B A Y A

TABLE OF CONTENTS

PERNYATAAN KEASLIAN TULISAN.....	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
LEMBAR PERNYATAAN KEASLIAN TULISAN	v
MOTTO.....	vi
DEDICATION SHEET.....	vii
ACKNOWLEDGEMENT	viii
ABSTRACT.....	ix
ABSTRAK.....	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions	6
C. Objectives of the Study	6
D. Significance of the Study	6
E. Scope and Limits of the Study	7
F. Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Theoretical Review	10
B. Review of Previous Study	19
CHAPTER III RESEARCH METHOD	24
A. Research Design.....	24
B. Research Setting.....	25
C. Data and Source of Data	25
D. Research Instruments	26
E. Data Collection Technique.....	28
F. Data Analysis Technique	30
G. Checking Validity	32

H. Research Stages.....	32
CHAPTER IV RESEARCH FINDING AND DISCUSSION	34
A. Findings.....	34
B. Discussions.....	46
CHAPTER V CONCLUSION AND SUGGESTIONS.....	58
A. Conclusion.....	58
B. Suggestion.....	59
REFERENCES.....	61
APPENDICES.....	65



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF TABLES

Table 4.1. Speaking tasks and aspects in grade XI and grade XII	35
Table 4.2 Criteria for pronunciation in presentation and monologue tasks	36
Table 4.3 Criteria for pronunciation in role play task	36
Table 4.4 Criteria for pronunciation in interview task	37
Table 4.5 Criteria for pronunciation in reporting news, video- making, and role-play task	38
Table 4.6 Criteria for grammar in presentation, monologue, role play, and interview tasks	39
Table 4.7 Criteria for grammar in reporting news, video- making, and role-play tasks	39
Table 4.8 Criteria for content in presentation, monologue, role play, and interview tasks	40
Table 4.9 Criteria for vocabulary in reporting news, video- making, and role-play tasks	41



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER I

INTRODUCTION

In this chapter, the researcher reports theories related to English teachers' development of criterion-referenced assessments of students' English speaking skill which investigated into several subheadings: (1) background of the study, (2) research questions, (3) objective of the study, (4) significance of the study, (5) scope and limitation, and (6) definition of key terms

A. Background of the Study

Assessment is a crucial part of the educational environment. An evaluation is needed to measure the students' learning outcomes in every learning process. According to the American Association of Colleges of Teacher Education and the Partnership for 21st Century Skills (P21), assessment is part of 21st-century knowledge and skills initiatives.¹ It means assessment will always be side by side with learning in every aspect. Teachers as an evaluator and facilitator in teaching and learning activities can use many types of assessments to measure students' abilities. One example is the criterion-referenced assessment. Criterion-referenced assessments are usually used to measure students' skills for a particular purpose. (Brown, 1998; Harvey, 2004) explained that criterion-referenced assessment is the method of measuring student learning in accordance with a predetermined set of characteristics or criteria without taking into account the accomplishments of others. These

¹ AACTE & P21, "Teachers for the 21st Century", *Education*, 2010, 40.

criteria are what must be done by students in the assessment to show their achievement or success in learning.

Nowadays, assessing students' speaking ability is very challenging. Speaking is considered the most challenging skill among other language skills to be evaluated.² Speaking should be directly assessed when speakers communicate orally in the assigned activities.³ Teachers should be aware that some students may have significant difficulty participating in activities and exams that measure oral performance.⁴ There are several components that must be covered by students in order to communicate. Students must construct meaningful sentences so that the interlocutor understands the message conveyed. Regarding English language skills, speaking as a productive skill has been highlighted as an ability that should be measured using certain criteria.⁵ That is why it is important for the teacher to design particular criteria for assessing student speaking skills. The criteria might include fluency, accuracy, pronunciation, language competence, etc for instance. For students, the assessment criteria can guide them to know what elements they must complete. In this instance, criterion-referenced assessment refers to the criteria teachers use to evaluate students' speaking ability.

² Sawsan Ahmed and Abdulmir Alamin, "Assessing Speaking Ability in Academic Context for Fourth Year Taif University Students", *International Journal of English Linguistics*, 4.6 (2014).

³ M. Zaim, Refnaldi, and Safnil Arsyad, "Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia", *International Journal of Instruction*, 13.3 (2020), 587–604.

⁴ Jaime Fernando Duque-Aguilar, "Teachers' Assessment Approaches Regarding Efl Students' Speaking Skill", *Profile: Issues in Teachers' Professional Development*, 23.1 (2021), 161–77.

⁵ Rahimboeva Hulkar Gayratovna, "Assessment for Speaking Skill", *Journal NX- A Multidisciplinary Peer Reviewed Journal*, 7.4 (2021), 46–49.

Criterion-referenced assessment is important in speaking skill because an evaluator can have a better understanding of a student's communication abilities across contexts and assignments.⁶ According to Setiawan and Bharati's research on Indonesian speaking assessment, most educators lacked understanding on formulating instruments and rubric skills assessment.⁷ This is consistent with the finding of Noormaliah who discovered that the English teachers of SMP Muhammadiyah Banjarbaru used observation assessment to gauge students' attitude toward learning, written assessment and project assessment to gauge their knowledge, and product assessment to gauge their abilities.⁸ The study was unable to locate any speaking assessment for skill evaluation in this area. Additionally, it was shown that some of the issues the teachers faced were a combination of internal and external issues. That is because educators do not plan carefully the speaking assessment that suits the objective of the lesson and the target. As a result, Sholiha proposes that before giving tests to their students, teachers should establish the assessment criteria and accurately apply the lesson plans they have developed.⁹ Thus, it is worthwhile to conduct research on this topic because English teachers may face some difficulties in creating a speaking assessment and measuring students'

⁶ Wisconsin Department of Public Instructions, "Criterion-Referenced Assessments for Language", November, 2021, 1–4.

⁷ Anjar Setiawan and Dwi Anggani Linggar Bharati, "The Preliminary Research of Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity", 8.3 (2019), 301–7.

⁸ Noormaliah, "The Implementation of Authentic Assessment By English", *National Seminar Proceeding /441*, 2018, 441–51.

⁹ Imro Atus Soliha, "Speaking Assessment Based on The 2013 Curriculum from English Teachers and Their Perception", *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference)*, 2019, 53–70.

speaking skills. Teachers need a particular criteria to assess the students' speaking skill so they are able to see the real ability of the students. This criteria is usually described in the rubric or in this study refers to criterion-referenced assessments. Each refers to the teachers ability in providing criteria for assessing the students' speaking ability as part of an assessment. There are numerous scoring criteria for speaking assessments and teachers should pay attention to their students' performance.¹⁰ Therefore, the teacher needs to have a solid plan for the assessment, including the components and points for each one. Moreover, it is important to let students know in advance what can be expected of them.¹¹ Thus, this study can help the English teachers in developing speaking assessment.

Several academics have undertaken relevant studies on the topic discussed in this study. For example, related to criterion-referenced assessment, Pui et al., have investigated the difference in student-teacher rated scores in a critical thinking and writing module criterion-referenced assessment (CRA).¹² However, this study focuses on exploring criterion-referenced assessments on students' speaking skills done by the English teachers. On the other hand, Redelius & Hay have explored the criterion-referenced assessment practices

¹⁰ Waritsatul Jannah and Rudi Hartono, "English Education Journal Students' Speaking Assessment Used by English Teachers Based on the 2013 Curriculum", *Eej*, 8.3 (2018), 359–69.

¹¹ Muhammad Ahmad, "Specifying Criteria for the Assessment of Speaking Skill: A Library Based Review", *International Journal of Educational Sciences*, 24.1–3 (2019).

¹² Priscillia Pui, Brenda Yuen, and Happy Goh, "Using a Criterion-Referenced Rubric to Enhance Student Learning: A Case Study in a Critical Thinking and Writing Module", *Higher Education Research and Development*, 2020, 1–14.

and perspectives of Swedish PEH students in their last year of compulsory schooling.¹³ However, their study only focuses on the students' perspectives.

In contrast, this study focuses on the English teachers' consideration for determining the criteria to assess students' speaking skills. In addition, the study by Clifford focuses on the nature of the criterion-referenced ACTFL Proficiency Guidelines and recommends a criterion-referenced interpretation of the ACTFL guidelines for reading and listening.¹⁴ Although it also deals with criterion-referenced, it did not explore speaking skills. However, this study explores the criterion-referenced assessments of students' speaking skills. Last, related to the assessment of speaking skills, Bakhtiyorjon and Gayratovna have explored methods to develop speaking skill assessment. It also provides information about the five essential speaking criteria.¹⁵ But, the assessment in this study will mainly focus on the criteria that the English teachers used to assess skills of speaking.

Based on several prior studies above, what the English teachers have done in designing criterion-referenced assessments on students' speaking skills was only a few investigated and explored. Therefore, it raises some curiosities related to (1) the criteria English teachers use for measuring students' English speaking skills and (2) their reasons for designing criterion-referenced assessments to assess students' English speaking skills. Thus, this research

¹³ Karin Redelius and Peter J. Hay, "Student Views on Criterion-Referenced Assessment and Grading in Swedish Physical Education", *Physical Education and Sport Pedagogy*, 17.2 (2012), 211–25.

¹⁴ Ray Clifford, 'A Rationale for Criterion-Referenced Proficiency Testing', *Foreign Language Annals*, 49.2 (2016), 224–34.

¹⁵ Gayratovna.

identified the criterion-referenced assessments in assessing students' speaking ability and reasons of why they use particular criteria. This study was conducted in one of the public high schools in Tuban. The school was selected due to the presence of two English teachers who evaluate students' speaking ability according to a certain set of criteria.

B. Research Questions

In accordance with the previous research context, the following research questions have been formulated as follows.

1. What criteria do the English teachers develop to assess students' English speaking skill?
2. What reasons do they consider in determining the criteria for speaking assessment?

C. Objectives of the Study

This research intends to:

1. investigate the criteria that the English teachers develop to assess students' English speaking skill.
2. investigate the reasons that the English teachers consider in determining the criteria of speaking assessment.

D. Significance of the Study

This research is hoped to have major implications.

1. For other researchers

The study is expected to give a positive implication about assessment in speaking skill for the future researcher in a different point of view. In

addition, the exploration that is demonstrated in this research provides useful and informative data for further investigation which might investigate diverse assessments of speaking ability. They may use it as a previous study for their research to find the gap that the current research might not cover.

2. For the teacher

This study can give teachers some information regarding criterion-referenced assessments on students' English speaking skills that the English teachers developed. It can also broaden their knowledge in determining the criteria to assess students' speaking skills. It is hoped that this study will enrich an understanding that creating an appropriate assessment is crucial in learning activity.

E. Scope and Limits of the Study

This research explores the criteria that the English teachers develop or use to assess students' speaking skill as well as reasons that English teachers consider in determining the criteria speaking assessment. This research identified criterion-referenced assessment or the criteria teachers used to measure the speaking ability of their students. Regarding fluency, for instance, the way the students express their ideas; organization, how the students organize what they want to say; vocabulary, all the words known and used by the students; pronunciation, how to pronounce a vocabulary which includes articulation, emphasis, and intonation. While what is meant by reason here is the consideration of the English teacher before developing the assessment

criteria for speaking skill. This research was conducted in one of the public high schools in Tuban. Participants in this study focused on two English teachers in grade XI and grade XII who had developed a criteria for assessing speaking skills. The school was chosen because there are two English teachers who assess students' speaking skill using certain criteria.

F. Definition of Key Terms

Certain essential terms are explained here to prevent some misconception:

1. Criterion-referenced Assessments

A criterion-referenced assessment is a tool that includes performing activities which accurately assess abilities specified in some performance goals. A criterion-referenced test assesses an individual or team accomplishment in a precisely specified topic. Consequently, it focuses on selected targets and goals in a particular topic area.¹⁶ In the context of this study, criterion-referenced assessment refers to criteria that teachers used to assess students' English speaking skills. The criteria used depends on the type of the test they design.

2. Speaking Skill

According to Nunan, speaking is a person's linguistic capacity to make utterances or phrases that may transmit meaning and ideas to other individuals as interlocutors.¹⁷ The term speaking skills in this study is used to define students' English skills in terms of pronunciation,

¹⁶ James O. Carey Walter Dick, Lou Carey, *The Systematic Design of Instruction: Pearson New International Edition* (Pearson Education Limited, 2014), 137.

¹⁷ Luli Sari Yustina, Besral Besral, and Hasnawati Hasnawati, "Classroom Assessment for EFL Learning to Speak at Junior High School", *Al-Ta Lim Journal*, 28.2 (2021), 134-44.

grammar, content, and vocabulary when transmitting meaning and ideas to others verbally.

3. Assessment

The purpose of assessment is to determine whether or not a learner has achieved the desired level of competency before, during, or after engaging in the classroom activities. Students' knowledge and skills are assessed together in an integrative way to discover their full potential as learners. In this research, assessment means the criteria that the teacher uses to measure the ability of students in English speaking skill.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter addresses the related literature and previous studies on the area of English teachers' development of criterion-referenced assessments of students' English speaking skill which investigated into several subheadings: (1) classroom assessment, (2) criterion-referenced assessment, (3) criterion-referenced assessment in speaking skill, and (4) English speaking assessment

A. Theoretical Review

1. Classroom Assessment

Assessment in the classroom refers to the process of collecting and analyzing data on student learning and progress in a classroom setting. The primary purpose of classroom assessment is to offer teachers with information that can be used to improve their teaching and assist students in learning more effectively. The planning of assessments in the classroom considers the learning goals, the curriculum, and the instructional approach.¹⁸ Deppler mention that there are several classroom assessment process:¹⁹ (a) setting up and managing formative and summative tests in the classroom, (b) selecting, defining, and focusing instruction on important learning objectives, (c) creating or choosing superior test items and assignments (d) creating superior scoring keys, guidelines, and rubrics, (e) incorporating test results into lesson planning, (f) giving illustrative remarks

¹⁸ L. Earl and S. Katz, *Rethinking Classroom Assessment with Purpose in Mind, Learning* (Manitoba Education, 2006), 15.

¹⁹ Joanne Deppler, *Classroom Assessment for Student Learning, Schools and Diversity*, 2007, 3.

as students study, (g) creating tests that allow students to evaluate themselves and develop goals, (h) tracking student achievement along with other pertinent data, (i) setting up a system that allows students to track and discuss their progress, (j) calculating grades at the moment of task that appropriately reflect student achievement. Assessment in the classroom can improve student learning and help teachers improve their teaching. To guide instruction and support student growth, assessments must be fair, reliable, and valid.

2. Criterion-referenced Assessment

Assessment for learning, assessment as learning, and assessment of learning are generally the purpose of classroom assessment.²⁰ Assessment for learning (formative assessment) is an ongoing assessment for teachers to keep an eye on how their students are doing. Students gain the practical experience they need to become competent self-evaluators through assessment as learning. Examples of evaluation as learning include self-assessment and peer-assessment. Assessment of learning, or summative assessment, is an evaluation of how much a student has learned at the final of the course. So, it measures the students' achievement based on certain benchmarks. Common types of summative assessment include norm-referenced assessment and criterion-referenced assessment.

²⁰ L. Earl and S. Katz, *Rethinking Classroom Assessment with Purpose in Mind, Learning* (Manitoba Education, 2006), 13.

Criterion-referenced assessment is assessment that is more concerned with how well a pupils' performance matches a specified standard, level, or set of requirements than it is with how well the student does in comparison to other students.²¹ It means, the success of students in this test determines whether students have achieved specific goals that have been determined or not. Brown also states that criterion-referenced assessments put the emphasis on comparing student performance to specified standards or criteria, allowing teachers to give students specific feedback and encourage their improvement as speakers.²² Teaching comes first with criterion-referenced assessment, and decisions about students and instruction are based on the test results. Criterion-referenced assessment is crucial because it allows teachers to intervene in order to assist pupils meet the intended learning standard or demonstrate competency. A criterion-based approach to assessing and evaluating pupil achievement tries to be as fair, reliable, and clear as possible.²³ In summary, criterion-referenced assessments are assessments that are carried out based on the criteria set by the teacher.

In class assessment, what is needed by teachers and students is to evaluate the level of achievement or learning progress. Not comparing the achievements of one student with other students to find out who is the best

²¹ OME, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Growing Success* (Ontario: Queens Printer, 2010), 19.

²² Brown H. Douglas, *Language Assessment: Principles and Classroom Practices, Language Assessment: Principles and Classroom Practices* (Longman, 2015), 7.

²³ Ibid.

among the others. Criterion-referenced assessment also clearly defines which content area to examine.²⁴ That is the reason why criterion-referenced assessment is more important and suitable for use in classroom assessment than other assessments.

3. Criterion-referenced Assessment in Speaking Skill

Conducting a comprehensive assessment of speech and language skills requires the use of criterion-referenced assessments. An evaluator can get a better understanding of a student's speech or language abilities across contexts and tasks by using these assessments.²⁵ Before conducting an assessment of speaking skills, the teacher prepares the speaking skill test, including the task type and the assessment criteria. The criteria must be clearly defined, and the assessment must be aligned with the course or lesson's learning objectives. Students can be informed of the criteria beforehand so that they have a clear understanding of what is expected of them. Pronunciation, grammar, vocabulary, errors, and the capabilities to use the word correctly and effectively for the goal of speaking are all factors that Luoma believes are usually essential.²⁶ The teacher then instructs the class through a series of activities designed to improve students' communication abilities. Teaching technique is the way the teacher teaches

²⁴ James O. Carey Walter Dick, Lou Carey, *The Systematic Design of Instruction: Pearson New International Edition* (Pearson Education Limited, 2014), 138.

²⁵ Ibid.

²⁶ Sari Luoma, *Assessing Speaking*, Cambridge University Press (Cambridge University Press, 2004), 125.

teaching material. The practice of speaking skills is a student activity that contains aspects of speaking.

In creating criterion-referenced assessment in speaking skill the instruction given must be clear. This section outlines the steps that students must take and the requirements that they must fulfill. It is also possible to instruct students on how to do specific tasks and inform them of the standards that will be applied to judge their work. Examinees might be provided with a copy of the assessment form or rating scale, for instance, as part of the instructions. The examiner then has to determine which aspects are being evaluated and how they should be ranked on the instrument. According to Dick and Carey, criterion-referenced assessment can be used to evaluate speaking abilities because it is based on certain criteria and components.²⁷ The outcomes of the criterion-referenced assessment can then take the shape of a checklist or rating scale. So, if this assessment is employed, everything from constructing instruments to writing instructions to evaluating procedures needs to be done in compliance with the current terms and conditions.

On the other hand, Seifert emphasized the importance of carefully selecting suitable tasks when establishing the criteria for evaluating students' oral proficiency.²⁸ Educators must align the proficiency level of students with the appropriate level of task complexity. In contrast, it has

²⁷ James O. Carey Walter Dick, Lou Carey, *The Systematic Design of Instruction: Pearson New International Edition* (Pearson Education Limited, 2014).

²⁸ Kevin Seifert and Rosemary Sutton, *Educational Psychology, Annual Review of Psychology*, 2009. 144.

been asserted by Yesbeck that the teaching experience of educators constitutes a significant determinant in the process of grading. In addition to this, educators take into account academic variables such as student projects, examinations, and quizzes when evaluating students' competencies.²⁹ According to Luoma, it is imperative for educators to possess a comprehensive comprehension of the nature of spoken language. Subsequently, they must proceed to delineate the specific aspects of speaking that they intend to assess within a given context. This entails formulating appropriate tasks and establishing criteria for evaluating performance that align with the aforementioned aspects. Furthermore, it is crucial for educators to effectively communicate to the test takers the nature of the assessment, ensuring transparency and clarity. Finally, it is essential to ensure that the testing and rating procedures adhere to the predetermined plans and guidelines.

4. English Speaking Assessment

English speaking abilities are crucial communication abilities that pupils must learn to interact actively, communicate ideas, and give responses in both formal and informal settings. A learner's ability to speak fluently will have an impact on their capacity to grasp the language.³⁰ Speaking as a language skill is bound by linguistic rules. Language consists of a set of interrelated and supportive rules. By speaking, a person can

²⁹ Diana Marie Yesbeck, 'Grading Practices: Teachers' Considerations of Academic and Non-Academic Factors', *VCU Scholars Compass Theses*, 2011, 31–164.

³⁰ Idayani Andi and Rugaiyah, 'an Analysis of Teachers' Strategies in Conducting Speaking Assessments at Mtsn Andalan Pekanbaru', *Journal of English for Academic*, 4 (2017), 14.

express his desires to others. Likewise, other people express their wishes by talking. There was an understanding that among them needed each other. Apart from being a means of communication, speaking does not only convey the speaker's ideas to listeners, but further from the speaker it is also carried out with various purposes, according to the needs of a speaker conducting the conversation.

According to Brown and Abeywickrama as cited in Rahmawati acknowledge five types of speaking as follows:³¹ (a) Imitative, imitate or copy what the teacher said. It can be words, phrases, or sentences. (b) Intensive speaking obligates pupils to generate brief stretches of oral language such as in reading aloud or sentence completion. (c) Responsive, interaction-like dialogue includes simple questions with one or two follow-up questions. (d) Interactive, is more complex than responsive because it requires multiple participants. (e) Extensive, involves learners speaking for longer periods of time like in speech or oral presentation. Since it is a part of any learning process, assessment is crucial. It is essential to complete since the assessment's findings can be used as one of the benchmarks for determining how well students comprehend the subject matter.³² When developing a test of speaking, it is important to take into account a number of different aspects of speaking ability. Mazouzi mentions two components: fluency (able to speak clearly by connecting words and phrases with ease)

³¹ Yenny Rahmawati and Ertin Ertin, 'Developing Assessment for Speaking', *IJEE (Indonesian Journal of English Education)*, 1.2 (2014), 199–210.

³² Hari Wahyono, 'Penilaian Kemampuan Berbicara Di Perguruan Tinggi Berbasis Teknologi Informasi Wujud Akuntansi Prinsip-Prinsip Penilaian', *Transformatika*, 1.1 (2017), 19–34.

and accuracy (the accuracy of a person's language when communicating) which include grammar (proper use of structure based on the number of words), vocabulary (choose the appropriate word in the appropriate context), and pronunciation (ability to speak the English language accurately and knowledgeable about its phonological rules i.e. sounds, articulations, stress, intonation, pitch...etc.).³³ Hughes defines speaking as accent (native pronunciation), grammar (appropriate grammar structure), vocabulary (accurate vocabulary), fluency (smooth speech like native speaker), and understanding (understand everything both in formal and informal speech).³⁴ Harmer also said that pitch and intonation are issues of pronunciation.³⁵ Pitch is related to the high and low of a person's voice in speaking, usually influenced by emotions. Intonations means the rise and falling of tone to convey meanings.

According to Knight the speaking assessment criteria consist of grammar, vocabulary, pronunciation, fluency, conservational skill, sociolinguistics skill, non-verbal, and content.³⁶ Grammar covers the range and accuracy. Grammar encompasses both variety and correctness. Vocabulary includes both content and precision. Individual sounds (especially phonemic distinctions), emphasis and pace, and tone are all covered by pronunciation. Fluency includes speech pace, pauses while

³³ Salima Mazouzi, 'Analysis of Some Factors Affecting Learners' Oral Performance a Case Study: 3rd Year Pupils of Menaa's Middle Schools', *A Dissertation*, June, 2013, 8–10.

³⁴ Arthur Hughes, *Testing for Language Teachers* (Cambridge University Press, 2003), 131.

³⁵ Jeremy Harmer, *The Practice of Language Teaching, Overland*, Third (Longman, 2003).

³⁶ Ben Knight, 'Assessing Speaking Skills: A Workshop for Teacher Development', *ELT Journal*, 46.3 (1992), 295–296.

talking, and reluctance before responding. Conversational skills include issue development, initiative, cohesion, and dialogue maintenance (replace, verifying, and fillers) The sociolinguistic competence encompasses the ability to differentiate between various registers and styles as well as the utilization of cultural references. Eye contact and body language are examples of non-verbal communication, as are gestures and facial emotions. The content addresses the relevancy and coherence of the arguments. According to Nunan, the evaluation of speaking proficiency should consider seven key factors. These include grammatical competence, which involves the ability to effectively control sentence structure, construct coherent utterances, and avoid grammar mistakes. Vocabulary proficiency is also important, as it reflects the extent, precision, and appropriate usage of lexical features in conversation, thereby indicating the level of linguistic proficiency. Additionally, comprehension skills are crucial, as they involve grasping the context of a dialogue and providing suitable answers to questions. Finally, fluency is a significant aspect of speaking proficiency, encompassing the ability to deliver language in a discussion with ease and coherence. Learners exhibit a high level of self-assurance when giving their speeches and demonstrate minimal delay in word selection. The assessment of their performance also takes into account their pronunciation, including the frequency of mistakes in speech production. Additionally, the completion of assigned tasks during the speaking test is considered as a

crucial aspect of evaluation.³⁷ Of all the aspects mentioned by these experts, in general the aspects used are pronunciation, grammar, vocabulary and content although there are experts who categorize the aspects in different ways. Therefore the main reference used in this study is the theory presented by Knight.³⁸

B. Review of Previous Study

Various prior research in the same field as the current research has been carried out in a variety of different fields over the years. The prior research described below mainly focuses on criterion-referenced assessments and English speaking skill that this research will address.

First, the study by Pui et al., have investigated the difference in student-teacher rated scores in an analytical thinking and writing lesson of criterion-referenced assessment (CRA).³⁹ However, this study focuses on exploring types of criterion-referenced assessments on students' English speaking skill that the English teachers have done. Moreover, the participants of this study were undergraduate engineering students, while this current study takes the English teachers of the secondary school as the participants.

Second, the research by Redelius & Hay explored the criterion-referenced assessment practices and perspectives of Swedish learners in their

³⁷ Yenny Rahmawati and Ertin Ertin, "Developing Assessment for Speaking", *IJEE (Indonesian Journal of English Education)*, 1.2 (2014), 199–210.

³⁸ Ben Knight, "Assessing Speaking Skills: A Workshop for Teacher Development", *ELT Journal*, 46.3 (1992), 295–296.

³⁹ Priscillia Pui, Brenda Yuen, and Happy Goh, "Using a Criterion-Referenced Rubric to Enhance Student Learning: A Case Study in a Critical Thinking and Writing Module", *Higher Education Research and Development*, 2020, 1–14.

final year of schooling.⁴⁰ However, their study only focuses on the learners' views. In contrast, the current research focuses on English teachers' consideration.

Third, Clifford's study examines the criterion-referenced ACTFL Proficiency Guidelines and suggests a criterion-referenced reading and listening approach.⁴¹ Although it also deals with criterion-referenced, it did not explore speaking skills. At the same time, this study explores the criterion-referenced assessments of pupils' English speaking ability.

Fourth, Bakhtiyorjon and Gayratovna have explored methods to develop speaking skill assessment. It also provides broader information about five essential speaking criteria.⁴² This study proves that teachers should focus on certain criteria that must be assessed. As a result, these criteria should only cover one area or skill of assessment. However, the assessment in the current study will mainly focus on the sub skills of speaking.

Fifth, study by Daruwan et al., examined the portfolio as well as the task and standards for evaluating sixth-grade pupils' proficiency in spoken English. This study found that there are three components and seven steps to develop the speaking assessment portfolio. Moreover, the analytic rating scale was used and covers syntax, pronunciation, vocabulary, fluency, cohesion, and ideational

⁴⁰ Karin Redelius and Peter J. Hay, "Student Views on Criterion-Referenced Assessment and Grading in Swedish Physical Education", *Physical Education and Sport Pedagogy*, 17.2 (2012), 211–25.

⁴¹ Ray Clifford, "A Rationale for Criterion-Referenced Proficiency Testing", *Foreign Language Annals*, 49.2 (2016), 224–34.

⁴² Gayratovna.

function.⁴³ While this study focuses on the criteria and the consideration that the English teachers used in assessing speaking skill in high school level.

Sixth, a previous study by Riaz et al. used longitudinal approach mix methods research. Investigate the application of the test criteria and its effect are the focus of this research. It was found in this research that teachers usually assess learners' speaking skill with no criteria. Then the researcher introduced certain criteria to assess speaking skill. Thus, this study provides positive changes toward speaking skill.⁴⁴ In contrast, this study focuses on the criteria and the consideration that the English teachers used in assessing speaking skill at the high school level.

Seventh, in a study conducted by Kornieva and Vashchylo, the authors examined the assessment criteria for speaking proficiency. Specifically, they focused on five main criteria: communicative intention relevance, structural completeness of the speech, adequacy of the professional terms applied, preciseness of the language means, and coherence and cohesion. Additionally, two secondary criteria were considered: speaking speed and length. The purpose of this investigation was to evaluate the effectiveness of an English teaching methodology specifically tailored for prospective mechanical engineers. This

⁴³ Daruwan Srikaew, Kamonwan Tangdhanakanond, and Sirichai Kanjanawasee, "Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portfolio", *Procedia - Social and Behavioral Sciences*, 191 (2015), 764–68.

⁴⁴ Nailah Riaz, "Developing English Speaking Skills: Enforcing a Testing/Grading Criteria Enhancing Speaking English: Equity Ratio in Assessment of English Language", July, 2019.

research applied theoretical, empirical, and statistical methods.⁴⁵ This research confirmed the efficiency of the methodology proposed. However, the assessment in the current study will mainly focus on the sub skills of speaking (pronunciation, grammar, content, and vocabulary).

Eighth, Syahidah and Umasugi design an assessment speaking rubric for an English Immersion Camp (EIC) program. This research is a mixed-method study that designs the assessment based on the steps proposed by O'Malley and Pierce (1996). The rubric contains six aspects namely, grammar, vocabulary, pronunciation, fluency, comprehensibility, and accuracy.⁴⁶ While the current study is a qualitative study that investigates the English teachers' development of criterion-referenced assessment of students' English speaking skill. So the focus of this study is to investigate the criteria that teachers used to assess students' speaking skill.

Ninth, the study by Kuvera et al. created a rubric assessment of speaking for secondary school. The finding of the research demonstrated that the rubric assessment of speaking for secondary school consists of four aspects namely, fluency, pronunciation, vocabulary, and grammar. It is proved that the rubric assessment of speaking is effective and has a construct validity.⁴⁷ While the current study focuses on pronunciation, grammar, content, and vocabulary.

⁴⁵ Zoia Kornieva and Olha Vashchylo, "Development of Speaking Skills Assessment Criteria for Engineering Students", 12.2 (2021), 72–82.

⁴⁶ Ummu Syahidah and Faujia Umasugi, "A Design of Speaking Assessment Rubric for English Immersion Camp", *Exposure : Jurnal Pendidikan Bahasa Inggris*, 10.1 (2021), 31–46.

⁴⁷ Kuvera and others, "The Scoring Rubric Development of Speaking Assessment for Secondary School Students", 5 (2022), 13–19.

Tenth, study by Khairuddin provides the implementation of the teacher made speaking test to test the speaking skill achievement in Politeknik Kesehatan Kemenkes Malang that covers criterion-referenced test, analytic approach, and scoring and grading. This study found that using CRT can generate valid results of a student's achievement performance. The analytic approach to scoring can generate valuable and specific feed for teachers and students.⁴⁸ On the contrary, this current research focuses on the criteria and the consideration that the English teachers used in assessing speaking skill at the high school level.

Based on some previous study above, the researchers can conclude that the criteria that the English teachers use for measuring students' English speaking skills and their reasons for designing criterion-referenced assessments to assess students' English speaking skills was only a few investigated. Hence, the researcher took this as the significant gaps that can confirm and guarantee the novelty of this study as well as its validity and its relevance to the current issues.

⁴⁸ Khairuddin, "Teacher-Made Speaking Achievement Test", *Inovish Journal*, 3 (2018).

CHAPTER III

RESEARCH METHOD

This chapter focuses on elaborating the way the researcher conducted the study in investigating the criterion-referenced assessment used by the teacher that involved (1) research design, (2) research setting, (3) data and source of data, (4) research instrument, (5) data collection technique, (6) data analysis technique, (7) member checking, (8) research stages

A. Research Design

The researcher in this investigation employed a qualitative research design to learn more regarding the criterion-referenced assessment developed by English teachers on students' speaking abilities and English teachers' reason in designing speaking assessments. The present study employed the case study method to thoroughly analyze the information in a particular context. In qualitative research, participants are prompted to share their thoughts and develop reoccurring themes as part of study⁴⁹. According to Creswell, the objective of qualitative research is to explore or comprehend the primary phenomena of specific individuals at a particular research site⁵⁰. This study seeks a deep understanding of the criteria that the English teachers use for measuring students' English speaking skills and their reasons for designing criterion-referenced assessments to assess students' English speaking skills of

⁴⁹ John W. Creswell, *Educational Research Planning Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth (Pearson, 2012).

⁵⁰ Creswell.

two English teachers. Thus, this method is suitable for this study because it involves exploration on the criteria of English speaking skill assessment and English teachers' consideration in designing the criteria of English speaking skill assessment.

B. Research Setting

This research took place in one of the public high schools in Tuban. It can be found on Jalan Wahidin Sudirohusodo, Tuban, East Java. The participants in this study focused on two English teachers to explore the way they design criterion-referenced assessment and their reasons for using particular criteria in measuring students' speaking skills. Participants in this study were selected because they had experience in developing assessment criteria to measure students' speaking skills. This study involved the teachers who use criterion-referenced assessment in measuring students' speaking skills and was conducted in early April 2023.

C. Data and Source of Data

1. Data

The data in this study refers to the criteria of speaking test and assessment rubric that are used by teachers in measuring the students' English speaking assessments and reasons of the English teacher in designing criterion-referenced assessments on students' English speaking skills. As a means of responding the first research question about the criteria of criterion-referenced assessments on students' speaking developed by the English teacher and the second research question about the reasons of

English teacher in designing criterion-referenced assessments on students' speaking skills, documentation as well as semi-structured interview session was conducted to collect relevant data related to the topic being discussed.

2. Source of Data

The data source is two English teachers who teach in grade XI (teacher 1) and XII (teacher 2) that use certain criteria to assess students' speaking skill and have taken formal education at least a bachelor's degree at the secondary school education level. This decision is made because the English teacher is a professional educator who has the duty and responsibility to teach, educate, and evaluate students' skills during the teaching activity. Particularly, the data sources in this research are speaking tests and assessment rubrics used by English teachers who already have experience assessing students, especially in speaking skills.

D. Research Instruments

Because this is a qualitative study, the following instruments will be utilized, namely document and interview guidelines, to answer the first and second research questions.

1. Checklist Criteria of Document Analysis

To answer the first research question about the criteria that the English teachers develop to assess students' English speaking skill, this study analyzed a document. Document analysis is the way in which the researcher analyzes the speaking test and the assessment rubric. This instrument was self-developed and contains two aspects like level,

speaking rubric. These aspects were created after the researcher read some references related to criterion-referenced assessment. Therefore, the speaking assessment rubric was identified based on a particular aspect developed by the researcher (see Appendix 1, Appendix 2, Appendix 3, Appendix 4).

2. Interview Guidelines

Another instrument utilized in this study was the interview guideline. After the researcher had analyzed the document, the researcher gave participants seventh items of open-ended questions to help the researcher gain more in-depth information. This interview guideline was self-developed according to previous studies reviews. The questions consist of the way teachers develop criterion-referenced assessments, problems they may face, and reasons for determining the criteria for speaking assessments. An interview guideline was needed because it helped the interviewer know what to ask about and in what order. It was good to keep the questions consistent through multiple interviews. Additionally, the interviewer had the potential to acquire a more profound comprehension of the participants' knowledge and their subsequent responses. The interview questions in the form of an interview guide have been validated by the expert so that the obtained data is in line with expectations (see Appendix 5).

E. Data Collection Technique

The researcher employed various data collection techniques, including documentation and interviews, to acquire the data. This study used two different forms of data, document (speaking test and assessment rubric) and interview. The data for this research were collected on 5th April – 10th April 2023. There were two participants involved in this study. All of them were English teachers at a public high school in Tuban and have many years of experience in teaching English. Firstly, their documents (speaking assessment rubric) were collected and analyzed. Secondly, after their document was analyzed, the researcher made an appointment with the participants to gain extra data and information related to the topic being discussed through semi-structured interview. Interviews were conducted one by one with two English teachers according to the appointment. The data and information derived from the document and semi-structured interview with two English teachers were used to answer the first and second research questions related to English teachers' development of criterion-referenced assessments of students' speaking skills.

1. Documentation

This method was used by analyzing the speaking assessment rubric that English teachers use to test the speaking skills of their students. The focus of analyzing the document was on the criteria for criterion-referenced assessment developed by English teachers. In order to collect the data, the researcher contacted two English teachers to get the speaking test and the rubric or criterion-referenced assessment that they used to assess students'

English speaking. The purpose of using this technique was to answer the first research question. The first thing the researcher did was contact the teachers and collect all of the speaking tests and assessment rubrics developed by English teachers. Second, the researcher chose the assessment rubric that integrates criterion-referenced assessment of students' English speaking skills. Third, the researcher analyzed it based on the created aspect. Last, the researcher drew a narration for all of the assessment rubric based on the criteria by describing the use of criterion-referenced assessment on speaking skill.

2. Interview

Semi-structured interviews with two English teachers were held to gain a better understanding of the responses provided by the teachers. By conducting this interview, the researcher was able to elicit extra information from the respondent or developed the questions based on participants' responses. The interviewer had time to clarify what the participants said.

This was useful to get in depth data because not only there was a guideline but also there was a flexibility to develop the questions or to ask more questions regarding the topic. Respondents were required to answer a series of open-ended questions and aim to answer the first and second research question. The question related to the way teachers develop criterion-referenced assessments, problems they may face, and reasons for determining the criteria for speaking assessments. Firstly, the researcher determined the interviewee based on the document analysis result.

Secondly, the researcher decided the time that the interviewee is available. Thirdly, the researcher tape-records all the interview sessions, while taking some notes to write down the information. Next, the researcher rearranged the notes and transcribed the recorded audio into written text. Lastly, the researcher compared the written notes and recorded audio to get valid information.

F. Data Analysis Technique

This study used two different forms of data, documents (speaking test and assessment rubric) and interview. This study used a self-developed aspect according to a previous study review to analyze the data. After all the data has been collected, data analysis was carried out based on the selected instruments and techniques. The researcher analyzed the data using the steps that Creswell outlined in his book.⁵¹ The following were the steps that the researcher did in analyzing the data.

The first one was analyzing the document (speaking test and assessment rubric). As mentioned earlier, the data required for this study were the speaking test and assessment rubric. To answer the first research question, the researcher read all those data to understand what questions the teachers raised and assessments they used in measuring students' English speaking skills.

Next, the researcher was highlighting the important point or message from the data. For instance, the researcher highlighted the component and the

⁵¹ John W. Creswell, *Educational Research Planning Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth (Pearson, 2012).

criteria that teachers put in the assessment rubric, the researcher highlighted the focus of each criteria in each task, and the researcher highlighted the differences between the criteria used in grade XI and grade XII. Some teachers, for example, may be using three different components (pronunciation, grammar, and content). While the other teacher uses three different components (pronunciation, grammar, and vocabulary).

Once the data has been highlighted, the researcher analyzed the data in more detail. This includes the qualitative interpretation of the data. It may look for similarities or differences between the documents. Then, the researcher used the analysis to draw conclusions about the information contained within the documents.

The second was the steps that the researcher did in analyzing the interview. Transcribing the interview was the first step to understand the data or the content of the interview. The researcher reread the transcribe a couple times to get familiar with what the teachers explained during the interview. This was also the first step to interpreting the data or understanding the data.

While reading the transcript the researcher highlighted the important point that the teacher responded to and also gave code that emerges from the data. For example, the researcher highlighted the components that the teacher used to assess students' English speaking skills. Look for patterns, similarities, or differences in the responses. After that, the researcher assigned each response to the appropriate code or theme.

Once the coding was completed, the researcher analyzed the data in more detail. Then, the researcher used the analysis to draw conclusions about the information contained within the transcript. Finally, the researcher combining the findings from the document and interview became valid and relevant information.

G. Triangulation

Triangulation was used to validate the data of this research. Triangulation is a way to improve the trustworthiness and validity of study results. In this research, the researcher will double-check the validity of the results by member checking.⁵² In the member checking procedure, the researcher asks one or more study participants to verify the validity of the report. This check is returning the results to the participants and asking them (in writing or over the interview) whether the description is thorough and realistic, whether the themes are reliable enough to be included, and whether the interpretations are reasonable and representative. Firstly, the researcher confirmed the result with the English teachers. Secondly, the researcher took different data collection techniques, which was not only collecting the data through the document analysis but also semi-structured interviews. Thus, the obtained data from the document analysis and interview were linked and confirmed with each other.

H. Research Stages

In conducting the study, the research undertook several steps.

⁵² John W. Creswell, *Educational Research Planning Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth (Pearson, 2012).

1. The first stage, the researcher formulated the title, designed the research, determined the research background, gap and formulated the research question, literature review, and method. Then, consult with the lecturer.
2. The second stage, the researcher requesting individual research permits to academics.
3. The third stage, the researcher asking permission to the school. After getting the permission, the researcher made an appointment with the English teachers.
4. The researcher was asked several questions regarding criterion-referenced assessment to make sure that the teachers had the relevant data for this study.
5. The researcher asked for documents related to speaking tasks and assessment rubrics to English teachers.
6. The fourth stage, the researcher analyzed the document and conducted the semi-structured interview with two English teachers who developed criterion-referenced assessment.
7. The fifth stage, the researcher analyzed the data using chosen data analysis techniques then made conclusions from the data obtained.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports about previous findings of the data collection process and the discussion of it by reflecting it on the existing related story. To be precise, there are two things that are discussed in this chapter, namely the criteria that the English teachers develop to assess students' English speaking skill and the reasons that English teachers consider in determining the criteria of speaking assessment.

A. Findings

This study interviewed two English teachers and analyzed the designed rubric for the speaking test to answer the two research questions regarding the criteria that the English teacher develops to assess students' English speaking skill and the reasons that the English teacher considers in determining the criteria of speaking assessment. The detailed information about the criteria the English teachers develop and the consideration they apply are presented in detail in the following section.

1. The criteria that the English teachers develop to assess students' speaking skill

This study used a speaking test rubric from two different English teachers who teach in grade XI (teacher 1) and grade XII (teacher 2). The researcher chose the speaking assessment from the different grades because they had a speaking assessment as part of the student learning process. The data analysis indicated that there are some differences in terms of speaking test assessment as described in the following table.

Table 4.1. Speaking tasks and aspects in grade XI and grade XII

No.	Speaking task in grade XI	Aspects	Speaking task in grade XII	Aspects
1	Presentation	Pronunciation, grammar, content	Reporting news	Pronunciation, grammar, vocabulary
2	Monologue	Pronunciation, grammar, content	Video-making	Pronunciation, grammar, vocabulary
3	Interview	Pronunciation, grammar, content	Role play	Pronunciation, grammar, vocabulary
4	Role play	Pronunciation, grammar, content	-	-

Table 4.1 shows the speaking tasks and aspects used in grade XI and grade XII. There are four tasks used to assess a student's English speaking skill in grade XI namely presentation, monologue, interview, and role play. On the other hand, there are three tasks used to assess a student's English speaking skill in grade XII namely, reporting news, video-making, and role play. There is only one task that is the same, namely role-play. Although

there is the same task used in grade XI and XII, the criteria used to assess students' speaking ability is different.

As described in Table 4.1 there are various tasks used to assess students' speaking ability and each of the tasks has its own criteria. In general, participating teachers used four aspects to assess students' speaking skills: pronunciation, grammar, content, and vocabulary. However, there are some differences in the way teachers use the criteria. Further information of each criteria is described in the following section.

a. Pronunciation

Based on the rubric analysis, teacher 1 used pronunciation aspects for presentation, monologue, role play, and interview tasks.

Table 4.2 Criteria for pronunciation in presentation and monologue tasks

Criteria to be assessed	Low (5 – 9)	Good (10 – 19)	Very good (20 – 25)
Pronunciation	Many errors interfere comprehensibility	Comprehensible	Native-like

Table 4.2 shows the criteria for pronunciation in presentation and monologue tasks. The criteria were that if the student's pronunciation were native-like, they would get very good marks. Then, if their pronunciation were comprehensible, they would get a good mark. Therefore, if many pronunciation mistakes made their words difficult to understand, their mark would be low (see Appendix 1).

Table 4.3 Criteria for pronunciation in role play task

Criteria to be assessed	Low (5 – 9)	Good (10 – 19)	Very good (20 – 25)
Pronunciation	Pronunciation is not at all clear and difficult to understand	Most words are pronounce clearly and can be clearly understood	Pronunciation is clear and distinct all of the time and does not interfere with meaning

On the other hand, Table 4.3 shows the criteria for pronunciation in role-play was that the students would get a very good mark if their pronunciation were clear and distinct all of the time and did not interfere with meaning. Then, if most words were pronounced clearly and could be clearly understood, their mark would be good. Therefore, if their pronunciation were unclear and difficult to understand, their mark would be low (see Appendix 3).

Table 4.4 Criteria for pronunciation in interview task

Criteria to be assessed	Low (5 – 9)	Good (10 – 19)	Very good (20 – 25)
Pronunciation	Many sounds are pronounced incorrectly. Heavy interference disrupts understanding	Almost all sounds are pronounced clearly and accurately. Little interference can be understood.	Pronunciation is clear and accurate. No interference and easily understood

Table 4.4 shows the criteria for pronunciation in the interview was that the students would get a very good mark if their pronunciation were clear, accurate, with no interference, and easily understood. Then, if almost all sounds were pronounced clearly, and accurately and there was only a little interference and could be understood, their mark would be good. Therefore, if many sounds were pronounced incorrectly and disrupted understanding, their mark would be low (see Appendix 2)..

Whereas teacher 2 used pronunciation aspects for three tasks: reporting news, making a video, and role-play.

Table 4.5 Criteria for pronunciation in reporting news, video-making, and role-play tasks

Criteria	Adequate 1	Competent 2	Good 3	Excellent 4
Pronunciation	Pronunciation is lacking and hard to understand. There is no effort toward a native accent	Pronunciation is okay. There is no effort toward a native accent	Pronunciation is good. There are some efforts at accent but is definitely non-native	Pronunciation is excellent. There is good effort at accent

Table 4.5 shows the criteria for pronunciation for all tasks are the same. The criteria for pronunciation were that students would get excellent marks if their pronunciation were excellent and understandable and they put effort into speaking like a native speaker. Otherwise, if their pronunciation was good and there was some effort at accent, but it is non-native, their score would be good. Moreover, if their pronunciation was just okay and there was no effort toward a native accent, they would get a competent mark. Therefore, if the student's pronunciation were very poor and difficult to understand and there was no attempt to speak like a native speaker, then their score would be declared adequate (see Appendix 4). From the various criteria that have been described above it can be concluded that even though the words of the criteria developed by the teacher are different, in substance they measure the same thing, namely comprehensibility.

b. Grammar

Grammar means language rules to create phrases, clauses, and sentences. This aspect was used by both teacher 1 and teacher 2. Teacher 1 used this aspect for presentation, monologue, role play, and interview tasks and the criteria for all the tasks were the same.

Table 4.6 Criteria for grammar in presentation, monologue, role play, and interview tasks

Grammar	Many grammatical mistakes that negatively affect communication	Make several grammatical errors that do not interfere with communication	Few minor grammatical errors that do not interfere with communication
---------	--	--	---

Table 4.6 shows the criteria for grammar was that students would get very good marks when a few minor grammatical errors did not interfere with their communication. Then, their mark would be good if they made several grammatical errors that did not interfere with their communication. Therefore, their mark would be low if many grammatical mistakes negatively affect communication (see Appendix 1).

Meanwhile, teacher 2 used grammar to assess the same task as the pronunciation aspect. In addition, the criteria for grammar in all assignments were the same.

Table 4.7 Criteria for grammar in reporting news, video-making, and role-play tasks

Grammar	There are a lot of grammatical errors even in simple structure. Meaning is difficult to understand	There are a lot of grammatical problems that might make it difficult to understand what is being said	There are some grammatical errors, but they do not impair the meaning. There is also attempt to include variety of grammatical structures	There is no grammatical error and variety of grammatical structures
---------	--	---	---	---

Table 4.7 shows the criteria for grammar was that students would get an excellent mark if they could speak with no grammatical errors and use various grammatical structures. However, the students would get a good mark if there were some grammatical errors, but they did

not impair the meaning, and there was also an attempt to include a variety of grammatical structures. Moreover, if grammatical problems make it hard to comprehend what is being said, their score will be declared competent. Therefore, their score will be declared adequate if many grammatical errors appear and interfere with the meaning (see Appendix 4). Even though the tasks used and the words that the teacher used to describe the aspect are different, the focus of the criteria lies in the use of appropriate grammar.

c. Content

Content here means the context conveyed by the speaker. This aspect was only used by teacher 1 for presentation, monologue, and role-play tasks.

Table 4.8 Criteria for content in presentation, monologue, role play, and interview tasks

Content	Fails to communicate ideas	Comprehensible, add some supporting ideas	Contextually correct
---------	----------------------------	---	----------------------

Table 4.8 shows the criteria of content were the same for those three tasks. For example, the students would get very good marks in presentation tasks if their presentations were contextually correct. Then, the students would get a good mark if the content of their task was comprehensible and added some supporting ideas. Therefore, their mark would be low if they failed to communicate their ideas (see Appendix 1). There are three criteria set by teacher 1 for this aspect,

and the focus of the criteria lies in the comprehensibility and relevance of content with the context.

d. Vocabulary

Vocabulary means a collection of words used in a language. This aspect is only used by teacher 2 for reporting news, making a video, and role play tasks, and the criteria for all the tasks were the same.

Table 4.9 Criteria for vocabulary in reporting news, video-making, and role-play tasks

Vocabulary	There is a lack of language control and the vocabulary employed does not correspond to the context	There are weak language control and basic vocabulary choice	The language control is adequate, but the vocabulary variety is limited	There are good language control and a wide range of well-chosen vocabulary

Table 4.9 shows the criteria for vocabulary was that the students would get full marks if there were good language control and a wide range of well-chosen vocabulary. Language control refers to the student's ability to use vocabulary appropriately and understand the proper use of words. Students would get a good mark if their language control was adequate and their vocabulary mastery was limited. Their mark in the vocabulary would be declared competent if their language control was weak and they only used basic vocabulary. Therefore, if there was a lack of language control and the vocabulary employed did not correspond to the context, their score would be declared adequate (see Appendix 4). Thus, four criteria for this aspect focus on using a wide range of vocabulary.

2. The reasons that the English teachers consider in determining the criteria of speaking assessment

Regarding the consideration of English teachers in determining the criteria for speaking assessment, the researcher provided several questions in the interview guideline. The semi-structured interview was done in Bahasa with two English teachers. The result of the interview indicated that teachers considered three aspects for using particular criteria: the level of difficulty, the type of speaking task, and the compulsory aspects. Detailed information of the reasons of why using particular criteria is presented in the following sections.

a. The level of difficulty

The primary consideration the English teacher took into account was the complexity level associated with the given task. The level of difficulty here refers to the task that the students need to do. As per the statement made by teacher 2.

“I consider the task's difficulty level that I will give students. If the task given is complex and many aspects are assessed, my criteria are also more complex. But it also does not make it difficult for students and still pays attention to student abilities.”

According to teacher 2, the English teacher needs to ensure that the task's difficulty level is suitable for the student's level of competency. Having appropriate criteria is essential for English teachers to evaluate their students' speaking abilities accurately and fairly. If the assessment criteria do not match the task's difficulty level, there will likely be a difference between the assessment given and the

student's level of competence. If the criteria for the task are overly complex and do not align with the student's abilities, they may encounter significant challenges in completing it. Conversely, if the established criteria are too simplistic for the student, they will not gain any knowledge from the assigned task, which will not enhance their ability to communicate orally. The difficulty level in learning English varies depending on the student's language proficiency. It is essential to adjust the speaking assessment criteria to match the task's difficulty level to ensure that the assessment is fair and accurate and helps students to enhance their speaking abilities.

b. The type of speaking task

The second consideration was that the English teacher determines the assessment criteria based on the type of speaking task given. The type of speaking task here refers to the kind of speaking task such as reporting news, role play, interviews, and many others.

As stated by teacher 2.

“I determine the speaking assessment criteria according to the speaking task I give students. So, for example, the speaking task is a presentation, the criteria I use are pronunciation, grammar, and content, but sometimes it can also be different depending on the basic competencies or learning objectives in the lesson at that time”

It is necessary to develop the speaking assessment criteria according to the task assigned so that the evaluation of students' speaking skills is precise and appropriate. Speaking assessment criteria that the teacher developed were varied. Suppose the given

speaking assignment intends to enhance students' formal speaking skills, like delivering a presentation. In that case, the assessment criteria consider several components such as pronunciation, intonation, grammar, content, and other relevant aspects. Suppose a speaking task aims to improve students' informal speaking skills, such as expressing opinions. In that case, the assessment criteria include vocabulary, comprehension, fluency, and others. Teachers may provide more accurate assessments of students' skills and offer more relevant and constructive feedback by using grading criteria tailored to each speaking assignment. This tool can assist students in comprehending their strengths and weaknesses in English speaking, enhancing their skills more efficiently. Furthermore, teachers can assist students in comprehending the assessment procedure and enhance their performance by providing assignments. Therefore, it will enable students to prepare themselves adequately and attain improved outcomes.

c. Compulsory aspects

The other important consideration was regarding the three aspects that should always be included in the primary aspects of speaking. Compulsory aspects are the aspects that must exist every time the teacher assesses speaking ability. Teacher 1 mentioned that three aspects were important in assessing students' speaking skills as follows.

“I use three criteria in assessing speaking skills: pronunciation, grammar, and content. My considerations in choosing these criteria are the four important criteria for students to pay attention to in developing speaking skills.”

Teacher 1 included the three aspects (pronunciation, grammar, and content) into the primary aspects of speaking because the teacher considered these three aspects essential to assessing speaking skills. These three aspects come from the Curriculum 2013 teacher's guidebook for the English subject. The teacher used the book as a reference for developing speaking skill assessments. The book contains basic competence, materials and answer key, and assessments that can be used as a reference by the teacher. Based on teacher 1's statement, almost every designed speaking task has these three aspects. As mentioned above, these aspects were used in presentation, monologue, and role-play assignments. For other types of speaking tasks, sometimes there were additional criteria. Those additional criteria can be fluency or understanding. It was done based on the assessment that needs to be carried out during learning. With these three criteria, it was hoped that students can speak with correct pronunciation and appropriate grammar.

Thus, there are three considerations that English teachers consider in developing assessment criteria to assess students' speaking abilities. The three considerations are that the English teacher considers the level of difficulty of the speaking task that will be given to students, the English teacher determines the assessment criteria

based on the type of task that will be given to students, and the English teacher sets three aspects of criteria to standardize the speaking skill, so three aspects should always be included into the primary aspects in the speaking. The two English teachers conveyed these three considerations during the interview.

B. Discussions

This study has two research questions namely, the criteria that teachers used in assessing students' speaking skill and the reason why they used particular criteria. In this part, the researcher describes the result by reflecting on the existing related theory. The detailed information is presented in detail in the following sections.

1. The criteria that the English teachers develop or use to assess students' speaking skill

Generally, the aspects used for all grade XI and grade XII speaking tests are the same: pronunciation, grammar, context, and vocabulary. The criteria used by English teachers for each aspect are varied, and some are the same. Knight categorizes pronunciation as an aspect that must be assessed in English speaking skill. However, the focus lies in individual sounds (especially phonemic distinctions), emphasis and pace, and tone. Pronunciation, grammar, and vocabulary were also found in previous research by Rukmini, where these aspects were used to assess students'

speaking for presentation and retelling story tasks.⁵³ However, Rukmini added fluency in addition to the three aspects above. In addition, the focus of the criteria for pronunciation that existed in previous research lies in its comprehensibility. On the other hand, Wardani et al. adapted aspects for the speaking test from Brown (20:406-407), namely pronunciation, intonation, fluency, and accuracy. These four aspects assess the task of giving and asking for opinions.⁵⁴ The focus of the criteria for pronunciation is on comprehension, the focus of the criteria for intonation is the high and low tone of the sentence, the focus of the criteria for fluency is on the ability to respond to speech, the focus of the criteria for accuracy is on the pronunciation of words.

Based on the results of the data analysis, two English teachers used the pronunciation aspect to assess students' speaking. It is in line with Hornby's statement that pronunciation is important because it can affect the word's meaning.⁵⁵ Moreover, both of the teachers developed different criteria for pronunciation. Teacher 1 develops criteria for pronunciation that focus more on its comprehensibility. It is in line with what Harmer said that in the field of language education, there is a prevailing trend among language teachers to prioritize intelligibility as the primary

⁵³ Dwi Rukmini and Lenggahing Asri Dwi Eko Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum", *Indonesian Journal of Applied Linguistics*, 7.2 (2017), 263–73.

⁵⁴ Richa Kusuma Wardani, Yesi M.Pd Elfisa, and Diyan Andriani, "An Analysis Speaking Ability of Using Asking and Giving Opinion at Eight Grade of SMP N 22 Merangin Academic Year 2019/2020", *Selecting: English Education Program Journal*, 2.2 (2020), 49–56.

⁵⁵ Kuvera and others.

objective of pronunciation instruction.⁵⁶ While teacher 2 focuses more on its native-like accent. The criteria developed by both teachers to assess pronunciation differs from those Nunan delivered. According to Nunan, teachers must pay attention to pronunciation to assess speaking skills. In order to evaluate pronunciation, one must consider the frequency of mistakes in speech and the degree to which they hinder communication.⁵⁷

Meanwhile, according to Hughes, the assessor must look at the accent to assess speaking. What must be assessed in this aspect is the native pronunciation without any trace of a foreign accent.⁵⁸ What Huges says is almost the same as the criteria developed by teacher 2. However, regarding speaking like a native, Brockless said that aiming to sound like a native speaker should not be the sole objective of speaking in English. Linguists believe every individual has a distinctive accent contributing to their identity.⁵⁹ Losing one's accent to sound more like a native will cause a person to lose their identity and make it extremely difficult for them to master the language.

In addition to pronunciation, both teachers also used grammar to assess speaking. Even though the tasks used and the words that the teacher used to describe the aspect are different, the focus of the criteria lies in the

⁵⁶ Harmer. 184

⁵⁷ Nurul Husna, "Exploring the Assessment in Speaking Classroom", 2020.

⁵⁸ Arthur Hughes, *Testing for Language Teachers* (Cambridge University Press, 2003)

⁵⁹ Guy Brockless, 'Sounding Like a Native Speaker: Why It's Not That Big of a Deal', 2017 <<https://bilingua.io/sound-like-native-speaker#:~:text=Sounding like a native speaker should not be your only goal.&text=Linguists believe that each person,you to learn the language.>> [accessed on 17 June 2023].

use of appropriate grammar. The criteria are in accordance with Nunan's statements that when evaluating grammar, it is important to observe the test taker's ability to effectively manipulate grammatical structures within sentences, employ them properly and precisely, and refrain from committing mistakes in grammar during oral communication.⁶⁰ Meanwhile, Huges stated that the perfect control of pattern and structure should be tested in grammar.⁶¹ It means the speaker should keep in mind the way they use the words in English. Moreover, Knight stated that grammar should cover range and accuracy.⁶² The ability to communicate one's meaning using a variety of sentence constructions, verb tenses and other elements is known as grammatical range. In comparison, grammar accuracy deals with using correct and precise grammar with control. The teacher's criteria were also in line with the previous study by Umasugi and Syahidah, where the focus was on assessing grammar in the use of appropriate grammar and applying a variety of structures.⁶³ It proves that assessing someone's grammar ability must be based on how they use the correct sentence structure.

Teacher 1 also developed criteria for content. There are three criteria set by teacher 1 for this aspect, and the focus of the criteria lies in the comprehensibility and relevance of content with the context. According to

⁶⁰ Nurul Husna, "Exploring The Assessment In Speaking Classroom", 2020.

⁶¹ Arthur Hughes, *Testing for Language Teachers* (Cambridge University Press, 2003),

⁶² Ben Knight, "Assessing Speaking Skills: A Workshop for Teacher Development", *ELT Journal*, 46.3 (1992), 295–296.

⁶³ Ummu Syahidah and Faujia Umasugi, "A Design of Speaking Assessment Rubric for English Immersion Camp", *Exposure : Jurnal Pendidikan Bahasa Inggris*, 10.1 (2021), 31–46.

Knight, content should be tested on the coherence of arguments and relevance.⁶⁴ Coherence pertains to the establishment of logical connections and linguistic cohesion in order to construct speech that is both coherent and interconnected. In contrast, relevance refers to the content's relevance to the speech's topic or purpose. The criteria made by the teacher are the same as previous research by Khairuddin. It's just that Khairuddin differentiates the content aspect into 2, namely relevance of the content that focuses on the relevance of content with the topic and question, and completeness of content that focuses on content and supporting facts.⁶⁵ So, the criteria for content that has been developed by the teacher are in accordance with the previous theory and study and appropriate to assess students' English speaking skill.

Vocabulary aspect was only used by the teacher in grade XII. Four criteria for this aspect focus on using a wide range of vocabulary. The focus of the criteria developed by the teacher is in line with what was conveyed by Nunan. According to Nunan, while evaluating a student's vocabulary, educators must consider not just the number of words they know, but also how those words are utilized in context.⁶⁶ It was also in line with the selective-comprehensive vocabulary assessment dimension proposed by Read, which states that selective-comprehensive measure

⁶⁴ Ben Knight, "Assessing Speaking Skills: A Workshop for Teacher Development", *ELT Journal*, 46.3 (1992), 295–296.

⁶⁵ Khairuddin, "Teacher-Made Speaking Achievement Test", *Inovish Journal*, 3 (2018).

⁶⁶ Yenny Rahmawati and Ertin Ertin, "Developing Assessment for Speaking", *IJEE (Indonesian Journal of English Education)*, 1.2 (2014), 199–210.

concerns the range of vocabulary. Selective measures focused on selected vocabulary items used. While comprehensive measure concerns the whole vocabulary content of the input material.⁶⁷ Moreover, Mazouzi also said that vocabulary should be tested based on using appropriate words in the context. The criteria that the teacher developed were consistent with the previous study by Ličen and Bogdanović that mentioned the criteria for vocabulary were choosing the most relevant words to transmit specific meanings, as well as using a broader range of words and expressions to make the speech more vivid and effective.⁶⁸ Vocabulary is vital to include in speaking assessment criteria since, according to Ismailia's research, students' language abilities in English class still lack in pronunciation, vocabulary, grammar, and fluency.⁶⁹ Thus, it can be concluded that the aspects and criteria of vocabulary were important to be used in assessing students' English speaking skill.

Almost all descriptions of the criteria developed by Teacher 1 and Teacher 2 are the same for each task. For example, teacher 2 uses the same criteria for three tasks: reporting news, making a video and role play. In addition, even though the words used to describe the criteria are different, they are substantially the same, for example, in the criteria of grammar, which both focus on grammatical suitability. Meanwhile, according to

⁶⁷ John Read, *Assessing Vocabulary (Cambridge Language Assessment)* (Cambridge University Press, 2000).

⁶⁸ Branislava Ličen and Vesna Bogdanović, "Teaching Assessment To Develop Esp Students' Speaking Skills", *Facta Universitatis, Series: Linguistics and Literature*, 15 (2018), 263.

⁶⁹ Titik Ismailia, "Performance Assessment Using Rubric to Improve Students' Speaking Skill", *JALL (Journal of Applied Linguistics and Literacy)*, 5.2 (2021), 66–82.

O'Malley and Pierce, each speaking assessment has its criteria.⁷⁰ However, it turned out that the data in the field were different from what O'Malley had conveyed. The speaking assessment criteria provides the teachers with some guidance or indicators in assessing students speaking skill. Scoring rubric criteria was shown to be an efficient instrument with construct validity in a study carried out by Kuvera et al.⁷¹ Moreover, it is also beneficial for the students if they know what is expected from them. This will allow the pupils to concentrate on strengthening their spoken communication skills. According to the research by Riaz et al., speaking assessment criteria helps teachers to develop mechanisms for assessing students' speaking skills more accurately.⁷² Hence, teachers can develop their own test and assessment criteria or adopt from another person and then modify them based on the student's ability and need in class.

Although teachers developed different criteria to assess speaking skills, they assess the same aspect, such as pronunciation, grammar, content, and vocabulary. The differences lie in their emphasis. Teachers in grade XI (teacher 1) focus more on assessing aspects of pronunciation, grammar, and content because assignments in grade XI are in the form of presentations, monologue, interview, and role play. In grade XII (teacher 2), they also assessed pronunciation, grammar, and vocabulary because the tasks in grade XII were reporting news, making a video, and role-play.

⁷⁰ M. Zaim, Zul Amri, and Fenni Ronella ASRI, "Teachers' Practices in Using Authentic Assessment in Speaking at Grade IX of SMPN 12 Padang", 148.Icla 2017 (2018), 316–21.

⁷¹ Kuvera and others.

⁷² Riaz.

These reasons can be a factor in the differences and similarities of the aspects and criteria developed by each teacher.

2. The reasons that the English teachers consider in determining the criteria of speaking assessment

The English teacher undoubtedly had some considerations in mind when they settled on the aforementioned criteria for assessing students' speaking ability. Detailed information regarding their considerations is presented in the following section.

The first consideration was that the English teachers consider the difficulty level of the speaking task that will be given to students. To be precise, they thought the complexity level of the task was based on the student's competency level. The selection of speaking test tasks should be based on the student's ability level and familiarity with the tasks.⁷³ This consideration is consistent with what Seifert says in his book, that teachers need to select tasks or activities at an appropriate level of difficulty.⁷⁴ The intention was to provide the pupils a challenge without making the task impossible in achieving the goal but not too easy. If the tests are too easy or too difficult, they may undermine the validity of the assessment results. Moreover, providing appropriate tasks at a proper difficulty level might engage and motivate students during the learning activity.⁷⁵ By considering the task's difficulty level, the teacher can avoid mistakes in

⁷³ Khairuddin, "Teacher-Made Speaking Achievement Test", *Inovish Journal*, 3 (2018).

⁷⁴ Kevin Seifert and Rosemary Sutton, *Educational Psychology, Annual Review of Psychology*, 2009. 144

⁷⁵ Ibid

determining the participant's ability level and provide a more accurate assessment. It is also related to development and improvement. Assessment criteria can form the basis for personal growth or improvement in learning or performance contexts.⁷⁶ They help individuals or groups identify improvement areas, develop strategies to improve performance and achieve set goals.

Another consideration was that the English teacher determines the assessment criteria based on the type of task given to students. In designing speaking assessments, tasks are frequently the primary focus. They are crucial because they determine the examinees' test experience. Assessment criteria should match the assessment task and learning outcome.⁷⁷ Using assessment criteria appropriate to the type of assignment helps maintain the validity of the assessment.⁷⁸ Validity means the assessment must measure what it is supposed to measure. Using the correct assessment criteria ensures that the assessment validly measures the desired skill or knowledge. According to Luoma, it is imperative for educators to possess a comprehensive comprehension of the nature of spoken language. Subsequently, they must proceed to delineate the specific aspects of speaking that they intend to assess within a given context. This entails formulating appropriate tasks and establishing criteria for evaluating

⁷⁶ Memet Sudaryanto and Habib Safillah Akbariski, "Students' Competence in Making Language Skill Assessment Rubric", *Research and Evaluation in Education*, 7.2 (2021), 156–67.

⁷⁷ Royal Roads University, "Guidelines for Writing Effective Assessment Criteria", *Royal Roads University*, 2017, pp. 1–9.

⁷⁸ Sari Luoma, *Assessing Speaking*, Cambridge University Press (Cambridge University Press, 2004), p.7

performance that align with the aforementioned aspects. Furthermore, it is crucial for educators to effectively communicate to the test takers the nature of the assessment, ensuring transparency and clarity. Finally, it is essential to ensure that the testing and rating procedures adhere to the predetermined plans and guidelines.⁷⁹ In addition, using appropriate assessment criteria for the type of questions ensures consistency in assessment. This thought helps in comparing student performance fairly and objectively. If the assessment criteria do not match the type of assignment, bias or unfairness may appear in the assessment.

Next, the English teacher sets compulsory aspects that should always be included in speaking assessment: pronunciation, grammar, and content. The teacher developed these aspects based on the Curriculum 2013 guidebooks' for English subjects. The criteria for pronunciation focus on comprehensibility. The criteria for grammar focus on grammatical appropriateness. The criteria for content focus on the relevance of the context. It is in line with what Knight mentioned that the speaking assessment criteria consist of grammar, vocabulary, pronunciation, and content.⁸⁰ Grammar covers the range and accuracy. Grammar encompasses both variety and correctness. Vocabulary includes both content and precision. Individual sounds (especially phonemic distinctions), emphasis and pace, and tone are all covered by

⁷⁹ Luoma. p.28

⁸⁰ Ben Knight, 'Assessing Speaking Skills: A Workshop for Teacher Development', *ELT Journal*, 46.3 (1992), 295–296.

pronunciation. The content addresses the relevancy and coherence of the arguments. The aspects used by the teacher to assess students' speaking abilities are indeed the same as those mentioned by Knight, but there is a difference in focus between the criteria developed by the teacher and the criteria developed by Knight. The difference in focus can be influenced by differences in the curriculum or the type of tasks given. On the other hand two of the compulsory aspects used by teachers in the speaking assessment are in line with what Nunan said (as cited in Rahmawati) that the criteria for the speaking test include pronunciation (how the pronunciation interferes communication), grammar (use and construct proper and accurate grammar).⁸¹ Assessments that have clear criteria that students understand and can fulfill will further increase motivation.⁸² It demonstrates that the educator evaluated how well the learners spoke based on their subskills. It was also found in the previous research that the English teacher at X University stated that the criteria commonly used to assess speaking skills were grammar, pronunciation, fluency and vocabulary.⁸³ However, the highlights of these four criteria are pronunciation and vocabulary. That is because if someone's English pronunciation is very poor, the listeners will not understand it either. These aspects guide teachers in designing appropriate speaking assessments. By knowing what is being assessed, teachers can plan and teach with a focus

⁸¹ Yenny Rahmawati and Ertin Ertin, "Developing Assessment for Speaking", *IJEE (Indonesian Journal of English Education)*, 1.2 (2014), 199–210.

⁸² Kevin Seifert and Rosemary Sutton, *Educational Psychology, Annual Review of Psychology*, 2009

⁸³ Nurul Husna, "Exploring the Assessment in Speaking Classroom". 2020.

on relevant and vital aspects. Moreover, it also assists teachers in planning effective teaching. By knowing the standards students must achieve, teachers can develop appropriate learning strategies to help students achieve these goals.

All in all, several factors can influence English teachers in determining the appropriate assessment for students. These factors can be internal factors or external factors. Internal factors include teacher experience and competence, teacher attitudes and preferences, and the teaching approach. Then external factors can be the curriculum and assessment standards used, the learning environment, the number of students in the class, and the diversity of student backgrounds.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter addresses the conclusion drawn from the findings and discussion and the researcher's suggestion for the parties involved regarding the development of criterion-referenced assessment to assess students' speaking skills.

A. Conclusion

There are two things that can be concluded from this research.

1. The development of English teachers on the criteria used to assess students' speaking ability in classes XI and XII was well-planned and organized. The aspects they used to assess speaking consist of pronunciation, grammar, content, and vocabulary, and it has different criteria. Some criteria focus on the same thing, and some are different. Based on the findings, the criteria developed by the two English teachers from the four aspects above were based on the learning objective of Curriculum 2013 in English subject.
2. There were three considerations that English teachers pay attention to in developing criteria for assessing speaking skills. Previously the teachers knew the importance of assessing speaking skills based on aspects and criteria. In assessing students' speaking skills, teachers have considerations such as the level of difficulty of the questions, the suitability of the type of task with the criteria, and the mandatory criteria that must exist in the speaking assessment. Not only that, but teachers also consider students' abilities and also adjust to existing learning objectives. So, even though the

main focus of the assessment is measuring students' abilities, they still have to pay attention to other related things.

B. Suggestion

Based on the findings and constraints of this study, the researcher proposes several recommendations for English educators and future researchers as outlined below:

1. It is advisable for English educators to broaden their investigation of various aspects and standards in evaluating students' oral proficiency. There are many more aspects and standards of speaking skills with various focuses. One way they could do that is by looking at the many factors that have been considered. Furthermore, as time passes, many new things will emerge that will be useful to them and their students.
2. For future researchers, several suggestions can be given as follows.
 1. It would be interesting to conduct research that compares the assessment of speaking skills at different school levels.
 2. By looking at the current research findings, future research can investigate the challenges of English teachers' development of the criteria used to assess speaking.
 3. They can compare the effectiveness of the criteria set by the teacher on student achievement in speaking proficiency.

Thus, they can also examine the same case with the current study with a different focus or a more significant number of participants. Therefore,

current researchers allow future researchers to explore more deeply regarding gaps not covered in recent research.



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- AACTE & P21, "Teachers for the 21st Century", *Education*. 2010
- Ahmad, Muhammad, 2019. "Specifying Criteria for the Assessment of Speaking Skill: A Library Based Review". *International Journal of Educational Sciences*. No. 24, 2019. 1–3
- Ahmed, Sawsan, and Abdulmir Alamin, "Assessing Speaking Ability in Academic Context for Fourth Year Taif University Students". *International Journal of English Linguistics*. Vol. 4 No. 6, 2014.
- Andi, Idayani, and Rugaiyah, "an Analysis of Teachers' Strategies in Conducting Speaking Assessments at Mtsn Andalan Pekanbaru". *Journal of English for Academic*. No. 4, 2017.
- Brockless, Guy, "Sounding Like a Native Speaker: Why It's Not That Big of a Deal" (<https://bilingua.io/sound-like-native-speaker#:~:text=Sounding like a native speaker should not be your only goal.&text=Linguists believe that each person,you to learn the language> accessed on 17 June 2023)
- Brown H. Douglas, *Language Assessment: Principles and Classroom Practices*, *Language Assessment: Principles and Classroom Practices* Longman: Longman. 2015
- Clifford, Ray, "A Rationale for Criterion-Referenced Proficiency Testing". *Foreign Language Annals*. Vol. 49 No. 2, 2016. 224–34
- Creswell, John W., *Educational Research Planning Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth Pearson: Pearson, 2012
- Deppler, Joanne, *Classroom Assessment for Student Learning, Schools and Diversity*, 2007
- Duque-Aguilar, Jaime Fernando, "Teachers' Assessment Approaches Regarding Efl Students' Speaking Skill". *Profile: Issues in Teachers' Professional Development*. Vol. 23 No. 1, 2021. 161–77
- Earl, L., and S. Katz, *Rethinking Classroom Assessment with Purpose in Mind*, *Learning Manitoba Education: Manitoba Education*, 2006
- Gayratovna, Rahimboeva Hulkar, "Assessment for Speaking Skill". *Journal NX- A*

- Multidisciplinary Peer Reviewed Journal*, Vol. 7 No. 4, 2021. 46–49
- Hari Wahyono, "Penilaian Kemampuan Berbicara di Perguruan Tinggi Berbasis Teknologi Informasi Wujud Akuntansi Prinsip-Prinsip Penilaian", *Transformatika*, Vol. 1 No. 1, 2017. 19–34
- Harmer, Jeremy, *The Practice of Language Teaching, Overland*, Third Longman: Longman, 2003.
- Hughes, Arthur, *Testing for Language Teachers* Cambridge University Press: Cambridge University Press, 2003.
- Husna, Nurul, "Exploring the Assessment in Speaking Classroom". 2020
- Instructions, Wisconsin Department of Public, "Criterion-Referenced Assessments for Language". November, 2021. 1–4
- Ismailia, Titik, "Performance Assessment Using Rubric to Improve Students' Speaking Skill". *JALL (Journal of Applied Linguistics and Literacy)*, Vol. 5 No. 2, 2021. 66–82
- Jannah, Waritsatul, and Rudi Hartono, "English Education Journal Students' Speaking Assessment Used by English Teachers Based on the 2013 Curriculum". *Eej*, Vol. 8 No. 3, 2018. 359–69
- Khairuddin, "Teacher-Made Speaking Achievement Test". *Inovish Journal*, No. 3, 2018.
- Knight, Ben, "Assessing Speaking Skills: A Workshop for Teacher Development". *ELT Journal*, Vol. 46 No. 3, 1992. 294–302
- Kornieva, Zoia, and Olha Vashchylo, "Development of Speaking Skills Assessment Criteria for Engineering Students". Vol. 12 No. 2, 2021. 72–82
- Kuvera, Nattawut Natthiko, Khanaphod Phumsit, Panu Sakulchinwattanachai, and Wanchai Wiputchatayakoon, "The Scoring Rubric Development of Speaking Assessment for Secondary School Students" No. 5, 2022. 13–19
- Ličen, Branislava, and Vesna Bogdanović, "Teaching Assessment to Develop Esp Students' Speaking Skills". *Facta Universitatis, Series: Linguistics and Literature*, No. 15, 2018. 263
- Luoma, Sari, *Assessing Speaking*, Cambridge University Press Cambridge University Press: Cambridge University Press, 2004.

- Mazouzi, Salima, "Analysis of Some Factors Affecting Learners' Oral Performance a Case Study: 3rd Year Pupils of Mena'a's Middle Schools". *A Dissertation*, June, 2013,.1–95
- Noormaliah, "The Implementation of Authentic Assessment by English". *National Seminar Proceeding*, 2018, 441–51
- OME, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Growing Success* Ontario: Queens Printer, 2010.
- Pui, Priscillia, Brenda Yuen, and Happy Goh, "Using a Criterion-Referenced Rubric to Enhance Student Learning: A Case Study in a Critical Thinking and Writing Module". *Higher Education Research and Development*, 2020. 1–14
- Rahmawati, Yenny, and Ertin Ertin, "Developing Assessment for Speaking", *IJEE (Indonesian Journal of English Education)*, Vol. 1 No. 2, 2014. 199–210
- Read, John, *Assessing Vocabulary (Cambridge Language Assessment)* Cambridge University Press: Cambridge University Press, 2000.
- Redelius, Karin, and Peter J. Hay, "Student Views on Criterion-Referenced Assessment and Grading in Swedish Physical Education". *Physical Education and Sport Pedagogy*, Vol. 17 No. 2, 2012. 211–25
- Riaz, Nailah, "Developing English Speaking Skills : Enforcing a Testing/Grading Criteria Enhancing Speaking English : Equity Ratio in Assessment of English Language", July, 2019
- Rukmini, Dwi, and Lenggahing Asri Dwi Eko Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum". *Indonesian Journal of Applied Linguistics*, Vol. 7 No. 2, 2017. 263–73
- Seifert, Kevin, and Rosemary Sutton, *Educational Psychology, Annual Review of Psychology*, 2009.
- Setiawan, Anjar, and Dwi Anggani Linggar Bharati, "The Preliminary Research of Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity". Vol. 8 No. 3, 2019. 301–7
- Soliha, Imro Atus, "Speaking Assessment Based on The 2013 Curriculum from English Teachers and Their Perception". *Proceedings of MELTC (Muhammadiyah English Language Teaching Conference)*, 2019. 53–70

- Srikaew, Daruwan, Kamonwan Tangdhanakanond, and Sirichai Kanjanawasee, "Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portfolio". *Procedia - Social and Behavioral Sciences*, No. 191, 2015. 764–68
- Sudaryanto, Memet, and Habib Safillah Akbariski, "Students' Competence in Making Language Skill Assessment Rubric". *Research and Evaluation in Education*, Vol. 7 No. 2, 2021. 156–67
- Syahidah, Ummu, and Faujia Umasugi, "A Design of Speaking Assessment Rubric for English Immersion Camp". *Exposure : Jurnal Pendidikan Bahasa Inggris*, Vol. 10 No. 1, 2021. 31–46
- University, Royal Roads, "Guidelines for Writing Effective Assessment Criteria". *Royal Roads University*. 2017. 1–9
- Walter Dick, Lou Carey, James O. Carey, *The Systematic Design of Instruction: Pearson New International Edition*. Pearson Education Limited. 2014
- Wardani, Richa Kusuma, Yesi M.Pd Elfisa, and Diyan Andriani, "An Analysis Speaking Ability of Using Asking and Giving Opinion at Eight Grade of SMP N 22 Merangin Academic Year 2019/2020" *Selecting: English Education Program Journal*, Vol. 2 No. 2 2020. 49–56
- Yesbeck, Diana Marie, "Grading Practices: Teachers' Considerations of Academic and Non-Academic Factors" *VCU Scholars Compass Theses*. 2011. 31–164
- Yustina, Luli Sari, Besral Besral, and Hasnawati Hasnawati, "Classroom Assessment for EFL Learning to Speak at Junior High School". *Al-Ta Lim Journal*, Vol. 28 No. 2, 2021. 134–44
- Zaim, M., Zul Amri, and Fenni Ronella Asri, "Teachers' Practices in Using Authentic Assessment in Speaking at Grade IX of SMPN 12 Padang". 2018. 316–21
- Zaim, M., Refnaldi, and Safnil Arsyad, "Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia". *International Journal of Instruction*, Vol. 13 No. 3, .2020. 587–604