Teachers' Performance in Constructing Model And Content of Speaking Skill Assessment

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Abstract

Material as teaching material and assessment in speaking skill assessment occupies an important role. The teacher prepares teaching materials and practical assessments. The purpose of this research is to describe teachers' performance in constructing models and content of speaking skill assessment. This research was conducted in MAN 1 and MAN 2, Parepare City. The subject of the research were 4 English teachers who had been teaching English. The teachers studied from each school were young teachers and teachers who had dozens to tens of years of teaching experience. This qualitative research method was implemented using interviews and documents and it was analyzed descriptively. The results of this research revealed that teachers in constructing model and content for speaking assessment conduct in three steps: selecting speaking activity; identification of need for material; contextual realization of material.

Keywords: *Teachers' performance, model and content, speaking assessment.*

1. INTRODUCTION

The success of learning as a whole is very dependent on the teacher in designing learning materials. Learning Materials are essentially an inseparable part of the syllabus, namely planning, predictions and projections about what will be done during learning activities (McDonough:2013). Broadly speaking, it can be stated that instructional materials are knowledge, skills, and attitudes that must be mastered by students in order to meet the established competency standards.

According to Nunan (1991), the way materials are organizes and presented as well as the types of the contents and the activities helps to facilitate students' view of the target language. One of used material writing model was proposed : 1)Identification of need for materials; 2)Explanation of need; 3)Contextual realization of material; 4)Pedagogical realization of material; 5)Production of material; 6)Students' use the material; 7)Evaluation of the material.

To achieve learning objectives Tomlinson (2012) promotes basic principles in developing a material. Teaching material prepared should have a positive impact, makes students feel comfortable, help students develop confidence, students is seen as

something relevant and useful, the students willing to strive for benefit, correspond to preparedness or provision that has been owned by the students, contains language features that should be a concern of students.

Learning materials occupy a very important position in the entire curriculum, which must be prepared so that the implementation of learning can achieve the target (Felder: 2003, Waweru: 2018, Hafferty: 1994). These targets must be in accordance with the Competency Standards and Basic Competences that must be achieved by students. That is, the material specified for learning activities should be material that really supports the achievement of competency standards and basic competencies, as well as the achievement of indicators. Learning materials are selected as optimally as possible to help students achieve competency standards and basic competencies. Things that need to be considered with regard to the selection of learning materials are the type, scope, sequence, and treatment (treatment) of the learning material. In order for teachers to be able to make effective and effective preparations, they are required to understand various aspects related to the development of learning materials, both related to the nature, functions, principles and procedures of developing materials and to measure the effectiveness of these preparations (Tomlinson: 2011).

The principles used as the basis for determining learning materials are relevance, consistency, and adequacy. In addition to the principles of material development, several things need to be considered by the teacher in identifying learning materials: 1) the potential of students; 2) relevance to regional characteristics; 3) the level of physical, intellectual, emotional, social and spiritual development of students; 4) benefits for students; 5) scientific structure; 6) actuality, depth, and breadth of learning materials; 7) relevance to the needs of students and environmental demands; 8) time allocation.

In a brief interview with the English subject teacher, the material provided as learning and assessment materials was sourced from books and additional material according to student needs. This additional material becomes daily assessment material for speaking skills. From the information obtained, the process carried out by the teacher to make additional material as teaching material and assessment is very practical and does not end with bookkeeping or physical products.
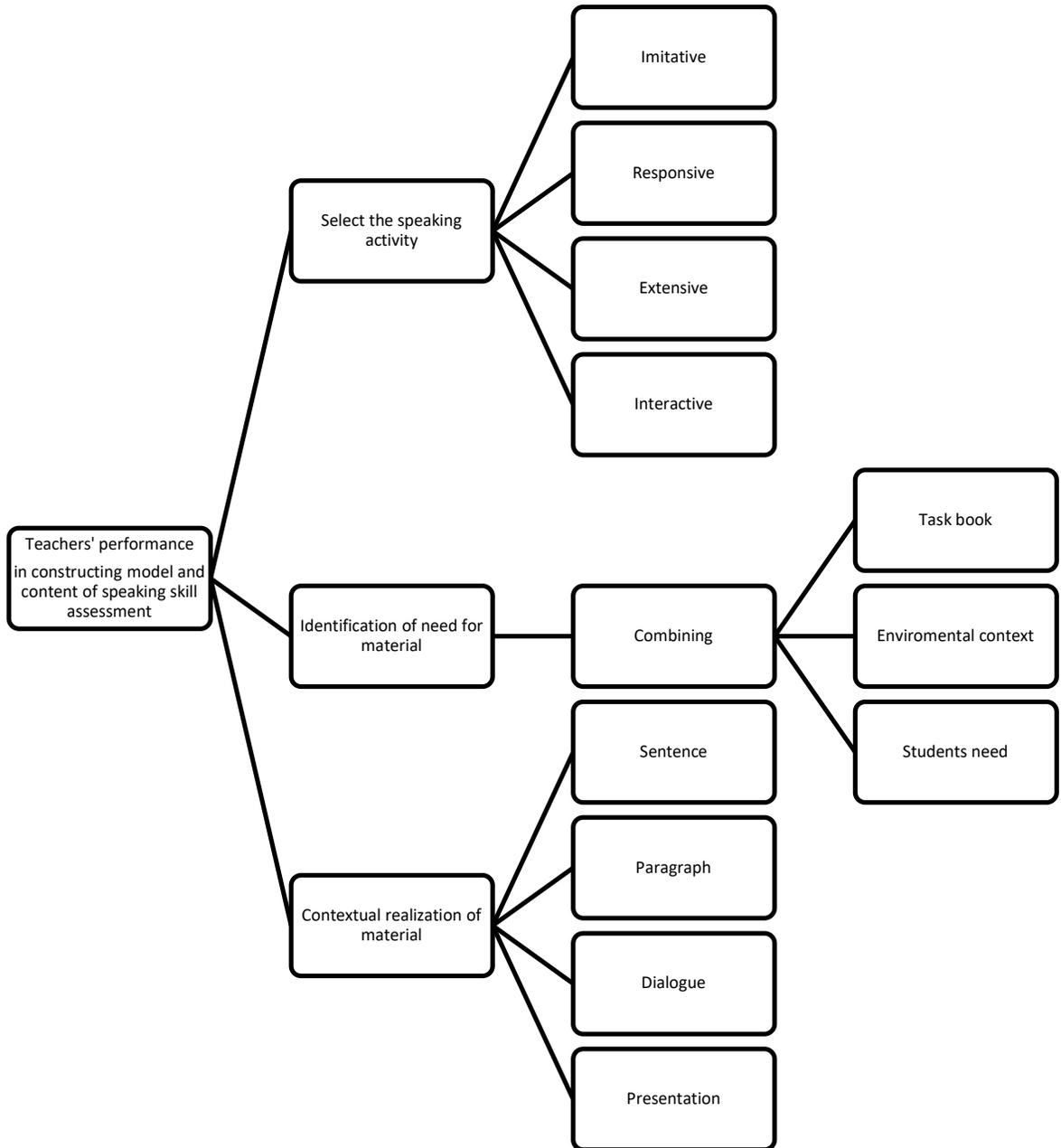
By noting that teaching materials are fundamental in the learning process, especially speaking skills in English subjects, the authors consider this phenomenon important to study.

2. METHOD

Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif yang merupakan sebuah analisis yang bertujuan untuk mendiskripsikan dan memberikan gambaran tentang fenomena teachers' performance in constructing model and content of speaking assessment di MAN 1 dan MAN 2 Parepare. Penelitian ini dilakukan di UPTD SMP Negeri 1 Parepare, subjek dari penelitian adalah masing-masing 2 guru dari setiap sekolah yang disebutkan. Objek penelitian ini adalah construct model and content of speaking skill assessment. Teknik pengumpulan data yang dilakukan adalah wawancara sebagai sumber data utama dan dokumen sebagai sumber data pendukung. Wawancara adalah salah satu teknik pengumpulan data yang digunakan dalam penelitian dengan mengajukan beberapa pertanyaan dengan responden kemudian mencatat jawab jawaban dari responden untuk dijadikan sebagai bahan penelitian sedangkan dokumen merupakan data sekunder yang bersifat sebagai data pendukung dari data primer.

3. RESULTS AND DISCUSSIONS

4 respondents menjawab bahwa tahapan construct model dan conten yang ereka lakukan dalam pembelajaran dan penilaian speaking adalah : 1) select speaking activity, 2) identification of need for material, 3) explanation of need, 4) contextual realization for material. Chart of Teachers' performance in constructing the model and content of speaking can be seen as follow:

Teachers' performance in constructing model and content of speaking skill assessment

Select the speaking activity
- Imitative
- Responsive
- Extensive
- Interactive

Identification of need for material

Combining
- Task book
- Enviromental context
- Students need

Contextual realization of material
- Sentence
- Paragraph
- Dialogue
- Presentation

a. **Select speaking activity**

4 respondents said that dialogue (intensive type or responsive type) is the most popular activity to do because the implementation is practical. 2 respondents chose oral presentation activities after dialogue, 2 respondents chose imitative and 2 respondents chose games for additional activities. 4 respondents chose dialogue activities to measure students' vocabulary, students' understanding (talk as interaction) and to train students' mentality (talk as performance). 2 respondents chose oral presentation (extensive type) to measure students' vocabulary, grammar, and fluency. 2 respondents chose imitative to measure students pronunciation, and 2 respondents chose games to measure student vocabulary and train student cohesiveness (interactional skills). The table of classification as follows:

Respondents	Type of speaking			
	Imitative	Responsive	Extensive	Interactive
HS		Dialogue		Games
SM	Imitative	Dialogue	Oral Presentation	
LP	Imitative	Dialogue		Games
H		Dialogue	Oral Presentation	Games

The following is table specification activity based on speaking assessment criteria:

Respondents	Speaking Assessment Criteria				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
Dialogue		✓	✓		
Oral Presentation	✓			✓	
Imitative					✓
Games		✓			

b. Identification of need for material

4 respondents developed material or speaking content by combining book material and adding new material according to the environmental context and student needs. The context and environment in question are new vocabulary lists, both nouns and verbs, or adjectives, that are around students but not found in the task book.

c. Contextual realization of material

4 respondents explained the use of the material provided based on student needs, the environment and daily use by making new material as material for making sentences, paragraphs, presentations, dialogues. The followings are the table classification :

Respondent	Contextual realization of material			
	Sentence	Paragraph	Dialogue	Presentation
HS	✓	✓		
SM	✓			✓
LP	✓		✓	
H	✓			✓

1) Select the speaking activity

Construct the model of speaking refers to developing speaking activity for assessment (Carlson : 1995, Sawaki : 2007). The speaking activity is to determine the type of speaking based on the principles of assessment and the objectives of the assessment as previously written. If the purpose of the assessment is to assess students' fluency in speaking, then it is not appropriate to choose the imitative type as a speaking assessment activity. Selection of assessment activities that are in accordance with the objectives of the assessment results in a valid assessment. (Duran : 2008).

According to information from 4 respondents, dialogue is most often done in the speaking class. This is considered more practical because it is very easy to do and can be done spontaneously. Dialogue is an activity that is carried out by more than one student in the class, this emotionally builds communication between children and grows their self-confidence because they are not performing alone.

The next popular speaking activities for 4 respondents were oral presentations, imitation and games. Oral presentation is also a practical activity to do. Usually students will be asked to present their assignments about personal information. Next, Imitation activities are carried out by the teacher to provide pronunciation exercises. The teacher gives examples of pronunciation and will be imitated by students afterwards. And the last popular are games. Games are chosen to stimulate students for what they have learned. Games are done to avoid learning boredom. In addition to spurring student motivation, games in learning are also fun.

Selection of learning activities and assessment determines the validity of the assessment (Luoma : 2004, Cook : 2016)). The consideration that should be made before choosing speaking activities is to determine the purpose of the assessment. Determine what criteria will be assessed and consider the speaking skills that need to be developed. Choosing imitation activities when assessing fluency is inappropriate so that the assessment is not valid. Likewise, when the purpose of the assessment is interaction and the activity being carried out is an oral presentation, the assessment is not valid, because the activities carried out must be able to measure what should be measured.

2) Identification of need for material

At this stage, material developers identify students' needs for problems to be solved. The vocabulary needs of students in each school are different, so that the development of materials needs to be done by identifying the needs of students. In the speaking class, sometimes students do not find vocabulary around them in textbooks. In this case the teacher plays a role in adding material to the learning process. Material development not only adds to students' knowledge of language use, but also sharpens their curiosity about other words around them.

Four respondents identified the material needs of students spontaneously when learning took place. The new material is recorded on the whiteboard and then the teacher

explains the use and changes in the word form. The addition of this material is limited to being recorded by students in their book. The addition of material did not have been written in the teaching device by the teacher.

According to Saddhono (2015), the development of teacher learning materials must be able to identify learning materials by considering: 1) the potential of students; 2) relevance to regional characteristics; 3) the level of physical, intellectual, emotional, social and spiritual development of students; 4) benefits for students; 5) scientific structure; 6) actuality, depth, and breadth of learning materials; 7) relevance to the needs of students and environmental demands; and 8) time allocation.

3) Contextual realization of material

Contextual learning is an educational process to help students see meaning in the lessons they learn. The trick is to connect academic subjects that have been studied with the context of everyday life (Johnson: 2002). Contextual learning emphasizes the relationship between the material being studied and conditions in real life that can be seen and analyzed by students with the aim of increasing students' interest to always learning, thus they can gain flexible and applicable knowledge in everyday life and improve learning outcomes students through increased understanding of the material being studied.

In the contextual realization of the material, four respondents stated that this was spontaneously done in the learning process. When students ask about new vocabulary or material, the teacher explains directly and gives other explanations contextually so that students could understand clearly. The contextual approach to learning requires the teacher to be able to present a picture of the real world in the classroom. Thus, students more easily understand the essence of the things being studied. Nunan (1991) suggests some benefits of contextual material realization: 1) Improving students' ability to think critically, logically, and systematically; 2) The understanding gained by students can last

longer because they understand by applying; 3) Students can be more sensitive to the surrounding environment; 4) Increase the creativity of students related to existing problems around which are adapted to the knowledge obtained.

CONCLUSION

Both in constructing models and content of speaking, all teachers practically choose dialogue as speaking activity for assessment and some of them conduct the assessment by assessing students' oral presentations. Sometimes all teachers give addition material as development material. This additional material did not reach the final stage of systematic material development because there was no production in the form of a physics module made by the teacher, and no detailed and written explanation of the additional material provided. This additional material is delivered directly in front of the class.

This study focuses on material designing for speaking skill assessment which was carried out by 4 respondents from MAN 1 and MAN 2 Parepare. This research can be a reference for other researchers to explore more deeply and provide different perspectives in the same field.

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