

**SPEAKING AND WRITING ASSESSMENT APPLIED BY ENGLISH  
LECTURERS OF STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) CURUP-BENGKULU**

**THESIS**



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## ABSTRAK

**Jumatul Hidayah. 2015. “Penilaian Kemampuan Berbicara dan Menulis yang diterapkan oleh Dosen Bahasa Inggris di Sekolah Tinggi Agama Islam Negeri (STAIN) Curup-Bengkulu”. Tesis. Program Pascasarjana. Universitas Negeri Padang.**

Penilaian kemampuan berbicara dan menulis mahasiswa merupakan salah satu tugas penting seorang guru setelah mengajar. Penggunaan jenis penilaian dan rubrik yang tepat memberikan informasi yang tepat pula mengenai kemampuan mahasiswa. Penelitian ini bertujuan untuk mengetahui: 1) implementasi penilaian kemampuan berbicara dan menulis berdasarkan jenis penilaian yang dosen gunakan 2) cara dosen merancang rubrik penilaian untuk menilai kemampuan berbicara mahasiswa. 3) cara dosen merancang rubrik penilaian untuk menilai kemampuan menulis mahasiswa 4) penggunaan hasil penilaian dari kemampuan berbicara dan menulis sebagai umpan balik. Penelitian ini dilakukan dengan menggunakan metode penelitian deskriptif. Responden penelitian adalah 5 orang dosen yang mengajar matakuliah berbicara dan menulis di STAIN Curup-Bengkulu. Sementara data penilaian diperoleh melalui observasi, dokumen, dan interview. Temuan penelitian adalah sebagai berikut: 1) Ada 9 jenis penilaian yang digunakan untuk menilai kemampuan berbicara yaitu: tanya-jawab, memberi instruksi dan arahan, parafrase, bermain peran, percakapan, diskusi, menyajikan materi secara lisan, bercerita dengan menggunakan gambar dan menceritakan kembali sebuah cerita. Sementara ada 5 jenis penilaian yang digunakan untuk menilai kemampuan menulis yaitu: membuat paraphrase, membuat paragraph, penulisan terencana, latihan mengoreksi dan menulis esai. 2) Semua dosen yang mengajar matakuliah berbicara I, II, and III merancang rubrik analitik. 3) Dosen matakuliah menulis I dan IV menggunakan rubrik primary trait dan analitik. dan 4) Umpan balik oleh dosen digunakan untuk menentukan nilai akhir dan memotivasi mahasiswa.

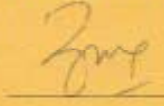
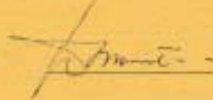
## ABSTRACT

**Jumatul Hidayah. 2015. "Speaking and Writing Assessment Applied by English Lecturers of State College for Islamic Studies (STAIN) at Curup-Bengkulu". Thesis. Graduate Program of Padang State University.**

Assessing speaking and writing are two important works for teachers after teaching. An appropriate type of assessment and rubric gave best description about students' progress and achievement as well. Therefore, the aims of this research were to find out: 1) speaking and writing assessment implemented by English lecturers related with the types of assessment 2) the way lecturers constructed speaking rubric in assessing students' speaking. 3) the way the lecturers constructed writing rubric in assessing students' writing and 4) the use of information from speaking and writing assessment for lecturers as a feedback to students. This research was conducted under descriptive design. The respondents were 5 lecturers of STAIN Curup-Bengkulu who teach speaking and writing subject. The data were taken from observation, document and interview. The results of this research are: 1) there were 9 types of speaking assessment used. They are question and answer, instruction and direction, paraphrasing, role play, conversation, discussion, picture-cued storytelling and retelling story- which were used by the lecturers in assessing students' speaking ability. There were 5 types of assessment used by writing lecturer those are; paraphrasing, paragraph construction, strategic option, editing task and essay writing. 2) All lecturers who taught speaking I, II, and III constructed and used analytic rubric for speaking assessment. 3) Most of the lecturers who taught writing used analytic scoring rubric, and 4) the feedback is mostly used by the lecturers for assigning grades and motivating students to study.

## PERSETUJUAN AKHIR TESIS

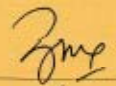

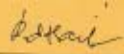
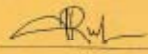
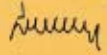
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Saya yang menyatakan



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Speaking and writing are classified into productive skill since they are mainly concern in producing of what would be expressed to other people through oral or written presentation. The ability to speak fluently of course is a purpose of every student who learns a foreign language such as English. When they can speak to other about their taught and idea in English, they have a satisfaction of what being learnt. On the other hand, writing is always regarded as a difficult and tiring activity. The requirement of producing written English with correct grammar often leads students to the thinking that they would never be a good writer. However, speaking English especially in fluently is not an easy thing to achieve while writing is always considered as difficult and bored activity. The students' effort in learning speaking and writing in one side and teacher's teaching strategy in other side are highly needed. Both teacher and students should cooperate to achieve the same goal: for teacher is to make students have ability in speaking and writing and for students is to be able to speak and write in English. To achieve that goal focusing on syllabus, material, teaching learning process, and classroom activities are not enough because providing assessment method and task of speaking and writing are also important.

Using appropriate assessment of speaking as well as writing might help teacher in observing and deciding students' strength and weaknesses that

would be needed for further consideration in setting the material and classroom activities. Teacher prepares the assessment along with the material for teaching itself. The result of assessment can be used for some purposes in teaching, such as; first, to check the students' progress in the sense that it should give teachers feedback on their students' performance at different stages of the course. Second, to encourage the students achieve their goals in learning. It should also be a way of giving students regular feedback so that they are aware of their excellence or their failures (Brindley cited in Nunan, 2003: 321). Therefore, the teacher would get information about the progress and achievement of students if the assessment that he/she uses related with what would be assessed. Finally, assessment can be used to evaluate the teaching/learning process: It should give teachers basic information about how successful the teaching is, so that they can see whether the approach is correctly implemented, the aims of the course are appropriate, the materials used are relevant, and whether the assessment has been done properly. By having the information from the assessment, language teachers especially speaking and writing lecturers can get the real information and can make a necessary decision or action before it is too late and plan remedial work for those areas of difficulty encountered by the students.

Assessing speaking is mainly concerned in finding to what extent that students can express their ideas and perform their speaking in the context of situation given to them. So, teacher who teaches speaking has a responsibility to improve students' speaking ability and it can be seen through the



assessment of speaking that they use whether assessing speaking performance or competence. The speaking assessment and its criteria (rubric) would give better information about students' progress and achievement. On the other hand teacher would not get the real information if he/she does not use speaking assessment task and rubric to assess students' speaking. The information from assessing students' speaking can be given to students as the feedback about their progress in learning and the success after taking the subject. However, whether teacher can use the feedback effectively to help students improve their learning or not is depended much on the purpose of assessment in formative and summative means.

Writing assessment, just as speaking, would be done to find out students' progress and achievement in producing writing. Basically, assessing writing is quite the same with speaking in terms of the rubric that the component or criteria and scoring procedure should be used to find out the area of difficulties or weaknesses of students. Students commonly have a problem in the grammar, vocabulary and mechanic in writing while pronunciation, vocabulary and grammar in speaking. Therefore, using a rubric for assessing students' writing will help both teacher and students to uncover the difficulties and measure the progress.

As the lecturer at English Study Program of STAIN Curup, the researcher noticed interesting phenomenon regarding students' speaking proficiency and its assessment. First, Students were reluctant to speak English especially in the classroom, even though they have passed speaking classes.

Second, approximately, 70% to 80% of English Study Program students involving in the oral examination for their thesis known as *ujian munaqasyah* (the examination in which they have to present and defend their thesis orally) have poor ability in defending their thesis in English. In that occasion, they have to give explanation, argumentation, and deliver their opinion in English but the evidence shows that they have low ability in comprehending the spoken utterances or even producing the information orally. Another interesting phenomenon also occurs in writing skill that the researcher herself and other lecturers are always complain about students' writing since there are many error in grammar and the ideas which is written unorganized. The advisor for students' final project (thesis) often complaint that they feel more like a writing lecturer than advisor since they have to focus on grammar than content as they cannot catch the idea from students' writing.

From pre observation conducted to 5 lecturer of writing and speaking at State College for Islamic Studies (STAIN) Curup, it was found that there are some problems faced by the lecturers. First, from the syllabus it was found that the instructional objectives of each level of speaking (speaking I, II, III, and IV) are not clear and the topic which is offered in each level seems overlap. As the result the lecturers are confused in preparing the material in the class because there are topics that should be learnt in previous level but is given later. In writing the syllabus mostly covers the topic on the structure of paragraph and essay and how to them in certain genre. The topic about writing mechanic, coherence and cohesion are not clear enough. Second, lecturers said

that it is difficult for them to apply speaking activity because students' background knowledge is varied and for writing lecturer reading students' writing and check it is tiring and time consuming. Third, the lecturers experienced difficulties in assessing oral and written ability. They mentioned that it is difficult to make clear criteria for oral ability. moreover, the lecturers complaint that the big numbers of students that have to be examined also make them tend to use 'short cut' to assess students speaking and writing skill.

The pre observation was also conducted to students that 15 students who have high score in speaking and writing. The researcher got the data by having a conversation with them in English and it was found that they often take much time in thinking about how to express the idea in correct grammar and pronunciation. They said that writing class is a stressful because the lecturer complaint much about their poor writing and writing activity is bored activity.

The deviation of information from pre observation and the phenomena seemed awkward because logically the speaking and writing course provided for students is considered enough since it is stated in a curriculum which is designed carefully to fulfill the goal and mission of the institution. Next, if the students have high score in speaking and writing subject, it will be reflected through their performance in speaking and writing that they will willingly speak in English even if they are not specifically are asked to do it and they can write their ideas in more organized with a few error in grammar. Lastly, a big number of students in the class are not an excuse for teacher not to pay

attention to their students' speaking practice and in carefully assessed their writing. What has caused such phenomena stated before is necessary and worth to be study deeply.

## **B. Identification of the Problem**

Teaching and assessing speaking was a great challenge for the teachers because they have to examine and decide students' ability in speaking by the time the students start their speaking performance in the class. On the other side, teaching and assessing writing was a tiring and hard job because they have to read and check students' writing. There were some problems of assessing speaking and writing faced by lecturer in STAIN Curup. First, the lecturers was confused in preparing the material in the class. It happens because there was no clear description about the instructional goal and objectives of Speaking and writing. The syllabus seems very general that is to teach students to be able to speak and write whether in performance, competence or both. Therefore, the topics which is design for each level is overlap with the other level and the lecturers in each level seem have no communication in setting up the topic and material.

Second, the lecturers are difficult to apply teaching activity because students' background knowledge is varied. The lecturers assume that the input comes from different background and sometimes they found that students enter to English Department with little interest. In speaking, students are often asked to perform their speaking when they feel that they are ready to do that. The lecturers often give group activity or performance in practicing and

assessing speaking that the weak students can learn from the high performance students. However, in most cases, the weak students become dependent students and let the other student help them in composing their speaking. In writing, the lecturers have to check students' writing and students are less motivated in writing.

Third, the lecturers experienced difficulties in assessing oral ability. The lecturers said that the amount of students in the speaking class is quite bigger that it is difficult for them to assess students speaking. The noise disturbed the lecturer while assessed students' performance as the rest students practice with friends before they turn came. In assessing writing, the lecturers should construct the type of assessment to assess the big amount of students. The lecturers have to construct the rubric that is more efficient to be used because the rubric that cover many elements makes them takes time in examining students' speaking and writing which considered as not efficient to be used.

In the case that teacher use the assessment and rubric appropriate to assess speaking and writing but a bit careless or incapable in understanding of constructing the rubric and how to interpret the result into fine conclusion, might cause imbalance both students' speaking and writing ability on the paper (competence) and what can be seen in barely eyes (performance). Thus, the phenomenon that some students have a high score in speaking and writing and pass the test but have poor speaking and writing performance will probably occur. This evidence has a great impact to students (directly),

teacher, and institution as well (indirectly). The students will think that there is nothing wrong with their ability to speak and write while teachers assume that they have done their best. Institution, then, excuses that it is related to the input and not the process of teaching learning itself. It will cause a dead circle if teacher and authorities as the representation of institution remain calm and silence.

In conclusion, besides preparing the material, teacher should also construct the method of assessment or assessment types and the rubric that will be used. The rubric should be related with the component or criteria that would be achieved. Thus, the problems found in STAIN Curup need to be study deeply.

### **C. Limitation of the Problem**

Here, the focus of the research was to investigate how speaking and writing are assessed and the rubric is construct and applied by the lecturer of STAIN Curup-Bengkulu. Assessment is a big topic to be discussed so; the researcher limited it into the assessment applied by teacher in speaking and writing class as formative and summative assessment. The type of assessment were limited in the types of speaking assessment proposed by Brown and Abewycakrama (2010), and the types of writing assessment proposed by Brown (2003) and Weir (1990). But the rubric and types of feedback was not limited because the researcher would like to find out what speaking and writing rubric is used by the teacher in formative and summative assessment and types of feedback given to students. The research is conducted for

speaking 1, 2, and 3 and writing 1 and 3 which are offered in the 2014/2015 academic year.

#### **D. Formulation of the Problem**

This research was conducted to find out the speaking and writing assessment applied by lecturers. Thus the problem was formulated into ‘How are speaking and writing assessment applied by lecturer in assessing students’ speaking?’

#### **E. Research Questions**

Based on the limitation of the problem above, the researcher formulated the following research question as guidance in conducting this research:

1. How was speaking and writing assessment implemented by English lecturers related with the types of assessment?
2. How did lecturers construct speaking rubric in assessing students’ speaking?
3. How did lecturers construct writing rubric in assessing students’ writing?
4. How was the information from speaking and writing assessment used by lecturers as a feedback to students?

#### **F. Purpose of the Research**

Regarding the research questions postulated above the presented study aims to:

1. To find out speaking and writing assessment implemented by English lecturers related with the types of assessment.
2. To find out the lecturers' speaking rubric were constructed in assessing students' speaking.
3. To find out the lecturers' writing rubric were constructed in assessing students' writing.
4. To find out the way of the lecturers used the information from speaking and writing assessment as a feedback to students.

#### **G. Significance of the Research**

The researches hopes that the result of the study can be a leading step to help speaking and writing lecturers construct good or appropriate speaking and writing assessment that will assist them in getting information about the students' progress and the successful in the teaching program. Theoretically, this research uses theories of language assessment especially theory of assessing speaking and writing. The research also uses the concept of designing speaking and writing assessment. Practically, this research is expected to give contribution and information for the institution (STAIN Curup-Bengkulu) in improving their concern for increasing the lecturers' knowledge in designing good assessing instrument by providing lecturers with assessment training or seminar.

#### **H. Definition of the Key Terms**

In order to avoid misunderstanding and misconception to the problem of this research, the terms will be explained as follow:



1. **Assessment** is an ongoing process of collecting information about a given object of interest according to procedures that are systematically and substantively grounded.
2. **Speaking assessment** is an activity in assessing speaking that accomplishes a real-world purpose, problem, or demand as a systematic approach for collecting information on students' learning performance. It is usually based on various sources of evidence.
3. **Writing Assessment** refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.
4. **Scoring rubric** criteria or scale that is used in assessing students' performance.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

#### **A. Conclusion**

From the finding and discussion it can be concluded that:

1. There were 9 types of assessment-question and answer, instruction and direction, paraphrasing, role play, conversation, discussion, oral presentation, picture-cued storytelling and retelling story- which were used by the lecturer in assessing students' speaking in speaking I, II, and III subject. Among those types, only two types that were used as summative assessment; paraphrasing (in speaking III) and role play (in speaking I) while formative assessment used 9 types of speaking assessment which have been mention above. Meanwhile, there were 5 types of assessment used by writing lecturer those are; paraphrasing, paragraph construction, strategic option, editing task and essay writing. Only paragraph construction that was used as formative and summative assessment to assess students' writing ability.
2. All lecturers who taught speaking I, II, and III constructed and used analytic rubric for speaking assessment. The components of speaking that mostly used were grammar, pronunciation, fluency, and pronunciation. However, only one lecturer who defined the range of point for each component of speaking rubric while others seemed bias even not clear.
3. Two lecturers who taught writing, one of them (writing I) constructed and used primary trait rubric and another lecturer (writing IV) used analytic rubric. The components of writing I were content, coherence, grammatical (writing I) while writing IV were content, organization, and language use, but both were focused on content. The lecturers had stated and defined the range of point for each

component but only one of them who clearly defined the point into lowest up to highest score.

4. It was found that most lecturers who taught speaking and writing committed that they used the result of students' assessment as a feedback both for teacher and students. For the teacher, the result of students' assessment was mainly used as assigning grade to students by speaking and writing lecturers. The feedback was also used as motivating students to learn much and get a better mark.

## **B. Implication**

There were some implications that can be drawn from the finding and discussion of this research. First, the lecturer of speaking and writing subject did not care much about the document and instrument that would be used in assessing students' ability in speaking and writing. Second, the rubric was not transparently introduced and explained to the students so they can prepare themselves in learning and practice then set the goal for their own. If the students know about the rubric that will be used and the component that will be used to adjust their ability, they can measure themselves in what level they are now and to what level that they will achieved during and after teaching and learning process. Third, the lecturers had not used the result of students' assessment effectively. However, if the speaking lecturer can use it to measure the students' progress, the learning target, the area of weaknesses of their students in speaking class as well as writing class and design the strategy to overcome it.

## **C. Suggestions**

The research finding shows that the speaking and writing assessment which were applied by the lecturer was not clear enough to decide students' progress and achievement. The component and range of the point for each of component of the

rubric was not clearly designed so it cannot describe the precise achievement of students' ability in speaking and writing clearly. Thus it is suggested that;

1. The lecturer should carefully choose the types of speaking and writing assessment that suit with the course objective and the learning target. The teacher should do that before the teaching and learning process is due to.
2. The rubric for assessing speaking and writing along with the components and point for each of it should be introduced and explained to the students so they know their own strengths and weaknesses and set the plan to overcome their weaknesses, improve their ability and finally get the highest score in those subject.
3. The lecturer should use the result of students' assessment as the feedback for themselves and students as well. They should use it to modeling learning target, motivating students, and assigning the grade.

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