

## Teachers' Way in Scoring Students Speaking Performance at School Parepare

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### Article Info

#### Article history:

Received 18 January, 2024

Revised 19 April, 2024

Accepted 12 October, 2024

#### Keywords:

Speaking;  
Performance;  
Assessment

### ABSTRACT

This result discusses how teachers give scores to students' speaking performances. In this case, the teacher who is the respondent has a different main assessment in giving scores to students' speaking performance. and each has its own challenges with 3 types of scoring assessments, namely holistic, analytical and using rubrics. The research method used is qualitative, data is collected through observation, in-depth interviews and also documentation. The subjects of this research consisted of several English teachers in Parepare. The results of this study indicate that teachers use various assessment theories in their evaluation practices. These theories include holistic, analytical, and use of rubrics, with different main assessment points.

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## INTRODUCTION

English is an international language, it has even become a compulsory subject in school. In the learning process, language learning is divided into several categories such as reading, listening and speaking. Speaking is one of the factors in assessing someone's good at English when they are fluent in speaking. And school teaches all these things and also has important points that will be assessed such as pronunciation, vocabulary, fluency, and grammar. In the process of learning to speak, the teacher will give scores to students based on the points which are the main assessment.

Scoring students' speaking performance in EFL can be a complex process that involves linguistic competence, skills, and strategy use. Teachers use different approaches to assess their students' speaking ability, such as the analytic scoring approach and the holistic scoring approach. The analytic scoring approach involves breaking down the speaking performance into different components and scoring each component separately, while the holistic scoring approach involves evaluating the overall quality of the speaking performance. teachers pay attention to different performance aspects when rating their students' speaking performance, such as fluency, pronunciation, grammar, and vocabulary. And in this case, the researcher conducted research at a secondary school in the city of Parepare, This study focuses on how the teacher gives scores on students' speaking performance abilities, which was carried out in several schools in the city of Parepare.

## METHODOLOGY

This study was designed using a qualitative design because the focus of the research was to find out the problems faced by teachers in assessing scoring speaking performance skills and determining the challenging factors that affect students' speaking abilities. Creswell states that mixed methods research is a research design with philosophical assumptions as well as an inquiry method. This method focuses on collecting, analyzing, and qualitative data in a single study or a series of studies. The main premise is that the use of qualitative approaches provides a better understanding of the research problem than either approach. Furthermore.

In this study, data were collected through observation and interviews. In the data collection process, qualitative. Because there are two types of instruments used to collect research data, Observation , and interviews, the data will be analyzed qualitatively.

Because there are two types of instruments used to collect research data, namely assessment rubrics, and interviews, the data will be analyzed qualitatively.

### Observation

Observations in this research were carried out qualitatively using descriptive methods. This is described based on the teacher's performance in assessing students during observation. Descriptive is a good method to use in explaining and collecting observation data because it is used to get a detailed picture and examine the data results in depth. Therefore, to avoid misinterpretation in collecting the data, observations of the way teachers assessed students' speaking performance skills were recorded to facilitate information gathering.

### Interview

An interview is a method of collecting data in research that involves a structured conversation between the researcher and the research subject, where the researcher asks questions and the subject provides answers. The purpose of the interview is to collect in-depth information regarding the subject's experiences, views and attitudes towards the research topic. Interviews can be conducted face-to-face or over the telephone and can be conducted in a structured, semi-structured, or unstructured manner. In qualitative research, interviews are often used to collect in-depth and complex data, and can be used in conjunction with other data collection techniques, such as observation and document analysis.

## RESULTS

The results of this research explain the results of research entitled How Teachers Assess Speaking Performance. The research process begins with preliminary research that collects information about how teachers assess student work. Preliminary research was conducted by asking several students about how English teachers assess students to get an idea of teachers in assessing students.

Table 1. Teacher's description of giving scores to students' speaking performance

Teacher	How to give scores to students	Interview Piece	assessment used
T1	<ul style="list-style-type: none"> <li>➤ Fluency</li> <li>➤ Pronunciation</li> <li>➤ Vocabulary</li> <li>➤ Grammar</li> <li>➤ Comprehension</li> </ul>	I assess students' speaking performance by looking at all aspects of speaking and I only assess holistically	Holistic
T2	<ul style="list-style-type: none"> <li>➤ Understanding of the topic</li> <li>➤ Pronunciation</li> <li>➤ Self confidence</li> </ul>	<p>The main thing that I assess in giving a score to students' speaking performance look at the student's self-confidence, how confident the student is when starting to speak, and the extent to which the student understands what is being said. and a way of pronouncing that is clear and easy to understand.</p> <p>I assess using analytical judgment</p>	Analytic
T3	<ul style="list-style-type: none"> <li>➤ Understanding of the topic</li> <li>➤ Pronunciation</li> <li>➤ Grammar</li> <li>➤ Student spelling</li> </ul>	The main criterion that I assess a student's speaking performance is more about his Understanding of the topic, good pronunciation, have good grammar and clear spelling.	Holistic

T4	➤ Fluency	If my main criteria include everything, fluency, vocabulary, comprehension, and grammar, everything doesn't have to be perfect, but at least students can understand or be able to more or less understand the components of good speaking performance. Also supported by student self-confidence.	Holistic
	➤ Pronunciation		
	➤ Vocabulary		
	➤ Grammar		
	➤ Comprehension		
T5	➤ Pronunciation	In the process of giving scores to students, I only focus on 3 important points to assess namely looking at pronunciation, grammar and also fluency. I use both analytical and, holistic assessments	Holistic Analytic
	➤ Grammar		
	➤ Fluency		

The process of giving scores to students in speaking assessments can involve various criteria. Teachers can consider factors such as pronunciation, vocabulary, grammar, fluency, comprehension, interactive communication, and self-confidence.

The table shows the different criteria used by five teachers to assess students' speaking abilities. Each teacher has their own criteria and assessment methods. Some teachers use a holistic approach, meaning they assess student performance as a whole, while others use an analytical approach, meaning they assess specific aspects of performance. The criteria used by teachers include students' fluency, pronunciation, vocabulary, grammar, comprehension, topic understanding, self-confidence, and spelling. Overall, the table shows that there is no one-size-fits-all approach to assessing students' speaking performance, and different teachers have different priorities and methods.

## DISCUSSION

The data obtained from the table reflects the variety of approaches used by teachers to assess students' speaking performance. Research shows that speaking assessment is a complex task, involving various factors such as fluency, pronunciation, vocabulary, grammar, comprehension, and confidence. The use of holistic and analytical assessment methods further underscores the multifaceted nature of speaking skill evaluation. In addition, this study emphasizes the importance of using assessment rubrics to ensure the validity and reliability of speaking assessments.

This is in line with the broader understanding that speaking assessment should consider a variety of criteria and use a clear assessment system to provide accurate and constructive feedback to students. Therefore, the data in the table are consistent with the existing literature regarding challenges and best practices in assessing students' speaking abilities.

## CONCLUSION

It can be concluded that in assessing and giving scores to students' speaking performance, teachers use various types of assessment based on assessment theory, such as the use of rubrics holistic and analytical assessments. This method evaluates specific points such as grammar, pronunciation, fluency, confidence, comprehension, and vocabulary.

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