

## SPEAKING SKILL ASSESSMENT TECHNIQUES IN LEARNING ENGLISH LANGUAGE IN LPBA NURUL JADID COURSE

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### **Abstract:**

*Speaking skills are essential tools for communication that can offer both social and professional benefits, such as being a seminar speaker, motivator, or host. However, effective speaking skills require systematic training and appropriate assessment techniques. This research investigates the techniques used by teachers to assess speaking skills in English learning at LPBA Nurul Jadid, focusing on linguistic and non-linguistic aspects. A descriptive qualitative method was employed, with data collected through observation, interviews, and document analysis. Findings reveal significant barriers, including student readiness, time constraints, and a lack of standardized criteria for assessments. Teachers address these challenges by preparing students in advance, creating systematic assessment plans, and allocating additional time for speaking practices. The study emphasizes the need for authentic and structured evaluation to enhance students' speaking abilities and improve the quality of English learning.*

**Keywords:** *Speaking skills, assessment techniques, English learning, linguistic aspects, LPBA Nurul Jadid*

### **INTRODUCTION**

Speaking skills are said to be a profitable communication tool. Through speaking skills a person can increase their income so that they can support the family economy, such as being a motivator, a speaker at a seminar or as a host. This is certainly not easy to do. Before reaching the target, a person must be diligent and structured training in order to be able to gain benefits in speaking. This is clarified by Supriyadi (2005:178), "If a person has good speaking skills, he will gain social and professional benefits"(Muhammad Usman, 2020). Social benefits are related to social interaction activities between individuals. Professional benefits are obtained when using language to make questions, convey facts and knowledge, explain and describe.

Students' speaking ability will be seen and in accordance with reality if the assessment techniques used are appropriate. Assessment is a very important part of the learning process, including learning to speak. Aries (2011:98) states, "Speaking assessment aims to understand and obtain information about students in the development of their speaking skills"(Sintadewi et al., 2017). By conducting an assessment, the detection of students' speaking difficulties will be recognized

early and can be resolved immediately. In addition, students can be motivated to be more enthusiastic because they feel cared for by the teacher. It is intended that speaking skills are considered a difficult skill to measure its success, because there is no specific assessment, namely definite criteria or standards.

Understanding and how to measure valid and reliable learning outcomes is still a subject of endless discussion. This is because the authentic assessment process is carried out in conjunction with the teaching-learning process. So far, teachers have tried to implement as much as possible in different ways but still have difficulties. The assessment carried out by some teachers only focuses on assessing attitudes and knowledge as the final result. Knowledge assessment gets the most attention, but skills assessment is very rarely done.

LPBA Nurul Jadid was chosen as a place to conduct research because the teacher has never assessed students' performance one by one in carrying out speaking skills given the time constraints and the large number of students in one class. However, on the other hand, the researcher found the fact that students' scores in learning speaking skills were high and none of them were below the KKM. Therefore, the researcher felt the need to conduct a study because there was a gap between the process and the results. In addition, during an interview with one of the speaking teachers, Moh. Nabil Izzah, it was found that no research has been conducted in the institution regarding the assessment of speaking skills. Given the importance of assessment in determining the direction of learning and the quality of education, as a first step it is necessary to carry out planned and systematic research on the assessment of speaking skills in English language learning.

Before teaching, teachers always make lesson plans to make them more prepared in the teaching-learning process. In addition, in learning the teacher is always guided by the lesson plan he made. This was evident when the researchers made initial observations. Teachers teach very coherently according to starting from the stage of preparing students in learning, knowing students' skills through observing, questioning, exploring, associating, and creating activities, to the stage of reflection and evaluation. The evaluation carried out by this teacher is very varied in order to get satisfactory results, it's just that the implementation has not been clearly illustrated. To find out the assessment techniques in more detail, the researcher tries to explore this by conducting a study. Researchers will conduct research with different English language teachers. This is done as a comparison of the results obtained in the application of the implementation of the assessment of speaking skills carried out by different teachers.

There are similar studies that are relevant to this research, namely the first research by Kadek Desy Indah Sari (2016) entitled "Implementation of Learning

Evaluation of Speaking Skills (Storytelling) with Short Story Material for Class IXD Students at SMP Negeri 3 Singaraja". This research used a descriptive method with a qualitative approach. This study aimed to describe how to implement obstacles and teacher efforts in overcoming obstacles to the evaluation of learning speaking skills (storytelling) with short story material for class IXD students at SMP Negeri 3 Singaraja.

The second research was conducted by Laili Mukarromah (2016), entitled "Implementation of Indonesian Language Learning Speaking Skills of Class XI Students of SMA Negeri 5 Yogyakarta". This research used a descriptive qualitative design. This study describes the planning, implementation, and factors that influence the implementation of learning speaking skills in class XI students of SMA Negeri 5 Yogyakarta.

The two studies above have similarities with the research conducted by the researcher. The equation is that they both study the assessment of speaking skills. Although there are similarities, there are also differences; namely, the two studies above discuss the assessment of speaking skills regarding planning, implementation, factors, obstacles, and efforts given in the assessment of speaking skills. At the same time, in the research conducted by researchers, there are two different formulations regarding the forms of assessment used and the aspects assessed in speaking skills. The research conducted by the researcher focuses on the forms and aspects assessed by teachers when assessing students' speaking skills in Indonesian language learning in general. This research on the assessment of speaking skills in English language learning is different. For this reason, the researcher conducted a study entitled Speaking Skills Assessment Techniques in English Learning at LPBA Nurul Jadid course.

There are three objectives of this research which include 1) describing the aspects of speaking skill assessment in English learning at LPBA Nurul Jadid, 2) describing the obstacles of speaking skill assessment in English learning at LPBA Nurul Jadid, 3) describing the teacher's solution to overcome the obstacles of speaking skill assessment in English learning at LPBA Nurul Jadid.

## **RESEARCH METHODS**

This study used a descriptive qualitative research design. The subjects in this study were two English teachers in elementary and intermediate classes. Data collection techniques used observation, interview, and documentation methods. The instruments in this study were observation sheets, interview guidelines, and documents in the form of lesson plans made by the teachers. The observation method used was a non-participatory observation technique. The researcher does not participate in the activity and only plays a role in observing

the activity (B.A.I., 2020). The researcher was in the classroom to conduct direct observation and record the learning implementation process up to the evaluation/assessment. However, the researcher was not directly involved in the activities carried out by the research subject. Data collection methods with interviews were carried out by asking questions to respondents. The interview method used is an unstructured interview. Sugiyono (2018) (Sriyudthsak et al., 2015) states that the implementation of unstructured interviews is broader and more open than structured interviews because conducting interviews is done naturally to explore informants' ideas openly and not using interview guidelines.

## RESULTS AND DISCUSSION

The type of speaking material measured determines the aspects of speaking skills assessed. Data on the components of speaking skills were obtained through observation, interview, and documentation methods. Based on the results of observations, interviews, and documentation conducted by researchers in learning speaking skills in primary (short story) and intermediate (debate) classes, the aspects assessed by teachers follow the assessment design in the teacher's lesson plan, namely linguistic and non-language aspects.

Non-linguistic aspects include memorization, intonation, language structure, and language style. The linguistic aspects include how the content of the topic is related, its structure, quantity, quality, gestures, expression, interaction with the listener, volume of voice, and the way the conversation takes place. Teachers often find it difficult to give assessments because of the many elements involved in assessing speaking skills. However, this is not possible.

Measuring scholastic speaking ability takes work. As Lee (2009) found, evaluation tools should be able to assess students' capacity to express their ideas including word usage, sentence structuring, and discourse proficiency which is manifested in cognitive and psychomotor aptitudes (Supriyati, 2020). When assessing students' public speaking ability, educators usually ask questions based on the theory of speaking skills as an apperception. However, these apperception questions should be featured in the lesson plan. The professor made up the questions on the spot. Their communication about the test criteria could be better. They do not explain what perfect pronunciation or ideal intonation looks like- they give arbitrary marks to phrases such as 'good' or 'bad.' Mulyasa (2004) argues that the learning system will be embodied in the strategies we use to teach especially for sorting out objectives and materials and conducting assessments. Good assessment should be at the core of every lesson plan (Kurniati et al., 2019). Mahrens and Lehmann (1987) insist that evaluation is a process that requires careful planning, data collection, and, finally, decision making (Riadi, 2017). As such, any task that needs to be done should be

organized and made clear. Doing this will show us how learning can progress in line with learning objectives.

Barriers to LPBA Nurul Jadid's Oral Skills Assessment for English Language Learning are factors that limit or hinder the implementation of Oral Skills Assessment to achieve learning objectives. The findings show that teachers face several barriers when conducting oral assessments for English learning. The following are the barriers faced by teachers when conducting oral assessments. First, the most frequent obstacle teachers face when conducting oral skills assessments is the difficulty in preparing students to learn oral skills. Nervousness, lack of confidence, shyness, and lack of preparation are the main obstacles in conducting speaking tests. This is what teachers must face. Teachers must be able to create conditions that make students interested and willing to learn. A creative teacher must be able to motivate students to perform at their best.

Second, the teachers need help evaluating their abilities regarding speech assessment; they have a hard time evaluating the students in their class because of their large number of students. Until now, there are no fixed aspects or criteria to be used in the assessment of spoken skills, so there are no definite, accurate, or original requirements about the parts considered important in the assessment of spoken skills. Most teachers invent their parts involved in speaking about different subjects studied by following the learning manuals by the Curriculum in LPBA. A definite or set procedure is necessary for teachers to evaluate students and determine how they should evaluate themselves. The assessment should not only estimate the capacity of the students but should also be reasonable. However, it should be carried out thoroughly and authentically with complete assessment aspects with descriptions in each aspect to make it easier for teachers to carry out the assessment.

Third, the problem is the need for more time to learn it. Time is a problem that teachers often experience. Especially in Curriculum-oriented English learning, all skills are text-focused and require much meeting time. According to what was scanned and based on the notes made during the observation, it was found that both teachers had limited time issues. This is because students' speaking skills cannot be completed in just one meeting but require time to go to the next meeting. Continue the study. This also influences students' ability to achieve good goals or results when they speak in totality. Uneven students get the opportunity to introduce themselves according to the set time. Teaching more than one language takes more time due to different language capacities per student. This is supported by Nurgiantoro's (2018) statement which says the situation of the conversation (serious, relaxed, natural, and stressed) in many ways also affects the state and fluency of the conversation. Speaking skills are about theory and direct practice, which takes a long time. Speaking can only be mastered with regular and planned speaking exercises or practices (Saputra & Amral, 2020).

Both teachers addressed this issue in almost the same way. First, they offer solutions to overcome students' readiness difficulties in achieving linguistic aspects such as vowels, intonation, and pronunciation. Students often become shy, silent, and unwilling to speak if not asked by the teacher. Teachers try to overcome this problem by allowing students to study in advance so that they can speak correctly. In addition, teachers also provide students with more learning opportunities to prepare themselves to perform speaking so that the results obtained are satisfactory by telling them in advance that there will be a speaking test, drawing lots so that there is no impression of favouritism to appoint students to perform speaking, and provide questions, stimuli, motivation to provoke students' activeness in the speaking learning process.

Secondly, it provides a solution to the problem of assessing speaking skills due to the dense number of students in one class, which is 20 students, by making systematic assessment planning to ensure that all students have equal learning opportunities. Teachers must continue learning about the institution's curriculum by making this plan. Third, teachers try to overcome time constraints by teaching student's techniques or procedures for speaking tests. In addition, teachers plan extra time or additional time for remediation or repetition. Students who need extra credit are prioritized. In this case, teachers prepare extra time from November to the end of January. From February to April, teachers concentrate on explaining all the material. After finishing the material, teachers only need to review and take grades for unfinished material. Teachers can talk to their colleagues about giving the right time for speaking materials that require a long time for direct speaking practice. For example, teachers can give speaking materials more time than other lessons. Teachers have realized that only some things go smoothly in the assessment process. There must be obstacles beyond the teacher's expectations or plans. This happens because language skills (speaking) are not easy to master

## CONCLUSION

The type of speaking material measured determines the aspects of speaking skills assessed. Based on the results of observations, interviews, and documentation conducted by researchers in learning speaking skills in primary (short story) and intermediate (debate) classes, the aspects assessed by teachers follow the assessment design in the teacher's lesson plan, namely linguistic and non-language aspects. Teachers often find it difficult to give assessments because of the many elements involved in assessing speaking skills. When assessing students' public speaking ability, educators usually ask questions based on the theory of speaking skills as an apperception. Barriers to LPBA Nurul Jadid's Oral Skills Assessment for English Language Learning are factors that limit or hinder the implementation of Oral Skills Assessment to achieve learning objectives. First, the most frequent obstacle teacher's face when conducting oral skills

assessments is the difficulty in preparing students to learn oral skills. Second, the teachers need help evaluating their abilities regarding speech assessment; they have a hard time evaluating the students in their class because of their large number of students.

In addition, teachers also provide students with more learning opportunities to prepare themselves to perform speaking so that the results obtained are satisfactory by telling them in advance that there will be a speaking test, drawing lots so that there is no impression of favouritism to appoint students to perform speaking, and provide questions, stimuli, motivation to provoke students' activeness in the speaking learning process. Secondly, it provides a solution to the problem of assessing speaking skills due to the dense number of students in one class, which is 20 students, by making systematic assessment planning to ensure that all students have equal learning opportunities. Third, teachers try to overcome time constraints by teaching student's techniques or procedures for speaking tests. Teachers can talk to their colleagues about giving the right time for speaking materials that require a long time for direct speaking practice. For example, teachers can give speaking materials more time than other lessons.

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