Teachers' Techniques of Assessing English Speaking Skill in Limited Face to Face Learning

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ABSTRACT

The objectives of this research were to investigate teachers' techniques in assessing English speaking skill in limited face-to-face learning and the challenges faced by the teachers in implementing English speaking assessment techniques in limited face-to-face learning. This research was qualitative. The subjects of this research were four English teachers of SMPN 5 Bengkulu Tengah. All teachers were observed in their teaching classes, in total there were 14 classes. The data were gathered by using a checklist of observation and interview. The data were analyzed by using the procedures of Miles and Huberman namely; data reduction, display data, and verification and conclusion. The results of this research showed that the teachers used three basic types of speaking assessment; intensive, responsive, and extensive speaking. In the intensive speaking assessment, the techniques used by teachers were; direct response task, read-aloud task, and sentence/dialogue completion task. In the responsive speaking assessment, the techniques used by teachers was questions and answers. In the extensive speaking assessment, the technique used by teachers was oral presentations. The most frequently technique used by the teachers was the read-aloud task. While, the challenges faced by the teachers in assessing speaking skill in limited face-to-face learning were lack of learning time, taking turns learning, declining students' speaking skill, and difficulty in making students speak. In conclusion, the provisions during limited face-to-face learning and challenges faced by English teachers in assessing English speaking skill in limited face-to-face learning make the speaking skill techniques used by teachers were less varied.

Keywords: *Teachers' technique, Assessing Speaking skill, limited face-to face learning*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui teknik guru dalam menilai keterampilan berbicara bahasa Inggris dalam pembelajaran tatap muka terbatas dan tantangan yang dihadapi guru dalam menerapkan teknik penilaian berbicara bahasa Inggris dalam pembelajaran tatap muka terbatas. Penelitian ini bersifat kualitatif. Subjek penelitian ini adalah empat guru bahasa Inggris SMPN 5 Bengkulu Tengah, semua guru diobservasi di kelas mengajarnya, total ada 14 kelas. Pengumpulan data dilakukan dengan menggunakan checklist observasi dan wawancara. Data dianalisis dengan menggunakan prosedur Miles dan Huberman yaitu reduksi data, display data, dan verifikasi dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa guru menggunakan tiga tipe dasar penilaian berbicara, yaitu berbicara intensif, responsif, dan ekstensif. Dalam penilaian berbicara intensif, teknik yang digunakan guru adalah tugas respon langsung, tugas membaca nyaring, dan tugas penyelesaian kalimat/dialog. Dalam penilaian responsive speaking, teknik yang digunakan guru adalah tanya jawab. Dalam penilaian berbicara ekstensif, teknik yang digunakan guru adalah presentasi lisan. Teknik yang paling dominan digunakan oleh guru adalah tugas membaca nyaring. Terakhir, tantangan yang dihadapi guru dalam menilai keterampilan berbicara dalam pembelajaran tatap muka terbatas adalah kurangnya waktu belajar, pembelajaran bergiliran, menurunnya keterampilan berbicara siswa, dan kesulitan dalam membuat siswa berbicara. Kesimpulannya, ketentuan selama pembelajaran tatap muka terbatas dan tantangan yang dihadapi guru bahasa Inggris dalam menilai keterampilan berbicara bahasa Inggris dalam pembelajaran tatap muka terbatas membuat teknik keterampilan berbicara yang digunakan oleh guru kurang bervariasi.

Kata kunci: *Teknik guru, Menilai Keterampilan berbicara, pembelajaran tatap muka terbatas.*

INTRODUCTION

Speaking was viewed by language examiners as the most difficult of the three language skills to assess; writing, listening, and reading. According to Ginhter (2003), assessing oral performance necessitates either "live" observation or the capture of performance in some form for later evaluation. It is necessary to select an elicitation method, create a rating scale, and train interviewers and/or raters. Therefore, understanding speech assessment requires an examination of grading methods, scales, and raters. Assessing speaking skill is probably one of the biggest challenges compared to the other language skills, listening, reading, and writing, because assessing speaking skill have to pay attention to many aspects such as fluency, pronunciation, vocabulary, accuracy, interaction, and communication. There are some reasons that make speaking is difficult to assess, they are because (1) it is fast, easily lost, difficult to hold and analyze (2) there are many aspects to assess, and (3) for some purposes of the assessment it is assessed over a block performance, not sentence by sentence, but sometimes teachers can focus on sentence by sentence, it depends on the purpose of the assessment.

At this moment, the world is experiencing a terrible pandemic. Covid 19 is the main cause of the pandemic facing today. Various lifestyles and habits have been changed to reduce the spread of this virus. In all lines of life, the order of life has changed, as well as in the field of education. The teaching and learning process cannot be done face-to-face. Several times, the government, through the Ministry of Education and Culture, issued circulars or decrees regarding the implementation of learning carried out during the COVID-19 pandemic. This was, of course, done to reduce the risk of transmission of the virus among students and educational staff.

Based on the Joint Decree of 4 ministers number 91769/A5/HK.01.04/2021 dated December 22, 2021 concerning Guidelines for the Implementation of Learning During the 2019 Corona virus Disease (covid -19) Pandemic, the current learning is based on vaccination achievements in the area. By calculating the vaccination achievement, it can be decided whether schools in the area can carry out full face-to-face learning (100%), limited face-to-face (50%), blended learning, or full distance learning.

Schools that carry out limited face-to-face learning must follow provisions: (1) take turn learning; (2) the number of students is 50%; (3) the maximum length of study is 6 hours; and with a very strict process. The provisions make teachers have to be smart in choosing appropriate learning and assessment techniques, hopefully, learning objectives can be achieved and teachers can carry out an assessment process to measure student understanding. The teacher must choose the right technique when the speaking skill assessment is carried out, because with limited learning time, sometimes the teachers only do that to a minimum, and time runs out with the explanation of the material.

Based on the explanation above, this research was investigate the techniques used by English teachers in assessing English speaking skill in limited face-to-face learning and the challenges faced by teachers in implementing the speaking skill assessment techniques in limited face-to-face learning.

METHODOLOGY

This research used descriptive qualitative method. Qualitative research is research that aims to understand phenomena about what the research subject experiences such as behavior, perception, motivation, action, etc.,holistically and explained in word forms, and language, in certain natural contexts and with use different natural methods (Moleong, 2011).Descriptive research is typically conducted with the primary goal of accurately describing the facts and characteristics of the object or subject under investigation. In this study, researchers used descriptive qualitative methods to describe the techniques used by teachers in assessing students' English speaking skill in limited face-to-face learning and the challenges faced by teachers in assessing English speaking skill in limited face-to-face learning at SMPN 5 Bengkulu Tengah The subjects of this research were four English teachers of SMPN 5 Bengkulu Tengah. All teachers were observed in their teaching classes, in total there were 14 classes.

The data were gathered by using a checklist of observation and interview. The form of checklist observation adopted from Brown (2010) to find out teachers' techniques in assessing English speaking skill in limited face to face learning. Interview in this research was semi-structured interview. A semi-structured interview is one in which the interviewer just asks a few predefined questions and the rest of the questions are not scheduled ahead of time. The data were analyzed by using the procedures of Miles and Huberman (2014) namely; data reduction, display data, and verification and conclusion.

FINDING AND DISCUSSION

Findings

The description of the results of this research divided into two, the results of observation to see the speaking assessment techniques used by teachers and the challenges faced by the teacher in assessing speaking in limited face-to-face learning.

The Techniques Used by the English Teacher in Assessing Student's Speaking skill in Limited face-to-face Learning

The speaking skills investigated in this study were carried out during the teaching and learning process. There are seventeen techniques of speaking assessment that have been investigate in this study. Not all the techniques in the observation checklists are used by the teachers, only five techniques are used in assessing speaking in this limited face-to-face learning. The five speaking skill assessment techniques based on the most frequently to the least were; (1) Read aloud tasks; (2) Direct response tasks; (3) Questions and answers; (4) Oral presentation; and (5) Sentence dialogue/completion task.

1. Read Aloud Task

The first technique used by the teacher was read aloud task. It was the most frequently technique used by teachers in assessing English speaking skill in limited face to face learning. Based on the observations, the read aloud task technique implemented by the

teachers through 2 activities. The first activity was asking students to make short dialogues in pairs containing the material that day and students read the dialogue in pairs correctly in front of the class. Second activities in read aloud task technique was asking students to make a paragraph containing the learning material that day and the students read the paragraph in front of the class. There were the example of teachers instructions in each activities;

Teacher 1 on Thursday, March 24th ,2022 in class 7E (activitiy 1)

"Make a dialogue about asking and giving opinion with your seatmate, if have finished it read the dialogue in front of the class"

Teacher 4 on Monday, April 14th 2022 in class 7D (activity 2)

"Make a paragraph about your favourite things and read the paragraph in front of the class"

2. Direct Response Task

The second technique used by the teacher in assessing English speaking skill in limited face to face learning was direct response task. The teachers implemented this technique by asked students to respond verbally to the questions/instructions given by the teacher. This technique did by teachers during the teaching and learning process. Based on the observations, the instruction used by the teacher in this technique were:

Teacher 3 in class 8A on Thursday, March 24th 2022 :

"Please tell me about your hobby."

Teacher 3 in class 7A on Wednesday , April 9th 2022:

" Tell to your friend about your favourite things!"

3. Questions and Answers

The third techniques in assessing English speaking skill in limited face to face learning was questions and answers.This technique has been done by the teacher after doing the speaking assessment or during the teaching learning process. Based on the observations, teacher 1 and teacher 3 were given some short questions to the students related to the material and the students answer it directly. This technique used by the teacher to get more information from students about what they convey. The questions and answers technique that has been carried out is a series of assessment techniques carried out previously or used by the teacher during the teaching learning process.

Based on the observation, the example of questions and answers techniques used by the teachers were:

Teacher 1 in class 9A, on Friday March 18th 2022:

Questions and answers used after students do oral presentation (procedure text "how to make dragon fruit juice")

T : "What is the function of the blender in your presentation before?

S : " To blend the dragon fruit and sugar"

T : " Can you explain , what is the advantages of drink the dragon fruit juice for our body?

S : " It is good for our health, it contains a lot of vitamins.

4. Oral Presentation

The fourth techniques in assessing English speaking skill in limited face to face learning was oral presentation. Based on observations, the teacher has given assignments at the previous meeting so that students prepare for an oral presentation that they will do next week. In both classes, teacher 1 asked the students to do presentations on procedure text material "how to make something", students do presentations and practice it directly. This technique has a weakness because it takes a long time so that the assessment cannot be fully carried out in class.

5. Sentence/ Dialogue Completion Task

The fifth technique in assessing English speaking skill in limited face to face learning was sentence/dialogue completion.The sentence/dialogue completion task technique was only carried out by teacher 1 in class 8C. This technique was also used as a complement to the speaking assessment to determine students' speaking skill. This technique is carried out during the learning process, where the teacher speaks first and then continues by the students. Based on observation, there was the example of the dialogue in sentence/dialogue completions:
Teacher 1, Wednesday, March 23rd 2022:

> *Teacher 1: "Tia, based on the story Elephant is bigger than cow"*
> *Student : " Yes Sir, and the cow is smaller than elephant"*

The students are given time to read through the dialogue to get a sense of what's going on and to come up with appropriate lines to fill in. The teacher produces one part orally and the students respond the other part.

Challenges Faced By the Teacher In Assessing Speaking in the Limited Face to Face Learning

The interviews was conducted to the four English teacher in SMPN 5 Bengkulu Tengah. Based on the result of interviews to the four teachers about the challenges they faced in assessing speaking skill in limited face-to-face learning, the answers of the four teachers are almost the same. The four teachers have explained that the challenges they faced were; (1) Lack of learning time; (2) taking turns learning; (3) declining students' speaking skill;(4) difficulty in making students to speak.

1. Lack of Learning Time

Based on the interviews that have been conducted, the first challenges faced by the teachers in assessing English speaking skill in limited face to face learning was the lack of learning time. One of the teacher said;

> " *Tantangan utama pada masa tatap muka terbatas ini ialah soal waktu, waktu kita bertatap muka dikelas sedikit sekali, sehingga kadang belum selesai menjelaskan waktu habis, penilaian speaking kadang tidak selesai di kelas, ya saya suruh anak buat video*" {The main challenge in this limited face-to-face period is a matter of time, the time we meet face-to-face in class is very little, so sometimes we don't finish explaining the time runs out, speaking assessments sometimes don't finish in class, so I ask the students to make videos}

It indicates the English teachers in SMPN 5 Bengkulu Tengah were lack time in carrying out

speaking assessments in class.

2. Taking Turns Learning

The second challenges faced by the teachers in assessing English speaking skill in limited face to face learning was taking turns learning. Based on the interview, this challenges faced by teacher 2, teacher 3 and teacher 4. There was a teacher statement;

Teacher 2 on Tuesday, Marcg,21th 2022:

> *"Bergantian masuk, benar - benar tidak efektif, karena kita harus mengulang lagi menjelaskan, mengambil penilain, buang waktu".*{taking turn in, ineffective , we have to repet our explanation,our assessment, wasting time!}

3. Declining Students' Speaking skill

The third challenge faced by the teacher was the ability of students' speaking skill was decreasing. This challenges faced by all teachers.

Teacher 3 on Wednesday, April 9th 2022:

> *"dari sisi siswa , menurut saya menurun sekali kemampuan siswa, ya baik dalam hal speaking, penguasaan kosakata, grammar, mungkin karena terlena dengan pembelajaran sebelum ini dan juga ya belajarnya kan tidak efektif"* {From the students' point of view, in my opinion, students' abilities have decreased, both in terms of speaking, vocabulary mastery, grammar, maybe because they are complacent with previous learning and also the learning is not effective}

4. Difficulty in Making Students' to Speak

The fourth challenges faced by the teacher was difficulty in making students' to speak. Based on the interviews;

Teacher 2 on Tuesday, March 21st 2022:

> *"Sulit membuat mereka berbicara. Mungkin karena malu, grammar nya berantakan, tidak tahu menyebut atau mem pronuonce kan kata bahasa inggris itu."* {It's hard to get them to talk. Maybe because he was embarrassed, his grammar was messy, he didn't know how to pronounce or pronounce the English word.}

According to the teacher, some factors caused the difficulties to speak for students were difficulty in pronunciation, and grammatical confusion.

DISCUSSION

Teachers' Techniques of Assessing English Speaking skill In Limited Face To Face Learning

In view of the five basic types of speaking assessment proposed by Brown (2010), namely imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking, each of which has different techniques in assessing speaking skill, in limited face-to-face learning, the basic type of speaking assessment that teachers used the most was intensive speaking. The teacher used read-aloud tasks, direct response tasks, and sentence/dialogue completion techniques in intensive speaking. Next is responsive speaking, where the teacher uses questions and answer techniques, and last is extensive speaking, using oral presentation techniques. While the other two basic types of speaking are imitative speaking and interactive speaking, the techniques for assessing speaking in the two basic types of speaking assessment are not used by the teacher at all.

If we compare it with previous research, it was conducted by Maryana (2019) with the title Teachers' Classroom Assessment Techniques in English As Foreign Language (EFL) Speaking Class. This study found that the assessment techniques used were: (1) imitative: repetition of phrases and repetition of sentences; (2) intensive: reading aloud, completing the dialogue orally, and responding directly; and (3) responsive: describing pictures, eliciting questions, asking questions, and eliciting instructions. The basic types of speaking that were not used by the teacher were interactive and extensive speaking.

From both research, it is known that the speaking assessment techniques in intensive speaking are the most used by teachers. Out of the five techniques in intensive speaking, the read aloud task, direct response task, and sentence/dialogue completion are the most commonly used by teachers and the techniques did not use by the teachers in this type were picture cued tasks and translation. There was a similarity in the techniques that used by the teachers in full and limited face-to-face learning.

Read aloud task was the most frequently technique used by teachers. in assessing students' speaking skill in limited face-to-face learning. The interviews revealed the reasons why teachers used these techniques. In general, the answers of the four teachers are almost the same. They only choose techniques that are easy and efficient in time so that speaking assessments can be carried out in class until they are finished. The assessment techniques they chose were a simple assessment techniques, not complex. It did not take much time to do it. It is related to McGee (2008) statement that reading aloud allows you to assess student comprehension quickly and easily. Asking someone to read aloud from a book is one of the most basic comprehension tests. It reveals a lot more than whether or not the reader understands what is being said. It reveals how far the reader sees into the words and the pattern of the words. Reading aloud brings the physicality of words back to life.

In some techniques, namely the read aloud task, question and answer sentence/dialogue completion task, and questions and answers, all students can carry out speaking assessments in front of the class. But in other techniques, such as oral presentation, not all students can do it in front of the class, due to time constraints. The teachers finally asked the students to make recordings of their speaking assessments at home and send them using whatsapp or email. There are also teachers who ask students to make video calls to complete the speaking assessments of some students who did not get their turn in the class .

Challenges faced by the teachers in assessing English speaking skill in Limited Face To face Learning

The first challenges that the teacher found was the limited time for learning, it caused the time for conducting speaking assessments was also limited. All teachers said that the main challenges they face was lack of time in the classroom. The teachers have to think about the suitable techniques to assess speaking skill in this condition. O'Malley (1996:58) mentions determining evaluation criteria as a major challenge in addition to selecting the appropriate assessment. To solve the challenges, teacher have to selecting the appropriate assessment. Because of the limited of time, sometimes the speaking assessment carried out by the teacher can not finished in the class at all, the teachers have to finished it by asked students to make video about their assessment and send it via whatsapp or email or make a video call with the students after the class.

In Full face-to-face learning at one meeting are 90 minutes or 45 minutes. In limited face-to-face, learning time is reduced to 60 minutes for one meeting, the time difference about 30 minutes. It caused greatly affects in the teaching and learning process. In addition, the number of students limited to 50% makes students have to take turns learning, this week, half of the students are studying, then next week half of the students are studying. As explained in the point of lack of study time, students who take turn learning became one of the challenges faced by teachers. Teachers considered this is a challenge because they have to repeat the same materials and assessment at different and limited times.

The difference in learning in full face-to-face and limited face-to-face is very pronounced for the teacher. Brown (2010) describes two major challenges in assessing speaking: (1) the interaction of listening and speaking (e.g., the use of a lot of clarification) can make it difficult to treat speaking separately, and (2) the speaker's strategy of avoiding certain forms in order to convey meaning can make it difficult for test makers to design a good elicitation technique (one that can result in the expected target form). Aside from the fact that the teacher must think about the right teaching method or technique or assessment technique, which is efficient in terms of time, the teacher is also forced to repeat the learning and assessment that has been done in the previous class. It caused learning become ineffective.

Furthermore, taking turns learning make submission of material are not optimal because the duration of learning is limited, which is only two hours on average. This makes the teacher's burden heavier. Some schools apply an odd-even student admission schedule policy. So the teacher must carry out teaching twice on a face-to-face schedule with odd and even student numbers.

Before limited face-to-face learning was carried out, we were faced with a severe Covid-19 pandemic, which required schools to close their activities and replace them with online learning. Online learning have various impacts, one of which is the decline in students' speaking skill due to the lack of direct communication with the teacher.

The decline in students' speaking ability is probably also caused by the teacher's lack of knowledge about online learning. The teacher only uses whatsapp as a learning medium. Many students get "learning loss". "Learning loss" is "a lack of knowledge and skills academically". This situation shows that students are considered to have lost learning or have not learned anything. Then, there is no direct interaction between teachers and students, this makes students experience a decrease in their speaking ability. Sen (2021) states that interaction between teachers and students has an impact on classroom management as well as learning and growth. A positive teacher-student relationship promotes a student's cognitive, social, and emotional growth, as well as their mental well-being, according to developmental theory. Teacher-student relationships have a positive impact on a student's self-esteem and help them improve their skills. Interactions between students and teachers are critical for the development of academic self-concept and the enhancement of students' enthusiasm and success.

The decline in students' speaking skill causes the next challenge that teachers must face during the limited face-to-face learning period, namely the difficulty of asking students to speak. That statement also stated by Madsen (1983), he points out that of all the language tests that test speaking skill, it is the most challenging in terms of test preparation,

administration, and assessment. Some of the reasons why speaking tests seem so challenging are because of (1) the difficulty in defining the nature of speaking skill; (2) difficulty in selecting criteria for testing speaking skill; (3) involvement of other factors such as listening ability, tone interpretation, reasoning ability, etc.; (4) difficulty in making students speak (techniques to provoke students to speak).

CONCLUSION

This research aims were to investigate the teacher's techniques in assessing English speaking skill in limited face to face learning and the challenges faced by the teachers in assessing English speaking skills in limited face to face learning at SMPN 5 Bengkulu Tengah at academic year 2021/2022.

Based on the results of data analysis, it was found that the teachers used three basic types of speaking assessment, Intensive, Responsive, and Extensive speaking. In the Intensive speaking assessment, the techniques used by teachers were direct response task, read-aloud task, and sentence/dialogue completion task. In the Responsive speaking assessment, the techniques used by teachers were questions and answers. In the Extensive speaking assessment, the technique used by teachers was oral presentations. The most dominant technique used by the teachers was the read-aloud task. While,the challenges faced by the teachers in assessing speaking skill in limited face-to-face learning were lack of learning time, taking turns learning, declining students' speaking skill and difficulty in making students to speak.

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