

ANALYSIS OF SPEAKING ASSESSMENT IN ESP SPEAKING CLASS

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Abstract

English for Specific Purposes has grown to become one of the most prominent areas of EFL teaching. ESP provides learning of English skills such as: Speaking, Listening, Reading, and Writing. There are also assessment used in ESP for those four skills. In speaking skill, the instruction of the assessment should be given by the instructors based on the objectives of speaking skill itself. In developing speaking test, the instructors should consider on some aspects such as general objective of the test, specific objective of the test, the type of the test, time allotment and how to score the test. This research used qualitative research because the focuses of this research were to explain the assessment process implied by the instructors and to find the kind of assessment type, material, source and scoring used by the instructors in ESP Speaking Class at University of Muhammadiyah Malang. In this research, the writer used Observation, Interview, and Documents as the research instruments. The result of this research showed that the instructors used most of assessment types based on basic types of speaking assessment (Intensive, Responsive, Interactive, and Extensive) excluding (Imitative). The material and source sometimes can vary depending on the each objective of the syllabus. And in the scoring method, the instructors used analytic and holistic scoring.

Keywords: Speaking Assessment, ESP (English for Specific Purposes)

Introduction

English has become the main language of international communication and an integral part of most modern professions. Nowadays, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching. Evans (1997) stated that English for Specific Purposes is a model of learning English that defines to meet specific needs of the learners. The purpose of ESP is to make the students to be able to use the target language for their specific needs. Usually, one of the specific needs of the students is to use the target language in their work environment. Therefore, to be able to communicate successfully in English, students from different professions are taught in ESP. In order to be able to use the target language, the students must master the English skill such as Speaking, Listening, Reading and Writing.

One of the most important of English skills is speaking. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. To speak English is not easy because the students must be able to master the elements of speaking such as grammar, vocabulary, pronunciation, intonation, fluency, body language, and gesture. Sarosdy (2006) states that Speaking belongs to the out stage of language teaching process, when students are working on their language production, they are operating toward the communicative competence.

Speaking assessment aims to capture a student's ability to communicate for both basic communicative and academic purposes. In addition, O'Malley and Pierce (1996) argue that speaking assessment should focus on a student's ability to interpret and convey meaning for authentic purposes in interactive context and should assess speaking interaction and should include both accuracy and fluency, so the teachers have to use assessment activities that are as authentic as possible in educational setting by using certain activities such as using authentic language or organizing real world activities. For example: giving direction, giving opinions, also

another important task which is giving students opportunities to use language in situations based on everyday life

In speaking skill, the instruction of the assessment should be given by the teachers based on the objectives of speaking skill itself. Speaking skill usually uses subjective test. Therefore, in making test in the form of subjective is easy to construct but difficult to score because the test maker should make an appropriate scoring rubric. In developing speaking test, the teacher should consider on some aspect such as general objective of the test, specific objective of the test, the type of the test, time allotment and how to score the test.

Problem Formulation

This research aims to find the kind of assessment type, material, source and scoring used by the instructors in ESP Speaking Class at University of Muhammadiyah Malang. Five ESP instructors were selected as the responders. Hopefully, this research will be significant in two ways. The ESP instructors can use the various kinds of assessment for their activities in teaching ESP. And, the research can also be used by other researchers for further research about assessment.

English for Specific Purposes

English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Evans (1997) states the definitions of ESP:

- ESP is defined to meet specific needs of the learners
- ESP makes use of underlying methodology and activities of the discipline it serves
- ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

To be able to communicate successfully in English, students of different professions are taught in ESP. One of the characteristics of ESP is “the sense of purpose and the sense of vocation” (Harding, 2007). The characteristic predominantly on what students will need in their working environments, or, as Harding (2007) put it: “in ESP – English for Specific Purposes – the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job”. The large number of different professions has brought about the need for ESP specialisms, all of which share some common characteristics, such as specific needs, technical specialized vocabulary and documentation, specialized texts and interaction, an identifiable working environment, and so on (Harding, 2007). Hutchinson (1987) also states that ESP is an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning. It can be seen that ESP is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen as simple as an 'approach' to teaching.

Speaking Skill for ESP

Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In teaching speaking to EFL students, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language (Kayi, 2006). It can be concluded that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching – learning methodologies.

In term of the context, the speaking skill for ESP is almost similar with the speaking skill for GE (General English). The difference is only on the purpose. Speaking skill for GE is to make the students to be able to speak English in general. However, according to Harding (2007), he states that the purpose of ESP is paramount and relates directly to what the learner needs to do in their vocation or job. Therefore, the speaking skill in ESP focuses to make students communicate or speak about their specific areas.

Basic Types of Speaking Assessment

According to Brown (2004), there are five categories of speaking performance assessment tasks: *Imitative, Intensive, Responsive, Interactive, and Extensive*.

Imitative Speaking

This assessment focuses on a specific phonological criterion. A variation involves prompting test-takers with a brief written stimulus to read aloud. There is only one type of assessment for imitative speaking; it is called "*Phone Pass Test*". The test itself is about repeating word, phrase, or sentence.

Intensive Speaking

Test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language. There are 5 types of assessment for intensive speaking; those are: *Directed Response Tasks, Read-Aloud Tasks, Sentence Tasks, Dialogue Completion, Pictured-Cued Tasks, and Translation (of Limited Stretches of Discourse)*

Responsive Speaking

It is different from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances. And also involves brief interactions with an interlocutor. There are 3 types of assessment for responsive speaking; those are: *Question and Answer, Giving Instruction and Directions, and Paraphrasing*

Interactive Speaking

This includes long stretches of interactive discourse. The difference between these types of oral production assessment and responsive speech is the length and complexity of the expected output. There are 4 types of assessment for interactive speaking; those are: *Interview, Role Play, Discussions and Conversations, and Games*

Extensive Speaking

These tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with verbal interaction from listeners or an interlocutor being either highly limited or ruled out altogether. There are 4 types of assessment for extensive speaking; those are: *Oral Presentations, Picture-Cued Story-Telling, Retelling a Story, News Event, and Translation (of Extended Prose)*

ESP Materials

One of the most important issues regarding ESP materials selection is whether the materials selected should be solely or primarily subject specific. General materials focus on one's general ability to communicate more effectively, while subject-specific materials focus on a particular job or industry (Ellis and Johnson, 1994).

Scoring Methods

According to Luu (2012), there are two scoring methods for speaking assessment; those are analytic and holistic scoring. Analytic scoring aims to score by breaking down the objective of final products into criteria parts, and each part is scored independently. The procedures of this method involve the separation of the various features of a discourse into categories for scoring purpose. The total score is the sum of the rating for all of the parts that are being evaluated. In holistic scoring, the scores provide valuable information for an overall categorization of speaking ability.

Methodology

According to Ary (2010), the research design is the researcher's plan of how to proceed to gain an understanding of some groups or some phenomenon in its context. The writer applied descriptive qualitative research design. As Ary (2010) states that the goal of the qualitative research is depth of understanding in

analyzing data. For this research, the writer used Observation, Interview, and Documents as the research instruments.

The data collections for this research were the result of observation, interview, and document data. For the data analysis, first of all, the writer observed the teaching learning process of the ESP and took the result on observation checklist. After that, the writer interviewed the instructors in order to match the result of observation with the result of interview and also to obtain some incomplete data on the observation checklist. The writer also used documents from the teaching learning process of ESP. Last, the writer interpreted the result of observation, interview, and documents.

Findings

These research findings answered the research questions related to the kind of assessment type, material, source and scoring used by the instructors in ESP Speaking Class at University of Muhammadiyah Malang.

The Kind of Assessment Task

Based on the result of the research, the writer found the speaking assessment tasks used by the instructors; *Read-Aloud Tasks, Sentence Tasks, Dialogue Completion, Picture-Cued Tasks, Translation (of Limited Stretches of Discourse), Question and Answer, Giving Instruction and Directions, Discussions and Conversations, Games, Oral Presentations, Interview, Role Play.*

The writer also found that some instructors have planned some assessments that have not been implied yet; *Interview, Role Play, Picture-Cued Story-Telling, Retelling a Story, News Event.*

From those result, it can be concluded that the instructors used most of assessment based on the basic types of speaking assessment (Intensive, Responsive, Interactive, and Extensive). Also the assessments were related with the objectives of the syllabus.

The Kind of Assessment Material

The materials used by the instructors were various. The instructors tended to use the appropriate materials that fit with the objectives of the syllabus. However, it was also found that some of the instructors also used materials from General English because they thought that the focus of ESP itself is actually in EAP (English for Academic Purposes) term which means that the materials can also be blended with academic topic in term of General English. The materials could be related or unrelated with the students' department.

The Kind of Assessment Source

The instructors used the assessments related with the objectives of the syllabus. The instructors sometimes used assessment based on the textbook. Few of them were also found created some assessments by themselves in order to make the assessment more creative.

The Kind of Assessment Scoring

Most of the instructors used analytic scoring for the first assessment. Then, some of them changed to holistic scoring for the next assessments because the thought that using analytic scoring was difficult and consumed a lot of time to score. Despite the difficulty of analytic scoring. Few of the instructors who teach in a class with a small number of students kept using the analytic scoring because they felt it a little bit easier for them to analyze the score for only few students and it doesn't consume a lot of time.

Discussion

Based on the result of the research, the writer found 15 kinds of assessment type that have been implied by the instructors. It means that the instructors have already managed the assessment for the learning. However, according to Brown (2004), there are five categories related to the type of assessment, those are Imitative, Intensive, Responsive, Interactive, and Extensive. In this research, the writer found that the instructors used most of the assessment types based on 4 categories (Intensive, Responsive, Interactive, and Extensive). It can be concluded that none of the instructors used assessment type of imitative. The instructors did not implied imitative method for the assessment because they thought that the focus of imitative speaking assessment is to simply back (imitate) a word or phrase or possibly sentence (Brown, 2014), the instructors assumed that it is not relevant or

might be too easy to be implied to University students. Therefore, Arifani & Suryanti (2019) suggest a creative and innovative ESP teachers to facilitate ESP learners learning involvement to enhance ESP students' learning mastery.

Conclusion

In conclusion, the writer found that the instructors used most of assessment types based on basic types of speaking assessment (Intensive, Responsive, Interactive, and Extensive) excluding (Imitative). The material and source sometimes could vary depending on the objectives of the syllabus. And for the scoring method, the instructors used analytic and holistic scoring. Overall, it is good for the instructors to use many types of speaking assessment. However, for the scoring method, the holistic scoring might not be a good method for speaking assessment because holistic scoring only scores the students ability by using overall criteria.

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