

CHAPTER I

INTRODUCTION

A. The Background of Study

In Senior High School speaking is one of the basic skills that being tested. The teacher will give several assessment to test students' speaking skills. Speaking assessment is a way to scoring and measuring the student's oral ability.

Speaking assessment is very important because of some factors: first, the teacher can find out the abilities and learning outcomes of the students in the aspect of speaking, second, the teacher can find out the difficulties and weaknesses of students, and the last the teacher can find out the level of efficiency of the learning methods he uses in the teaching and learning process.

There are several types of speaking assessments that teachers can use to test students' speaking skill, namely: imitative, intensive, responsive, interactive and extensive (monologue). Imitative speaking entails a students simply repeating what is being said. Intensive speaking requires students to respond in short sentence productions. Responsive speaking entails students actively participating in short discourse sessions. Interactive speaking is extremely similar to responsive speaking, however varying in that an interactive speaking session is much more

involved, may include multiple interlocutors, and is commonly found in the English speaking world. Extensive speaking is the most difficult form of speaking; it involves presentations being made, speeches being given, basically, long monologues.

Based on previous explanations about speaking assessment, the researcher will do survey on the types of speaking assessment used by English teachers in Purwokerto.

B. Reason For Choosing the Topic

The reasons why the researcher choose the topic “Survey on the Type of Speaking Assessment Used by English Teachers in Purwokerto” is the researcher want to know what types of speaking assessment which is often used to test students' speaking skills.

C. Problem of the Study

Based on the statement above the researcher needs to answer the following question:

“What types of speaking assessment are used by English teachers in Purwokerto?”

D. The Aim of the Study

The aim of this research is to know the types of speaking assessment used by English teachers in Purwokerto.

E. Clarification of the Study

To avoid misunderstanding and to make the topic clearer, the writer wants to clarify the terms used in this research as follows:

1. Speaking

Speaking is the act, utterance, or discourse of a person who speak

(<https://www.dictionary.com/browse/speaking>)

2. Assessment

Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving students learning and development. (Scratched in Yusuf 2015:14)

3. Speaking Assessment

Speaking assessment is a way to scoring and measuring the student's oral ability.

4. Survey

A survey is defined as a research method used for collecting data from a pre-defined group of respondents to gain information and insight on various topics of interest.

(<https://www.questionpro.com/blog/survey/amp>)

F. Contribution of the Study

Hopefully this research gives much contribution for some parties. Firstly, for the teacher, it is hoped that this research can encourage them to consider a better way in assessing speaking and also it is hoped can give a new type of assessment that has never been tried before. Secondly, this research may become one of the literatures for next research and it is hoped will give information to the readers generally about the types of speaking assessment

G. Previous Study

As the consideration to conduct this research, it is needed to know previous relevant studies conducted by other researchers. The first previous study entitled “A Study on Students’ Perception of Formative Assessment of Speaking Skill and Their Academic Achievement in Speaking Class” by Zakia Ashif Fauziah in 2018. The aim of the research was to find out whether or not there is correlation between students’ perception of formative assessment and students’ achievement in speaking class. The researcher used questionnaire to collect the data. Based on data, 88% students have positive perception towards formative assessment.

Then, the second previous study entitled “The Effectiveness of Self-Assessment on the Eleventh Grade Students Reading Skill” by Soraya Amalalia Husna in 2018. The aim of the research was to find out the effectiveness of self-assessment on students’ abilities about the material

that is given by the teacher. The researcher used quasi experimental research. The researcher used control class compared with experimental class. Based on data self -assessment is effective as a tool to know students' abilities or understanding about the material that is given by the teacher.

