

**ANALYSIS OF THE SPONTANEITY SPEECH
IN SPEAKING ASSESSMENT AT INSTITUTION
OF FOREIGN LANGUAGE DEVELOPMENT AL-YASINI
PASURUAN**

THESIS



By:

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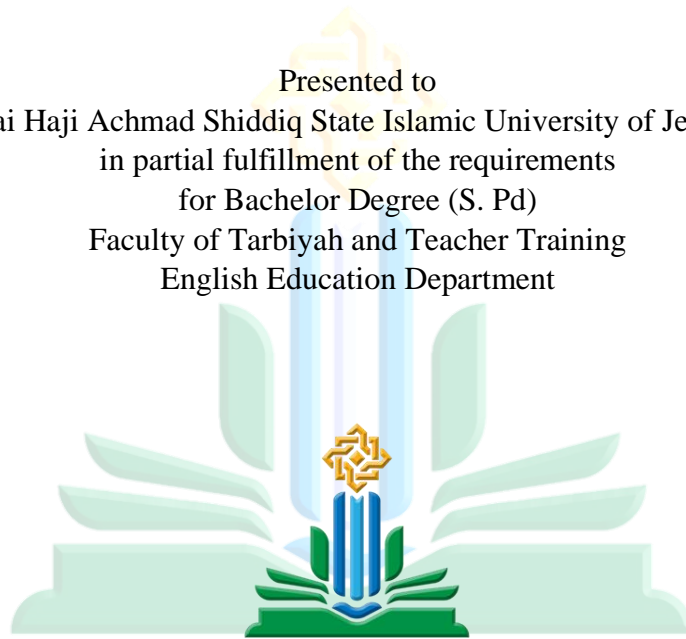
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JEMBER

**STATE ISLAMIC UNIVERSITY OF
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Presented to
Kiai Haji Achmad Shiddiq State Islamic University of Jember
in partial fulfillment of the requirements
for Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



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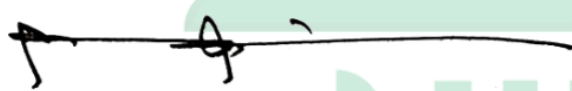
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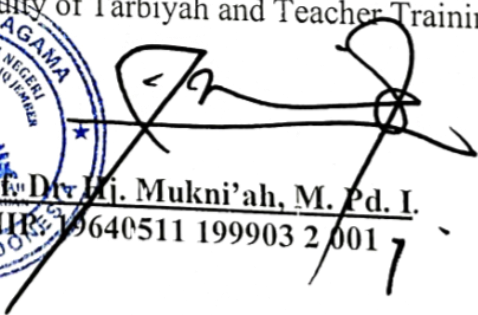
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MOTTO

وَأَنْفِقُوا فِي سَبِيلِ اللَّهِ وَلَا تُلْقُوا بِأَيْدِيكُمْ إِلَى التَّهْلُكِ ۚ وَأَحْسِنُوا ۚ إِنَّ اللَّهَ يُحِبُّ الْمُحْسِنِينَ ﴿١٩٥﴾

Artinya: “Dan infakkanlah (hartamu) di jalan Allah, dan janganlah kamu jatuhkan (diri sendiri) ke dalam kebinasaan dengan tangan sendiri, dan berbuat baiklah. Sungguh, Allah menyukai orang-orang yang berbuat baik”

Meaning: “And spend in the way of Allah and do not throw (yourselves) with your (own) hands into destruction (by refraining). And do good. Indeed, Allah loves the doers of good.” (QS. Al-Baqarah [2]:195).*



* Al Jamil, Al-qur'an dan terjemahannya (Bekasi: Cipta Bagus Segara, 2018), 30

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Lasianto and Khamidah who always pray for me, give support and spirit to me in gaining success.
2. My beloved Brother, M. Rokhmanul Khakim, S.T, and all my family who always give me support and motivation.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.



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Firstly, thanks to Allah Swt who has been giving me mercies and blessing so researcher can finish this thesis with the title “Analysis of The Spontaneity Speech in Speaking Assessment at LPBA Al-Yasini”. Secondly, may sholawat and salam always be with prophet Muhammad Saw who has been guided me from the darkness to the lightness.

The writer is aware that this undergraduate thesis has never finished without any helps and supports from others during the process. Therefore, in this opportunity, the researcher would like too thankful to:

1. Prof. Dr. H. Babun Soeharto, S.E., M.M. as the the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and fcilitate the researcher during learning in this campus
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6. Durrotus Tsaminah, M. Pd as the Head of LPBA Al-Yasini who help me to conduct this research
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8. All of the Lecturers of English Education Department, thank you so much for everything you have given to the writer

I wish Allah SWT gives blessing to all of you. Finally, I hope that this undergraduate thesis will be usefull for readers. However, I realize that this undergraduate thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this undergraduate thesis are greatly appreciated.

Jember, 19 Mei 2023

The writer

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ABSTRACT

Lailil Nur Fitriani, 2023. *Analysis Of The Spontaneity Speech In Speaking Assessment At Institution Of Foreign Language Development Al-Yasini Pasuruan*

Keywords: *assessment, speaking, speech, spontaneity*

Speaking is seen as a skill that is highly sought after by anyone who wants to be considered competent in a foreign language. Speaking is more than just creating and constructing sentences correctly and with proper grammar, but the ability to speak has a broad scope, such as in the fields of mechanics, functions, pragmatics, communication, and social interaction. In learning English, there are four abilities that should be mastered by students, one of which is the ability to speak. To find out the students' speaking ability, the teacher should give them a test. As an assessment, the teacher conducts a speaking test to find out how well students speak and their progress in learning in class. Thus, each lesson must have a technique used to measure students' ability to master speaking skills. The speaking test is a procedure to measure students' speaking ability in which students are required to speak aloud, conveying their ideas, and then students are graded based on their speech. Students learn about their speaking ability, as well as their strengths and weaknesses, through the speaking test. This research was conducted at LPBA Al-Yasini where the researcher focuses on the scoring procedure for the spontaneity speech in assessing the students' speaking skill.

The focuses of this research are ; 1) How is the implementation of the assessment aspects used by LPBA Al-Yasini, to be declared passed by the institution? And 2) what are the obstacles that have been found by tutor when assess the spontaneity speech. The aim of this research are; 1) To describe the implementation of the assessment aspects used by LPBA Al-Yasini to be declared passed by the institution and can become a competent graduate so that they can continue to improve thier speaking ability, 2) To describe obstacles on assessing the Spontanity speech.

This research employed descriptive-qualitative as the method of the research. It was conducted in LPBA Al-Yasini. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data.

The result of the research are: 1) There are several aspect that used by LPBA to assess spontaneity speech, which are fluency, grammar, vocabulary, comprehension, pronunciation they are then divided into three categories, which are body language, delivery and content. 2) The difficulties faced by tutors include: a) Tutors are not understand what the member is talking about during the spontaneity speech test, b) Difficulty in giving appropriate grades due to the lack of maturity of the topic, c) The content of the speech is often out of the theme, d) The grammar used by the member is messy, e) Members do not present a good body language.

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CHAPTER I

INTRODUCTION

A. Research Context

Speaking is seen as a skill that is highly sought after by anyone who wants to be considered competent in a foreign language. Speaking is more than just creating and constructing sentences correctly and with proper grammar, but the ability to speak has a broad scope, such as in the fields of mechanics, functions, pragmatics, communication, and social interaction. In learning a second language, speaking ability is the priority because it is the basis of communication and is not easy. In general, second language learners in this regard are English learners who often stagger and have difficulty speaking English. This is caused by the lack of student interaction in an authentic English environment that allows students to use English as a language to communicate and express it to others.¹

In addition, students also do not get the culture of native English speakers. Speaking is a very important and essential skill. Mastery of speaking skills shows that the speaker has broad and precise insight and knowledge of language. According to Bueno, Madrid, and McLaren, speaking is one of the difficult abilities that language learners must face. Speaking is considered a difficult skill, but speaking is a very important skill for language learners².

¹ A. Ghufan Ferdiant. Developing The Assessment Instrument Of Speaking. Okara Journal of Language Literature, Vol. 1 No. 1, 2016. P. 90

² A. Bueno, D. Madrid and N. McLaren (eds), TEFL in Secondary Education, (Granada: Editorial Universidad de Granada, 2006), p. 321

Among the four language skills, speaking is a very important skill because without speaking skills, students find it difficult to understand other language skills. Even language learners have to study a language for many years because they find it difficult to speak in certain situations and at certain times.³

In general, speaking skills are the most important skill among the four language skills because speaking is the ability to express something into spoken language and ideas into the form of words. So that, other people can understand what they mean. as Harmer has said that speaking is actually the ability to communicate fluently which not only relies on knowledge of language features, but also the ability to process information and the ability to process the language so that it can be understood by others.⁴ When someone is good at speaking, it seems like speaking can cover all four language skills, which are listening, writing, reading, and speaking. Through speaking, a person can channel his ideas and creativity so that others can easily adapt, especially in English classes, where the teacher understand the students' ideas through speaking. Speaking ability not be able to develop if it is not accompanied by a speaking assessment. In each lesson, there must be testing of the students' abilities so that students and teachers can find out the students' abilities in each lesson. In learning English, there are four abilities that should be mastered by students, one of which is the ability to speak. To find out the students' speaking ability, the

³ Parupalli Srinivas Rao, The Importance of Speaking Skills in English Classroom, An International Peer-Reviewed English journal, Vol. 2, No. 2, 2019, p. 8-9

⁴ Harmer, Jeremy. The Practice of English Language Teaching Third Edition. (Cambridge: Longman,2001) p. 269.

teacher should give them a test. As an assessment, the teacher conducts a speaking test to find out how well students speak and their progress in learning in class. Thus, each lesson must have a technique used to measure students' ability to master speaking skills⁵.

The speaking test is a procedure to measure students' speaking ability in which students are required to speak aloud, conveying their ideas, and then students are graded based on their speech. Students learn about their speaking ability, as well as their strengths and weaknesses, through the speaking test. With the speaking test, the teacher can also find out the progress of students while learning English.⁶ However, after studying English for so long, not all students or language learners are able to master the language skills to communicate well. Therefore, an assessment rubric is needed to measure students' ability to master speaking skills. Speaking ability is one of the most important parts of language learning, which makes it an important object to be assessed. However, the assessment of speech ability is quite difficult because there are many factors that influence the assessment of speech ability so that it can be seen how well students speak the language⁷.

⁵ Cut Mawar Helmanda, Rahmatun Nisa, 'TEKNIK PENILAIAN SPEAKING SKILL DALAM MENINGKATKAN KEMAMPUAN MAHASISWA BAHASA INGGRIS UNIVERSITAS MUHAMMADIYAH ACEH Cut Mawar Helmanda, Rahmatun Nisa', 2018, 625–32

⁶ R A Indayani, 'Analytic Scoring Procedure in Speaking Assessment At Hospitality Program of State Vocational High School 1 Buduran Sidoarjo', 2017
<<http://digilib.uinsby.ac.id/id/eprint/15311>>.

⁷ Talia Isaacs, *Assessing Speaking in Handbook of Second Language Assessment*, (University of Bristol: Berlin, 2016), 131

The speaking ability exam should be given more consideration than other speaking abilities, according to Oller in Nurgiyantoro, speaking abilities are a reflection of a person's language abilities. To determine how effective a speaker is, a speaking activity must be analyzed or evaluated⁸. Speaking skill is difficult to evaluate. However, we can anticipate reliable, fair, and acceptable test results for speech assessment because there are so many variables that impact our perception of how well someone speaks a language. In order to help pupils, enhance students' speaking abilities, the instructor or examiner must come to an agreement on how to measure speaking ability using various approaches⁹.

In essence, the functional speaking test evaluates students' communicative proficiency. There are two methods for testing productivity levels: direct measurement and indirect measurement. The direct speaking test evaluates a person's ability to talk when face-to-face speaking with an interlocutor, interviewer, or examiner. In the indirect test, speaking is evaluated without requiring test-takers to produce spoken language.

In addition, all language ability is indirect measures, Clark's divides language assessment methods into 3 parts that are indirect, semidirect, and direct categories. These categories have been found to be helpful for understanding speech assessment methods. Indirect tests use item types like multiple-choice main concept items to measure reading comprehension in order

⁸ Burhan Nurgiyanto, *Penilaian Pembelajaran Bahasa berbasis kompetensi* (Yogyakarta: BPFE, 2010), 297

⁹ Talia Isaacs, *Assessing Speaking in Handbook of Second Language Assessment*, (University of Bristol: Berlin, 2016), 131

to elicit the skills and abilities supporting examinee success. However, speech evaluation cannot be done using the indirect method. The practical test assesses speaking talents and skills in real-world performance. The interview, in which participants interact in structured or semi-structured ways with the interlocutor, interviewer, or assessor, is a classic illustration of direct speech evaluation¹⁰. The following models can be used to evaluate students' speaking abilities: (1) picture-based discussion; (2) speaking in response to visual or auditory stimuli; (3) story-telling; (4) interviewing; (5) discussing or debating; (6) speech; and (7) role-playing¹¹. The researcher investigates one of the seven types of speaking ability assessment that she has described, it is speech model. Which is applied at LPBA Al-Yasini especially at female cottage in the Speaking skill assessment from the last semester member.

In this study, researcher used LPBA as a research subject. LPBA is Lembaga Pengembangan Bahasa Asing (*Institution of Foreign Language Development*). LPBA is one of the institutions under the auspices of the Al-Yasini integrated boarding school where this institution is engaged in the development of foreign languages. This institution was founded by Mr. Muzammil Aziz on April 17, 2003. This institution was founded to develop foreign languages among Al-Yasini students. Currently there are two languages being developed by the LPBA, they are Arabic and English. Each member can choose what language

¹⁰ April Ginther, *Assessment of Speaking*, (Blackwell Publishing Ltd, 2017), 1

¹¹ Muh. Rijalul Akbar, *PENILAIAN PEMBELAJARAN BERBICARA (PENILAIAN PROSES DAN PENILAIAN HASIL) DAN MODELNYA*, 2014, 139.

they want to learn, and each language has levels from the lowest to the highest. The levels at LPBA are first semester, second semester, third semester, and last semester. Members conduct an exam to determine their level every semester or every 6 months.

In the last semester of LPBA at Al-Yasini especially at female cottage, members conduct a final exam that includes several tests of each English language ability, including writing, reading, listening, grammar, and speaking. After four semesters of study, the final assessment of students' speaking ability is through a Spontaneity Speech Test, in which members are given several themes one day before the exam and students have the opportunity to prepare material to be delivered during the exam, but during the exam, tutors or the examining teacher determine one random theme for one member and the members are given about 5 minutes to deliver a speech spontaneously.

Spontaneity Speech generally aims to measure the speaking skills of members, as well as prepare graduates who are brave and confident in applying foreign languages in their daily activities. This spontaneity speech is the final assessment for top-level members, where the tutor certainly has an assessment procedure that has been determined by the institution. So that from the institution's assessment procedure it can determine the member's graduation and the tutor can find out how capable the members to conveying their ideas and opinions.

This study focuses on the scoring procedure for the spontaneity speech used by LPBA Al-Yasini in assessing the students' speaking ability. Since, this is related to LPBA's mission of making the Al-Yasini Islamic Boarding School as a foreign language environment in daily conversation and demonstrating communication skills and directing students to study foreign languages intensively according to their interests and talents. At the beginning of the observation, the researcher found that LPBA is one of the institutions at Al-Yasini that has made santri become students who are proficient in foreign languages, both Arabic and English. In developing the students' English language skills, LPBA provides learning about all language skills, especially in speaking skills so that LPBA graduates are expected to become graduates who have the potential and confidence in speaking English.

In developing speaking skills, LPBA applies the method of memorizing vocabulary as the beginning of learning in speaking skills then LPBA continues to increase the level of development methods so that at the end of the semester, members are tested with speech. Whereas based on researcher opinion, speech is one of difficult model especially the incidental one is institution under the auspices of islamic boarding school. This institution had different assessment points from another institution or school, but this institution consist of the component that must be assessed on speaking skill. As a result, the researcher is interested in investigating the assessment aspects for testing speaking skills at LPBA Al-Yasini in the form of Spontaneity Speech, by the title “Analysis of the spontaneity Speech in Speaking Assessment at LPBA Al-Yasini”

B. Focuses of The Research

- a. How is the implementation of the assessment aspects used by LPBA Al-Yasini, to be declared passed by the institution?
- b. What are the obstacles that have been found by tutor when assess the Spontaneity Speech?

C. Research Objectives

- a. To describe the implementation of the assessment aspects used by LPBA Al-Yasini to be declared passed by the institution and can become a competent graduate so that they can continue to improve thier speaking ability.
- b. To describe obstacles on assessing the Spontanity speech

D. The Important of Research

The results of the development of this research are expected to provide benefits for various parties including:

1. Theoritical Benefits

- a. The results of this study are expected to be able to develop strategies that have been implemented so that this study can be a better strategy
- b. The results of this study are expected to be an innovation in English language learning
- c. The result of this study are expected to be implementation in another institution or school

2. Practical Benefits

a. For teacher

The results of the research are expected to be useful for the English teacher of LPBA Al-Yasini especially in teaching speaking, where the teacher can manage the assessment of speaking well

b. For Students'

The results of this research are expected to be used by students to continue learn and build good communication with others and expected to be used to develop language skills, especially to develop speaking skills. Then the results of this study are expected to increase student motivation in learning English

c. For Other Researcher

The results of this study are expected to be a reference for other researchers who conduct research in the same field but different in the focus of the research then the research design is also expected to be a new experience for other researchers in carrying out their research

d. For Institutions studied

a. The result of this study are expected to be absorbed as a reference by tutor of LPBA. So that, tutors can assess the members of LPBA better then before.

b. The result of this study are expected to be a reference by tutor in assessing speaking at another level of LPBA

E. Definition of Keyterms

The definition of Keyterms is used as a reference so that there are no misunderstandings in interpreting in understanding the terms in the title of this study. Therefore, researchers need to explain and affirm several terms as follows:

1. Spontaneity Speech

According to Zarefsky, The spontaneity speech method is a way of presentation where the speaker has little or no time to prepare¹². In this research, spontaneity speech is a speaking test conducted by the LPBA Institution of Al-Yasini in the final examination of last semester members (LS). In this examination members get five themes that given by the tutor a day before the time of examination then, members get one theme that they must deliver to other member

2. Assessment

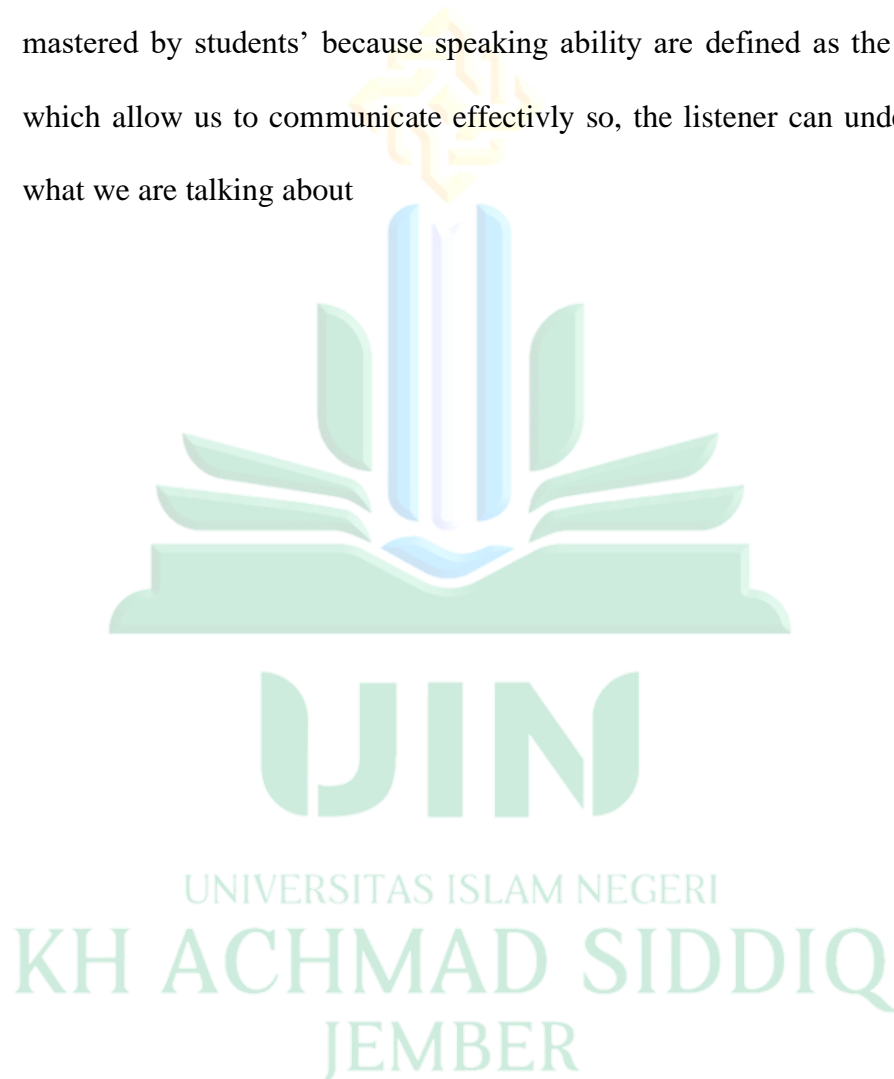
According to Brown, assessment is a series of actions used to determine the complex value of an individual or group. It involves collecting and interpreting information about the level of achievement of learning objectives.¹³ In this research, assessment is the process of collecting and processing information to determine the achievement of learner learning outcomes, especially in the development of speaking skills.

¹² Zarefsky, D. *Public Speaking: Strategies for Success*. (CA: Northwestern University, 1996)

¹³ Brown, D. H. (1990). *Language assessment: Principles and classroom practices*. (London: Longman) p. 4.

3. Speaking Skill

According to Tarigan, speaking skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings¹⁴. Speaking ability is one of the English ability that should be mastered by students' because speaking ability are defined as the ability which allow us to communicate effectively so, the listener can understand what we are talking about



¹⁴ Henry Guntur Tarigan. 1981. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa)

CHAPTER II

LITERATURE REVIEW

The researcher explains two sub-chapters in this chapter. The first is a review of previous research investigations in which researchers explain how this research differs from previous research. The second is the theoretical framework, where The researcher presented the theories around this study.

A. Previous Studies

Several researchers have studied several issues related to assessment procedures with different focuses and subject but the research findings show almost the same results. Here are some previous studies discovered by researchers:

- a. Putri Novitasari conducted descriptive-type qualitative research with the title “Language Teaching and Evaluation: An Analysis of Students' Speaking Performance Assessment.” The findings of this research gave rise to two conclusions obtained from the results of the questionnaire carried out. The findings first came from the preparation of the scoring rubric by the three speakers, each using their own range of values, but the assessment methods they used were the same, namely using the highest and lowest score standards. Second, the three speakers identified time-related obstacles in the assessment process, particularly in presentations, speeches, and debates.

- b. Cut Mawar Helmanda and Rahmatun Nisa conducted descriptive qualitative research with the title “Speaking Skill Assessment Techniques in Improving Abilities.” The results of this study suggest that one lecturer uses the assessment technique of an assessment rubric consisting of pronunciation, grammar, vocabulary, fluency, and understanding. Meanwhile, another uses a slightly different rubric that prioritizes fluent speech, continuous stories, complex vocabulary, and no errors that cause confusion. In other words, this lecturer does not place a high value on perfect pronunciation. So it can be concluded that the assessment rubric can have an impact on students because it can be a reference for improving and developing their speaking skills.
- c. Andi Indayani and Rugaiyah conducted qualitative research with the title "An Analysis of Teachers’ Strategies in Conducting Speaking Assessment at MTSN Andalan Pekanbaru.” This study uses a qualitative approach by analyzing data obtained from observations, questionnaires, and interviews so that it can produce findings that show that teachers implement strategies for carrying out speech assessment assessments in the classroom, starting from how students identify class assessment techniques, the purpose of assessing speech skills, types of assessments, then choosing teacher strategies, and finally, teachers' perceptions of the effectiveness of class assessment. In general, teachers apply several strategies when conducting speaking assessments. Specifically, discussion and conversation, Q&A, role-playing, and repetition

- d. Dini Aulia Dwintan is conducting research under the title "Improving the Eleventh Grade Students' Speaking Achievement Through the Whole Brain Teaching Method at SMK Farmasi Bina Medika Palembang." In this research, 58 students in the eleventh grade from SMK Farmasi Bina Medika Palembang participated in a quasi-experimental design. According to the findings of this study, (1) Whole Brain Teaching has shown to be an effective method for raising students' proficiency in public speaking, and (2) Whole Brain Teaching has been shown to significantly increase students' proficiency in public speaking compared to traditional methods of instruction. Finally, implementing the Whole Brain Teaching approach to teach speaking can boost student performance.
- e. Rizky Amalia Indayani is conducting research under the title "Analytic Scoring Procedure in Speaking Assessment at the Hospitality Program of State Vocational High School 1 Buduran Sidoarjo." This study uses a descriptive-qualitative technique. This research demonstrated that educators use two distinct rubrics, one of which is challenging corresponding with the characteristics of the analytical rubric based on Allen's theory. The presenting rubric, in instance, corresponds to 70% of the analytical rubric's characteristics based on the produced method and 70% of nature's qualities. Additionally, rubrics for conversations are constructed based on process features with the goal of reaching 70% compliance and 100% appropriateness by nature.

- f. Asmiati. A conducted a research by the title “Using Time Token Arends to Improve Speaking Ability to The Second Year Students of SMA Negeri 1 Lilirilau Soppeng”. This study used a quasi-experimental design consisting of a series of pretests and a posttest to determine its outcomes. As a summary of the findings and results of this study, Students' attitudes on the use of the time-token Arends technique were positive, and there was noticeable growth in students' ability to communicate orally. This study uses a descriptive-qualitative technique.
- g. Erlenawati Aisyah conducted a research by the title “Students’ Ways and Criteria in Assessment Speaking”. The researcher used qualitative analysis and design of descriptive method. The results shows that the most common methods used by students to assess speaking include role-playing, discussion and conversation, question and answer, directed response activities, and games. Other methods used by some students include interviews, picture-cued exercises, recorded monologues, and live monologues. Furthermore, the results showed that students apply four factors to judge their speaking ability. Pronunciation, fluency, vocabulary, and accuracy are all factors. Furthermore, several students stated that comprehension is one of the factors they use to evaluate speaking.
- h. Putri Aulia Swastika, Ririt Rachma Miranti, and Muhammad Rauuf Oktavian Nur conducted a research by the title “The Analysis of Speaking Assessment Types in Textbook ‘When English Rings a Bell’

Grade VIII”. The study decided for a qualitative-descriptive approach. This research aims to analyze When English Rings a Bell for Grade 7's five different types of oral examinations. This research shows that there are five different types of oral exercises in that book, each with its own frequency. Reading, listening, and writing in English are also included in addition to a section on improving oral communication skills.

- i. Ismiati Purwaningsih Subiana, Didi Sukyadi, and Pupung Purnawarman conducted a research by the title “Using Flipgrid as Electronic Portofolio in Speaking Assessment”. Qualitative approaches were used in this research. The goal of this research was to examine the feasibility of using Flipgrid as an electronic portfolio for the purpose of evaluating public-speaking abilities. According to the findings of this study, electronic portfolio-based evaluation may be used as both a learning tool and an assessment tool.
- j. Usep Kuswari, Dingding Haeruding, and Haris Santosa Nugraha conducted a research by the title “Developing An Assessment Model to Improve The Sundanese Speaking Skill of Indonesian Middle School Students”. This study employed design-based research approaches. This study attempts to provide criteria for assessing how well junior high school students in West Java, Indonesia, speak Sundanese. Expert, user, and practitioner reviews all agree that the SSTM accurately assesses students' level of oral communication proficiency in the sixth grade.

The similarities and differences of previous study would be explained in the table 2.1

Table 2.1
Similarities and Differences of Previous Study

NO	NAME/TITLE OF RESEARCH	METHOD	SIMIARITIES	DIFFERENCES	RESULT
1	Putri Novitasari, conducted a research by the title “Language Teaching and Evaluation: An Analysis On Students’ speaking Performance Assessment” in 2020	Descriptive- Qualitative Method	Both researchers analyzed the assessment of speaking ability.	This study examined assessments from three different universities, whereas researchers examined only one source.	<ul style="list-style-type: none"> - Although the three presenters used different values, the assessment techniques they employed were the same, with the highest and lowest score criteria. - The three speakers noted time-related challenges in the evaluation process, particularly in presentations, speeches, and debates.
2	Cut Mawar Helmanda and Rahmatun Nisa conducted a research by the title “Teknik Penilaian Speaking	Descriptive- qualitative	Both studies aim to determine the assessment techniques used by teachers in.	The research object in this study is college students, whereas researchers employ Last Semester Members,	The assessment rubric can have an impact on students because it can be a reference for improving and

NO	NAME/TITLE OF RESEARCH	METHOD	SIMIARITIES	DIFFERENCES	RESULT
3	Skill dalam Meningkatkan Kemampuan Mahasiswa Bahasa Inggris Universitas Muhammadiyah Aceh” in 2018 Andi Indayani and Rugaiyah conducted a research by the title “An Analysis of Teachers’ Strategies in Conducting Speaking Assessment at MTSN Andalan Pekanbaru” in 2017	Qualitative method	measuring speech ability Both researchers used qualitative methods.	which consist of all junior high or high school students. This study explores the teacher's strategy in assessing speech ability while the researcher analyzes the scoring procedure used by tutors in assessing students' speaking ability in a Spontaneity speech assessment.	developing their speaking skills. Teacher apply several strategies when conducting speaking assessments. Specifically, discussion and conversation, Q&A, role-playing and repetition
4	Dini Aulia Dwintan conducted a research ny the title “Improving The Eleventh Grade Students’ Speaking Achievement	Quasi-experimental approach	Both researchers focused on the ability to speak	- This research uses a quasi-experimental approach, while the researcher uses a qualitative approach.	Teaching students how to speak using the Whole Brain Teaching technique helps improve their speaking abilities.

NO	NAME/TITLE OF RESEARCH	METHOD	SIMIARITIES	DIFFERENCES	RESULT
5	<p>Through Whole Brain Teaching Method at SMK Farmasi Bina Medika Palembang” in 2016</p> <p>Rizky Amalia Indayani conducted a research by the title “Analytic Scoring Procedure in Speaking Assessment at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo” in 2017</p>	Descriptive-qualitative	Both studies analyzed scoring procedures in the assessment of speech ability.	<p>- This research examines the development of students' speaking skills with the Whole Brain Teaching Method, while the researcher analyzes the scoring procedure.</p> <p>- This study examined the scoring evaluation of general speaking ability, whereas the researcher examined the scoring technique employed in the Spontaneity speech assessment.</p>	The teachers use two different rubrics, and this one displays several of the same features as the analytical rubrics developed from Allen's theory.

NO	NAME/TITLE OF RESEARCH	METHOD	SIMIARITIES	DIFFERENCES	RESULT
6	Asmiati. A conducted a research by the title “Using Time Token Arends to Improve Speaking Ability to The Second Year Students of SMA Negeri 1 Lirilau Soppeng” in 2010	Pre-experimental design	Both researcher discuss about speaking skill	<ul style="list-style-type: none"> - The subject of this study is vocational high school students with hospitality programs, and the research object used by researchers is Last Semester Members, where all members are junior high or high school students. - The High School Students' research objects was applied. - This research examines at whether or not using time token Arends helps students become better public speakers. 	Their confidence in public speaking has grown and they are enthusiastic to continue utilizing the time token Arends method.

NO	NAME/TITLE OF RESEARCH	METHOD	SIMIARITIES	DIFFERENCES	RESULT
7	Ernlenawati Aisyah conducted a research by the title “Students’ Ways and Criteria in Speaking Assessment Speaking” in 2021	Descriptive-qualitative	<ul style="list-style-type: none"> - Both researchers focused on the ability to speak. - Both researchers used qualitative methods. 	<ul style="list-style-type: none"> - This research used a pre-experimental design with a pre-and post-test. - The research object in this study is college students, whereas researchers employ Last Semester Members, which consist of all junior high or high school students. - This study examines how students assess their own speaking skills 	Students evaluate their speaking ability using four criteria: pronunciation, fluency, vocabulary, and accuracy. Additionally, some students said comprehension is one of criteria that they use in sepaking assessment
8	Putri Aulia Swastika, Ririt Rachma Miranti, and Muhammad Rauuf Oktavian Nur conducted a research by the title “ The Analysis of Speaking	Descriptive-qualitative	<ul style="list-style-type: none"> - Both researchers used qualitative method - Both researcher discuss 	In this study, the researcher examines at the grade seven textbook "When English Rings a Bell" and how it evaluates students' ability to communicate	This research shows that there are five distinct sorts of oral exercises in that book, each with its own frequency. Reading, listening, and writing in English are also

NO	NAME/TITLE OF RESEARCH	METHOD	SIMIARITIES	DIFFERENCES	RESULT
9	<p>Assessment Types in Textbook When English Rings a Bell Grade VIII” in 2020</p> <p>Ismiati Purwaningsih Subaina, Didi Sukyadi, and Pupung Purnawarman</p> <p>conducted a research by the title “ Using Flipgrid as Electronic Portofolio in Speaking Assessment” in 2021</p>	<p>about speaking assessment</p> <p>Qualitative method</p>	<p>- Both researcher used qualitative method</p> <p>- Both researcher discuss about speaking assessment</p>	<p>fluently and naturally, but the researcher analyze the speaking assessment that used in spontaneity speech</p> <p>This research use a media to assess the speaking skill but researcher analyze the speaking assessment that used in spontaneity speech</p>	<p>included in addition to a section on improving oral communication skills.</p> <p>The findings of this study demonstrate the benefit of electronic portfolios as both a teaching method and a means of evaluation.</p>
10	<p>Usep kuswari, Dingding Haeruding, and Haris Santosa Nugraha conducted a research by the title “Developing An Assessment Model to Improve</p>	<p>This research used Design-Based Research</p>	<p>- Both reseracher discuss about speaking assessment</p>	<p>- The purpose of this study is to create a junior high school-appropriate Sundanese-speaking skills evaluation methodology.</p>	<p>This study's findings suggest that the Sundanese Speaking Test Model (SSTM) is a reliable tool for assessing students' oral communication abilities in middle school.</p>

NO	NAME/TITLE OF RESEARCH	METHOD	SIMIARITIES	DIFFERENCES	RESULT
	The Sundanese Speaking Skill of Indonesian Middle School students” in 2021			- This research use a Design-based Research method	

The discussion of speaking ability and speaking ability assessment aspects is similar to all previous studies, but there are several things that distinguish this research from previous studies, including the object of research, how data was collected and what techniques were used.

The study subject differs from earlier studies in that previous studies mostly used schools as research subjects. Meanwhile, researchers employ boarding schools as study participants and a speech model to test speaking abilities.

B. Theoretical Framework

1. Speaking

There are several meanings of "speaking" given by language learning professionals. Emphasizes the fact that being able to speak a language involves being able to hold a competent conversation. Further, it is shown that the capacity to accomplish pragmatic objectives through interactive dialogue with speakers of different languages is usually consistently the condition for successful language learning.¹⁶ Oral communication, as

¹⁶ Brown, H. D.. *'Characteristic of successful speaking activities'*.(San Fransisco, NY:Cambridge University Press, 2001). P. 267

defined by linguists Richard and Renandya, includes not only the words themselves but also their tone, emphasis, and intonation when used in social interactions.¹⁷

Speaking is expressing an idea orally. By conveying what is in his/her mind, a speaker can make others understand the things that are in his/her mind. To make others catch and understand what he expresses orally, a student must note the signs that must be fulfilled. First, he must have a certain suggestion, problem or topic in mind in order to convey to the listeners, either what should be understood or responded too. Without a certain suggestion, problem or topic, there is no need for him to speak.¹⁸

Speaking refers to the act of producing and transmitting meaning through sounds and gestures. Conversation is an integral aspect of every language course or program. In today's society, however, the purpose of instructing students to speak should be to increase their communication skills so that they may express themselves and improve their use of their native languages. Speaking, as described by Cameron, is "the deliberate act of using language to convey meaning to another human being." Speaking is a challenging skill that involves a thorough understanding of language sounds, structures, vocabulary, and cultural subsystems. It suggests that the

¹⁷ Richard, J., & Renandya, W.. *'Methodology in language teaching: An anthology of current practice'*. (Cambridge, UK: Cambridge University Pres, 2002). P. 204

¹⁸ A. Ghufran Ferdiant. Developing The Assessment Instrument Of Speaking. *Okara Journal of Language Literature*, Vol. 1 No. 1, 2016. P. 93.

most productive skill in language usage is speaking. As a result, speaking is an essential skill.¹⁹

Communicating without using swearing requires the use of nonverbal indicators such as gestures, body language, and emotional expression. Brown clarifies the importance of social interaction in interactive language functions, where it is not what you say but how you say it and what you express through body language, gestures, eye contact, physical separation, and other nonverbal indicators²⁰. Speaking is a productive talent that enhances discussions and may be performed not just vocally but also through body language.

Speaking, according to Pollard, is one of the hardest components for kids to grasp. The acquisition of speaking skills can be a significant challenge for students due to various factors such as limited exposure to the English language, infrequent opportunities to practice speaking English in daily life, and a lack of motivation to participate in language learning activities. A lot of students are unable to interact effectively with foreigners because they do not know how to express themselves and how to say it. As a result, they encounter a communication barrier. Learners must grasp and

¹⁹ Ilham, M. Fauzi Bafadal, Muslimin. 'The an analysis of students' speaking Ability on Specific Purpose of Learning'. *Linguistics and English Language Teaching Journal*. Vol. 7, No. 1, 2019 p. 34.

²⁰ H. D Brown. 'Teaching by Principles: An interactive approach to language pedagogy (3rd ed)', (Englewood Cliffs, NJ: Prentice Hall Regents, 2007), p. 237

know how to use phrases and elements in speaking to prevent errors and accomplish successful communication with native speakers or not.²¹

2. Types of Speaking

Before assessing a speech, it is imperative to comprehend the fundamental classifications of communication, which consist of five separate categories. Brown and Abeywickrama presented five separate categories of speech, which are to be explained upon in further detail below.²²

a) Imitative

This mode of speech entails the administration of a task that the examinees are instructed to reproduce a given word, phrase, or sentence. While grammar is indeed a component of the score, the most crucial aspect of the test is the pronunciation. It is important that displaying conversational proficiency in the language is not an essential requirement for imitating speech. It is necessary for individuals to obtain knowledge and subsequently articulate it verbally without providing additional elaboration. The verbal expressions of individuals are dependent upon the auditory stimuli they receive.²³ At the highest level of the continuity of speech proficiency lies the ability to accurately

²¹ H. D. Brown. 'Language Assessment: Principles and Classroom Practices'. (San Fransisco State University, 2004) p. 141.

²² H. D Brown. 'Teaching by Principles: An interactive approach to language pedagogy (3rd ed)', (Englewood Cliffs, NJ: Prentice Hall Regents, 2007), p. 237

²³ Rahmawati Yenny and Ertin., "Developing Assessment for Speaking", IJJE, 1 No. 2, (Jakarta: 2014), p. 203.

reproduce a single word, expression, or statement. The evaluation of language proficiency based on criteria performance includes not only phonetics, but also includes a variety of linguistic features such as pronunciation, vocabulary, and grammar. The researchers' focus is only on pronunciation, without any presumptions being made regarding the test-taker's capacity to comprehend or convey information, or to participate in a contentious discussion. The act of listening functions as an indication for a brief duration, necessary for the speaker to recollect the clarified segment of language that necessitates replication.²⁴

b) Intensive

Another type of speech commonly employed in evaluative contexts involves the production of clear utterances in oral communication to demonstrate proficiency in a restricted range of grammatical, phrasal, lexical, or phonological connections (e.g., components of pronunciation, including intonation, stress, rhythm, and pauses).²⁵ In contrast to imitative, intense speech places little emphasis on phonological or aspect pronunciation. Some occupations need comprehension of meaning, but contact with the counterpart is restricted. The activities included in this program include of reading aloud, sentence completion, and dialogue completion.²⁶

²⁴ H. Douglas Brown. 'Language Assessment: Principles and Classroom Practices'. (San Fransisco State University,2004), p. 141.

²⁵ H. Douglas Brown, 141.

²⁶ Rahmawati Yenny and Ertin., "Developing Assessment for Speaking", IJJE,1 No. 2, (Jakarta: 2014), p. 203.

c) Responsive

The importance of authenticity in interpersonal communication cannot be overstated. As a result, the speaker is encouraged to talk as quickly as possible. Making a concise request statement in response to a brief chat is an example of this sort of action.²⁷ Responsive assessment activities integrate interaction and comprehension evaluations, though in a restricted capacity, such as clear conversations, customary greetings and courtesies, uncomplicated interests and observations, and similar interactions.²⁸

d) Interactive

The fundamental distinction between responsive and interactive discourse lies in the degree and complexity of verbal articulation. The number of speakers is also significant since certain talks require more than two people to participate.²⁹ Responsive and interactive speech can be defined based on the duration and complexity of contribution, which may involve multiple interactions and/or several participants. There exist two different types of communication, which is transactional language and interpersonal language. The first type is used to convey precise information, while the second type is used to build and maintain social relationships. The act of producing speech during interpersonal communication presents pragmatic challenges as it demands the use of

²⁷ Rahmawati Yenny and Ertin, 203

²⁸ Brown, H. Douglas. 'Language Assessment: Principles and Classroom Practices'. (San Fransisco State University, 2004). 141

²⁹ Rahmawati Yenny and Ertin., "Developing Assessment for Speaking, 203

a casual register and conformity to various sociolinguistic norms such as colloquialisms, ellipsis, slang, humor, around others.³⁰

e) Extensive

The act of extensive speaking includes a diverse array of techniques used for the production of speech. In addition, the speaker must maintain eye contact with the counter-speakers, who may be responding questions or discussing. Extensive speaking is the highest level of speaking skill that necessitates the use of components of the dominant language.³¹ Speeches, oral presentations, and storytelling are examples of crucial oral production activities that typically provide limited opportunities for audience participation through speech, often only allowing for nonverbal responses or no participation at all. For longer projects, language style is typically more purposeful (requiring preparation) and formal, while informal monologues such as speeches given informally, e.g., my vacation in the mountains, describing the tale of a novel or film, and so on, cannot be ruled out.³²

Furthermore, according to Musaba, speaking skill divided into some types such as:

a) Telling Story

Telling story is a way for verbally conveying a narrative, whether authored by oneself or others. When presenting a narrative, the speaker

³⁰ Brown, H. Douglas. 'Language Assessment: Principles and Classroom Practices', 142

³¹ Rahmawati Yenny and Ertin., "Developing Assessment for Speaking", IJJE,1 No. 2, (Jakarta: 2014), 203

³² Brown, H. Douglas. 'Language Assessment: Principles and Classroom Practices', 142

interacts with the audience in two ways, delivering the story through words, voice acting, and body movement.

b) Debate

Debate is open-minded reasoning to discuss a problem still at stake and keep pay attention with the rules of debate.

c) Discussion

Discussion is a scientific convention for open-minded and giving opinion in response to a problem

d) Interview

An interview is a question and answer activity with someone who is needed to be asked for information or opinions on a matter to be published in a newspaper, broadcast over the radio or aired on a television screen.

e) Speech

Speech is the act of speaking in public or orating in order to convey a viewpoint or provide an overview of a subject.

f) Conversation

A conversation is a dialog between two or more people. It builds communication through spoken (over the phone, for example) and written (in chat rooms) language. These conversations are interactive, i.e. spontaneous communication between two or more people.³³

³³ Musaba, Zulkifli. 'Terampil Berbicara'. (Yogyakarta: Aswaja Pressindo,2012)

This research discusses one of the speaking techniques, which is speech. Speech is a type of public speaking, or a way of communicating with a wide audience. Certain approaches are commonly used in speeches to successfully transmit thoughts, ideas, or expertise to an audience. Speech is the communication of one's ideas to be conveyed to others with good language and reinforced by nonverbal elements such as facial expressions, voice intonation, eye contact, and gestures, as stated in the book *Keterampilan Berbicara: Desain Pembelajaran Berbasis Quantum* by Nia Budiana.³⁴ According to Mulyana, There are several kinds of speeches, which are :

- 1) **Spontaneity Speech.** The act of spontaneity speech involves prompting students to deliver a speech within a limited timeframe, without prior preparation or rehearsal. Spontaneity speeches are typically delivered by individuals who possess significant expertise and knowledge in a particular subject matter.
- 2) **Extemporaneous speaking.** Extemporaneous speaking involves the allocation of speaking opportunities to students who have had some preliminary preparation. The act of public speaking entails the use of note cards as a means of guiding the speaker from one point to another, while also incorporating accents to effectively deliver the speech.
- 3) **Manuscript Speech.** Manuscript speech refers to a mode of delivery in which the speaker reads every word from a conventional and written

³⁴ Nia Budiana. *Keterampilan Berbicara: Desain Pembelajaran Berbasis Quantum*, 2017

speech. At times, this approach may lack stimulation in the absence of sensory input such as eye contact, physical gestures, and body language.

- 4) Memorizing Speech.** The process of performing a speech to memory involves the memorization of both the written and spoken components, including any portions that may not be specifically written out.³⁵

In this study, the researchers focused more on one type of speech, which is spontaneity. According to Zarefsky, The spontaneity speech method is a way of presentation where the speaker has little or no time to prepare. Spontaneity speech is a method of delivering a speech without preparing a script, small notes, or memorizing beforehand. This type of speech has the following weaknesses:

1. The topic presented in the speech is less mature
2. The discussion can be wide and unfocused
3. The content of the speech is prone to deviate from the theme of the event or activity
4. Sometimes the delivery seems awkward
5. Lack of control of the place and the listeners because it is spontaneous.³⁶

³⁵ Mulyana, G. H. Yayan. *A Practical Guide English for Public Speaking*. (Jakarta: Kesaint Blanc, 2009). P. 125

³⁶ David Zarefsky. *Public speaking: Strategies for succes*. (CA: Northwestern University, 1996.) P. 520

3. The Aspects of Speaking Assessment

The act of speaking is a complex skill that necessitates multiple usage of several independent abilities, each of which develops at various rates. The components of judging students speaking ability, according to John W Oller, include³⁷:

a) Pronunciation

Pronunciation is how to speak or pronounce a vocabulary word in English; it is related to speaking. As a result, if you don't have strong pronunciation, others may have difficulties comprehending what you're preparing to say.

In contrast to Indonesian, certain English words require specific pronunciation strategies. If the necessary guidelines are not followed, this speech style might lead to misunderstandings when talking in English.

Pronunciation includes both segmental elements, such as vowels and consonants, and suprasegmental features, such as stress and intonation patterns. Harmer states that in order to achieve effective communication in English, students must possess the ability to precisely articulate phonemes, employ appropriate intonation and sound patterns, and participate in coherent discourse.³⁸

³⁷ John W. Oller, J. Language Test At School. (London: Longman Group Ltd, 1979). P. 125

³⁸ J. Harmer. 'The practice of English language teaching'. (Edinburgh, NY: Pearson Education limited, 2001). P.343

b) Grammar

Bygate states that possessing an appropriate level of grammar and vocabulary is imperative for effective communication in a foreign language.³⁹ The process of integrating words to form accurate sentences is commonly referred to as grammar.⁴⁰ Michel and Catherine argue that while grammar may not be the most important skill to master, conducting language errors may limit comprehension and lead to negative evaluations from certain individuals.⁴¹

Grammar is an important component of speaking since incorrect grammar can change the meaning of a sentence. According to the argument of Linda and Peter, grammar related to the principles controlling the structure and operation of language. Lexicology is a discipline that focuses on the analysis and study of words.⁴² It is applied in both written and spoken communication. Grammar must be applied correctly for listeners to understand what the speakers are saying.

c) Vocabulary

This is widely recognized that vocabulary serves as the fundamental basis of language. Folse divides language into four categories: single

³⁹ M. Bygate, 'Speaking'. (Oxford, UK: Oxford University Press, 1987). P. 3

⁴⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge university press, 1996), 75.

⁴¹ Michel Swan and Catherine Walter, *How English Works A Grammar: Practice Book with Answer* (China: Oxford University Press, 2002), p. 2.

⁴² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodeaan Educational Enterprises, 1995). P. 2.

words, fixed phrases, variable phrases, phrasal verbs, and idioms.⁴³ An understanding of vocabulary is considered to be a crucial sub-skill in the English language that students are expected to develop. This particular tool has the potential to construct an arrangement of words, a group of sentences, or even a comprehensive manuscript. A lexicon refers to a collection of terms that an individual has acquired and become proficient in.⁴⁴ Vocabulary is essential in both verbal and written communication. People who do not master the terminology become unable to converse. Thornbury's claimed that grammar is essential for effective communication, and vocabulary is essential for conveying meaning, is a widely accepted view in the field of language studies.⁴⁵ Furthermore, Nunan stated that an effective command of vocabulary is imperative for proficient use of a second language.⁴⁶ The argument may be posited that language defines an essential component of the process of communication.

d) Fluency

The term "fluency" refers to the capacity to communicate in a smooth and effective manner. According to the definition provided by the Longman Dictionary, fluency refers to the ability to communicate

⁴³ Folse. 'Vocabulary myths: Applying second language research to classroom teaching'. (Michigan, US: University of Michigan, 2004), p. 2

⁴⁴ David Nunan, *Practical English Language Teaching Young Learners* (New York: Mc-GrawHill ESL/ELT, 2006), p. 121.

⁴⁵ Scoot Thornbury, *How to Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

⁴⁶ David Nunan, *Languauge Teaching Methodology: A Text Book for Teacher* (London: Phoenix, 1995), p. 117.

verbally, in written form, or through musical performance with simplicity and without interruption.⁴⁷

The term "fluency" refers to the ability to communicate verbally without any interruptions or pauses.⁴⁸ Meanwhile, Gower, Diane, and Steve define fluency as "the ability to keep going when speaking spontaneously."⁴⁹ Many language learners try to fluency in speaking. The following are some aspects of fluency:

a) Smoothly

Students that can converse fluently can also converse effortlessly. During the current academic term, students have the opportunity to learn effective techniques for using "fillers" in their speech, as well as incorporating synonyms, antonyms, and related terminology to improve the consistency of their discourse. In discourse, fillers are employed as a means of signaling to the audience that the speaker has not yet concluded their thought, but rather is in the process of considering their next verbal contribution. In the event that students' are unable of managing their interruptions, their ability to communicate proficiently may be compromised.

⁴⁷ Paul Pocher, *Longman Dictionary of Contemporary English* (England: Longman Group Ltd, 1981), p. 242.

⁴⁸ Riddel. 'Teaching English as a foreign or second language'. (Chicago, NY: McGraw-Hill Companies, 2001). p. 118

⁴⁹ Gower et al. 'Teaching practice handbook'. (Oxford, UK: Heinemann English Language Teaching, 1990). P. 100

b) **Confidently**

In order to convey confidence during oral presentations, individuals may employ various techniques, including but not limited to: establishing and maintaining eye contact with the audience, exhibiting proper posture, utilizing appropriate gestures and body language, maintaining a constant and without interruption flow of speech, and displaying a confident and enthusiastic attitude through the use of smiling. When someone can talk confidently, it shows that they are self-assured. Self-assurance is essential in public speaking since it provides speakers with excitement, confidence, and stimulation.⁵⁰ As a result, speakers with strong self-confidence perform best in terms of speaking ability and communicate smoothly.

e) **Comperhension**

The last aspect of speech is comprehension. Both presenters discuss on understanding since it can help people obtain the knowledge they need. The term "comprehension" refers to the cognitive capacity to apprehend and assimilate information through a fundamental understanding of a given subject matter or the ability to identify the meaning of a particular situation.

⁵⁰ Roysmanto, "A Correlation Between Self-Confidence and The Students' Speaking Skill", Research and Innovation in Language Learning, (January, 2018), p. 2.

In the case of oral communication, understanding requires that the subject both respond to and make the speech. Speaking requires a great deal of understanding. This indicator determines the level of comprehension regarding a conversation. Comprehension relates to the examination of the extent to which students are able to comprehend a language. Comprehension serves a crucial role in facilitating the process of collecting language, as it is a crucial element for effective learning.⁵¹

Furthermore, speaking has scoring categories that can be used as a reference in every speaking skill assessment. The speaking skill scoring categories would be explained in the table 2.1

Tabel 2.2
Speaking Skill Scoring Aspects

Aspects	Score				
	1	2	3	4	5
Pronunciation	Pronunciation challenges are common, however, individuals who are native speakers and familiar to interacting with individuals attempting to communicate in their language may comprehend them.	The speaker's accent is comprehensible, although on occasion inaccurate.	Errors Rarely do native speakers are impacted and one should avoid interfering with comprehension. Dialectal variations can be considered to be significantly unfamiliar.	Instances of incorrect pronunciation are infrequent.	A natural educated speaker would consider it comparable and perfectly acceptable.

⁵¹ Scott, Thornbury, an A-Z of ELT: A Dictionary of Term and Concepts Used In English Language Teaching (Oxford: McMillan, 2006), p. 43.

Aspects	Score				
	1	2	3	4	5
Grammar	Errors in grammar are frequently observed, however, individuals who attempt to converse in a foreign language with unfamiliar interlocutors can still be comprehended by native speakers.	Individuals are generally able to accurately manage basic sentence structures, but may exhibit limited proficiency and assurance in their grammatical abilities.	Excellent mastery of the English language. The individual possesses the ability to effectively engage in both formal and informal discourse	Proficiency in the language is essential for meeting professional demands at all levels. Errors in grammar are infrequent.	On par with a proficient individual who has acquired the language as their first language.
Vocabulary	Limited vocabulary for expressing anything other than the most basic demands	Has a large enough speaking vocabulary to convey yourself in a few phrases.	The individual's proficiency in a particular language enables them to participate effectively in both formal and informal discussions pertaining to practical, social, and professional topics, with a sufficient range of vocabulary at their disposal. In order to comprehend a given concept, it is imperative to possess an extensive lexicon.	Individuals possess the ability to comprehend and actively participate in any discourse related to their state of experience, showing a commendable level of precision in their use of vocabulary.	Educated native speakers consider every type of speech acceptable, including its various components such as an extensive vocabulary, idiomatic expressions, informal language, and references to cultural standards.

Aspects	Score				
	1	2	3	4	5
Fluency	There is no exact definition of fluency.	The individual is capable of managing various social situations with competence, although not with effortlessness. These situations may include introductions, casual discussions related to current events, as well as topics related to employment, family, and personal experiences.	May convey the value of various talents with ease. In seldom have to search for words.	Proficiency in applying language effectively across various levels, with a particular emphasis on professional contexts. Proficiency in participating in any discourse within this domain of knowledge with a significant level of fluency.	The individual demonstrates a high level of proficiency in the language, enabling their verbal communication to be easily supported by professionals who are native speakers.
Comprehension	Simple queries and comments provided with delayed, repeated, or paraphrased speech can be understood by someone with very minimal language experience.	Can comprehend most non-technical talks (i.e. Topics that do not need specialist understanding)	At a regular speaking rhythm, comprehension is generally comprehensive	Can comprehend every discussion within its field of experience	Comparable to educated native speakers

4. Types of Speaking Test

A functional speaking examination is essentially a test designed to assess a learner's communication abilities. A productivity test may be conducted in two ways: directly and indirectly. A direct measurement is

performed by asking the learner to talk and assessing them based on their utterances. As a result, the rater rates the learner's performance while they are speaking. This is frequently referred to as an oral assessment. In contradistinction to the direct assessment, the indirect assessment necessitates that the examinee create a written reaction to a specific communicative appearance, such as completing a conversation or choosing the suitable reply for a given statement. The "paper and pencil" test is not a reliable measure of communicative proficiency as it does not necessitate actual communication on the part of the student. Stated differently, the examination does not evaluate the actual demonstration of the learner's communicative ability. While it may not be suitable for assessing classroom performance, it can be considered suitable for conducting an examination on a large scale, involving an extensive number of test-takers.⁵²

A language exam can be classed into discrete-point tests, integrated tests, and pragmatic tests based on the language features. A discrete assessment evaluates a specific language component, such as pronunciation, intonation, grammar, or vocabulary. In the meantime, an integrative assessment is conducted to evaluate all the linguistic elements simultaneously. The final type of examination, known as the pragmatic exam, is an inclusive assessment that can be categorized as a practical oral examination. This is because it evaluates the learner's ability to utilize the

⁵² Nur Mukminatien. 'The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment' *TEFLIN Journal*, Vol. XI, No. 1 (Universitas Negeri Malang: Malang, 2000). P. 38

target language for communicative purposes within a particular context.⁵³

Brown and Yule identified two distinct classifications for language functions, which is interactive function and transactive function.

The initial concept relates to the function of language in upholding social connections, while the latter relates to a form of communication that emphasizes the transmission of information over interpersonal exchange. An interactive speaking exam may be an interview or a role play, but a transactive speaking test could be tale telling, making a speech, reading an announcement, presenting a report, or any number of other activities. A speaking exam should be created for classroom use by identifying the objectives, types of tests, and scoring system. The creation of the scoring guide and score sheet is informed by the objectives, types, and approach.⁵⁴

5. Scoring Procedure of Speaking Test

In contrast, a speaking assessment that is designed to evaluate functional language proficiency entails a more intricate scoring methodology, as it requires the evaluator to take into account both the overall and particular aspects of speaking ability.⁵⁵ The functional speaking exam, according to Brown and Yule in Mukminatien, can be administered in an interactive or transactive dialogue. Interactional communication refers

⁵³ Nur Mukminatien, . 'The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment' 38

⁵⁴ Nur Mukminatien, 'The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment', 38

⁵⁵ Nur Mukminatien, 'The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment'. 39

to the use of language for maintaining social contact, such as interviewing and role acting. The transitive interaction is a communication style that emphasizes the message over the interaction itself. This can be observed in different types of communication, including but not limited to storytelling, speech-making, announcement-reading, and report-presenting.⁵⁶

Underhill states that there exist several different ways of evaluating a speaking examination in Nur Mukminatien, which is the analytic and impressionistic approaches.⁵⁷ The first stage is to score the learners' speaking ability by breaking it down into subskills, and then the rater scores each component before combining the sub scores to the total score. The second approach involves evaluating the speaking proficiency of learners by means of the rater's comprehensive evaluation of their overall performance, without any requirement to classify the speaking components.

Depending on the sorts of speech examined, the design of the speaking test could be different. Several factors should be examined to ensure the legitimacy of the assessment of speaking skill,⁵⁸ they are:

a) Practicality

Practicality is the core premise of language assessment. In advance of selecting a test, it is imperative to evaluate its feasibility with regards to temporal limitations for conducting

⁵⁶ Pandiya, 'Rubrics on Scoring English Tests for Four Language Skills', Jurnal Pengembangan Humaniora Vol. 13 No. 1, 2013

⁵⁷ Nur Mukminatien. 'The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment', 40

⁵⁸ G. Fulcher, Testing Second Language Speaking, (London: Longman/Pearson Education, 2003)

and comprehending the test, financial limitations, and facility limitations.⁵⁹

b) Validity

To assign an accurate test, measurements must be consistently correct. It must measure what needs to be assessed while excluding any irrelevant aspects. Writing an essay is not an appropriate test for assessing speaking skills since it does not give information about the test taker's voice output. As a result, it may not produce the genuine talents of test participants.

The test designer should choose which sorts of speaking were evaluated based on the forms of speaking, since this will effect the assessment design. Using an interview exam to assess imitative speech may result in an inaccurate assessment.⁶⁰

c) Reliability

In order to determine the reliability of a test, it is essential to have a scoring system that is consistent. There must also be a defined rubric and scoring rules. A valid test is not usually a trustworthy test. A test designer, on the other hand, should make every effort to keep a dependable test as valid as feasible.⁶¹

⁵⁹ Rahmawati Yenny and Ertin., "Developing Assessment for Speaking", IJJE,1 No. 2, (Jakarta: 2014). P. 203.

⁶⁰ Rahmawati Yenny and Ertin., "Developing Assessment for Speaking", IJJE,1 No. 2, (Jakarta: 2014), p. 203.

⁶¹ G. Fulcher, Testing Second Language Speaking, (London: Longman/Pearson Education, 2003)

The development of an efficient scoring system is imperative in a speaking assessment, thus examinees are required to establish one earlier than administering the test. The items included in the assessment should comprehensively cover all aspects that were evaluated for the students. In order to accurately represent the abilities of individual students, it is imperative to include clearly indications of the significance of their scores on the form.

d) Authenticity

It refers to a language that is spoken or used. Students are invited to make an illustration of anything that related to their views. In this situation, the constructed language is genuine.⁶²

The backwash effect is one of the goals of language assessment. The statement clarifies the significance of evaluating the effects of both pedagogy and learning on both the educator and the learners. Given its importance, it is imperative to take into consideration this issue when designing an assessment.⁶³

6. The Obstacles of Speaking Assessment

According to Samira's (2014) research, there are five primary factors that contribute to the presence of speaking difficulties. These factors include teacher perceptions and implicit assumptions regarding speaking

⁶² G. Fulcher, *Testing Second Language Speaking*, (London: Longman/Pearson Education, 2003)

⁶³ H. D Brown. 'Teaching by Principles: An interactive approach to language pedagogy (3rd ed)', (Englewood Cliffs, NJ: Prentice Hall Regents, 2007), p. 237.

instruction, teaching strategies, curriculum design, extracurricular activities, and assessment strategies.⁶⁴ According to Samira, there are two factors that affect the difficulty in assessing speaking, which are :

a) Internal Factors

Internal factors are things that influence difficulties in assessing speaking that come from the individual. Internal factors that influence the difficulty in assessing speaking include:

1) Lack of Confidence. The issue of students being nervous to speak English in public can be attributed to a lack in confidence, which may come from a fear of performing errors and subsequently cause a failure to communicate verbally.⁶⁵

2) Lack of vocal memory. The acquisition of vocabulary is a crucial aspect of language learning, as it serves as a fundamental building block for effective communication among students. Effective communication and comprehension of ideas are dependent upon one's mastery of vocabulary. Without a strong command of language, individuals may struggle to convey their message or understand the messages of others. The fundamental component of language that imbues it with significance is vocabulary.⁶⁶

⁶⁴ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. *International Journal on Studies in English Language and Literature*, 2 No. 6. (Indiana: Indiana University Bloomington, 2014). P. 15

⁶⁵ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 15

⁶⁶ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 15

- 3) **The lack of grammatical structures.** The ability to use proper grammar can help individuals in accurately understanding and using the structural components of the English language, ultimately resulting in improved fluency. While individuals are able to make syntactical errors, such mistakes have little impact on the original meaning of their sentences. Therefore, these errors are not causing significant challenges for listeners considering to comprehend what the speaker is trying to say.⁶⁷
- 4) **Shyness.** Shyness, also known as diffidence, refers to the emotional state of nervousness, discomfort, or social awkwardness that an individual experiences in the presence of others. This phenomenon is frequently observed in unusual situations or in the presence of individuals who are not well-known. Individuals can display shyness as a characteristic due to a lack of confidence in oneself or due to worry towards performing errors and facing criticism.⁶⁸
- 5) **A weakness in motivate.** Motivation can be described as the mechanism that triggers, directs, and sustains motivated by purpose actions. Motivation is an intrinsic mechanism that motivates an individual towards a specific objective. Lack of motivation to speak in English can be attributed to a lack of

⁶⁷ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 15

⁶⁸ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 15

interest in interacting in class speech activities or addressing a larger audience, as well as a failure to understand the significance of English proficiency skills.⁶⁹

b) External Factors

External factors refer to those factors that come outside of the individual and have an impact on the speaking assessment, leading to challenges in evaluating speaking skills.⁷⁰ These factors are:

1) **There are no opportunities for speaking in class.** The phrase "not having the opportunity to speak in class" refers to the capacity of academic classes to prioritize studies over the development of public speaking abilities.⁷¹

2) **There is a lack of attention to improving EPS**

(Environmental and Sustainability Perspectives) within the curriculum of schools. The curriculum provides a foundational framework for all educational activities, particularly the acquisition of knowledge by learners. Certainly, the curriculum has a significant influence on the educational achievement of students. If the curriculum does not prioritize the development of EPS. When it comes to the acquisition of skills by learners, it is evident that obstacles block their progress towards becoming effective orators.⁷²

⁶⁹ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 15

⁷⁰ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 15

⁷¹ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 15

⁷² AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 16

- 3) **The absence of an English-speaking environment.** Creating an English-dominant establishing is crucial for English as a Foreign Language (EFL) learners, as it provides frequent linguistic exposure that facilitates their training and improves their oral proficiency.⁷³
- 4) **Instructors may employ strategies that are useless.** One of the primary challenges that English language learners may face is lack of direction from their instructors.⁷⁴
- 5) **There are no standards available for assessment.** The general consensus is that consistent practice contributes to achieving a high level of proficiency. The acquisition of knowledge and skills related to EPS within the classroom setting may lose their value without suitable repetition.⁷⁵

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⁷³ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 16

⁷⁴ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 16

⁷⁵ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. 16

CHAPTER III

RESEARCH METHODOLOGY

The technique for doing research is covered in this chapter. It consists of the research strategy, research subject, and data sources, as well as the research method, research equipment, data gathering procedures, and data analysis techniques.

A. Research Design

This study collected information and descriptions of teacher rubrics for speaking evaluations before determining if the teacher rubrics accurately assessed students' speaking abilities. Because the goal of this study is to describe the similarity of rubrics, the design of this study is descriptive-qualitative. This descriptive research is utilized to gather information on certain events that occur over the course of this study⁷⁶. According to Wallace, J., qualitative research is a way for examining uncountable data. The data in this study was coded based on the explanations of interviewees. Furthermore, qualitative research focused on finding explanations for social occurrences.⁷⁷

⁷⁶ B Bogdan and S.K. Bilken, 'Quality Research for Education: An Introduction to Theory and Methods', *Qualitative Research For Education An Introduction to Theory and Methods* : : Allyn and Bacon., 1992, 106–56. P 11

⁷⁷ Beverley Hancock, Elizabeth Ockleford, Kate Windridge, An Introduction To Qualitative Research, national institute for health research, 7, accessed: <http://www.rds-yh.nihr.ac.uk> , on: 10-11-2022

The researcher used a descriptive-qualitative approach because researcher evaluated and analyzed the procedure of speaking assessment thoroughly, and researcher also used a qualitative method because she explored and understood the meaning of a case or activity through important efforts such as observation and interviews.

B. Research Location

Research location is the process of identifying locations or individuals that are intentionally selected in the research⁷⁸. In this research, researcher conducted at LPBA Al-Yasini Pasuruan, which is located in Wonorejo, Pasuruan. The study focused on the final semester member because at this level, members face the final examination. One of the examination is Speaking examination and the method used is spontaneity speech.

C. Research Subject

The research subject is someone who participates in the study and serves as a data source for the researcher.⁷⁹ In this research, researcher used a purposive sampling method. Purposive sampling method is a method of selecting data sources while keeping specific factors in mind. For example, someone who is thought to know more about what researchers expect or

⁷⁸ John W. Creswell. 'Research Design'. (Yogyakarta: Pustaka Pelajar, 2019) p. 253.

⁷⁹ John W. Creswell, 'Research Design'. 251

someone with authority who can assist researchers in researching the object of inquiry.

In this research, the research subjects are several LPBA tutors who are frequently asked to assess spontaneity in speech during the final examination of a last semester member at LPBA Al-Yasini. The LPBA tutors who become final test examiners, particularly in spontaneous speech, are experienced in the field of speaking., and they are LPBA experts who have essentially been in LPBA for several years. Therefore, the research subjects that have been determined as informants are:

1. Marchumah, S. Pd as The Head of Al-Yasini Female Cottage
2. Durrotus Tsaminah as The Chief of LPBA Institutions
3. Ucik Putri Salsanila, S.H as The Committee of LPBA Institution and one of examiners of spontaneity speech
4. Zahrotun Nafisah, S. Pd as The Tutor of LPBA as well as LPBA committee

D. Source of Data

Data source is defined as the process of collecting information through observations, interviews, and document reviews and then categorizing it into categories that connect to data sources.⁸⁰ The researcher was an important instrument in this study since she collected all of the data on her own and did not rely on questionnaires or instruments from other

⁸⁰John W. Creswell. 'Research Design'. (Yogyakarta: Pustaka Pelajar, 2019) p. 248.

researchers. The major data source for this study was the tutor from last semester and the LPBA Al-Yasini committees.

E. Data Collection Technique

Every research effort is built on collection of data techniques.⁸¹ The researcher explains the data collecting processes of the data collection technique.⁸² Data collection techniques in this study include:

1. Observation

Observation is an activity where the researcher immediately visits the research location to observe the behavior or activities that occur at the research location then the researcher records or notes the results of the observation either in a structured or semi structured way, e.g., asking a few questions that the researcher wants to know about.⁸³ Observation activities are divided into several options, including whole participant, researcher as participant, participant as observer and whole researcher.⁸⁴ In this study, observation activities were carried out with the whole researcher option, where the researcher acted as an observer without the participant's help.

Observations were made when there were no teaching and learning activities in LPBA institutions so that researchers did not know about the conditions of the institution when teaching and learning activities took

⁸¹ Sugiyono, 'Metode Penelitian & Pengembangan'. (Bandung: ALFABETA, 2019). P. 200

⁸² John W. Creswell. 'Research Design'. (Yogyakarta: Pustaka Pelajar, 2019), 253

⁸³ John W. Creswell. 'Research Design', 254.

⁸⁴ John W. Creswell. 'Research Design', 255.

place. However, the head of the institution explained that LPBA activities were carried out at night after isya' prayers in congregation and for the exam activities themselves had been carried out before the researchers made observations so that researchers could easily obtain data from the head of the institution because, there were no teaching and learning activities so the tutors and researchers could focus on data collection conducted by researchers.

2. Interview

An interview is one method for collecting research data. A direct discussion or question-and-answer session between a researcher and a source of information is referred to as an interview. The interview approach might be applied methodically or spontaneously. Interviews are done in an organized way, beginning with the development of an interview instrument. Meanwhile, unstructured interviews are done without the use of an interview tool.⁸⁵ In this research, researcher used a systematic interview with several LPBA tutors, including: (1) Marchumah, M. Pd as the head of Al-Yasini female cottage (2) Durrotus Tsaminah, M. Pd as the chief of LPBA Institution; (3) Zahrotum Nafisah, S. Pd as Senior Tutor of LPBA Institution; (4) Ucik Putri Salsabilah, S.H as the comitee of LPBA Institution. They are frequently examiners in sudden speech evaluations. The data collected by the researcher through interviews are:

⁸⁵ John W. Creswell. 'Research Design'. (Yogyakarta: Pustaka Pelajar, 2019) p. 254.

1. What are the aspects assessed in the spontaneity speech exam conducted by LPBA Al-Yasini?
2. What are the tutor's difficulties in assessing spontaneity speech?
3. What is the purpose of spontaneity speech in assessing members' speaking skills in the last semester (LS) members of LPBA Al-Yasini?
4. What are the criteria for members who can pass the spontaneity speech assessment?

3. Document Review

Document review is a technique to collect information from documents or archives.⁸⁶ Data documents in the form of notes, books, texts, journals, articles, documents, letters, and so on relating to research concerns, which are:

- 1) Profile of LPBA AL-Yasini
- 2) Vision and Mission of LPBA Al-Yasini
- 3) The Scoring rubric of spontaneity Speech
- 4) Document review that related to the research

F. Data Analysis

According to Milles and Huberman, qualitative data analysis is performed

⁸⁶ John W. Creswell. 'Research Design'. (Yogyakarta: Pustaka Pelajar, 2019) p. 255.

both during and after data collection within a certain time frame. Data analysis activities are carried out interactively and constantly until completed. Data analysis activities are organized into three stages,⁸⁷ those are:

1) Data Condensation

Data condensation is the process of examining data by summarizing, choosing, and emphasizing on key points. Therefore, data collected gives a more detailed description and make it easier for researchers to collect further data.⁸⁸ In this researcher, The researcher conducts data condensation by taking notes on what is thought significant and then carefully summarizing them.

2) Data Display

Data display is the stage that follows data condensation. Data display is a data presentation stage that includes brief explanations, charts, category linkages, flowcharts, and so on.⁸⁹. However, in this study, researchers conducted data display by presenting data in the form of narrative text.

In this study, researchers compiled the results of a summary that was arranged based on the relationship between categories in the research

⁸⁷ Matthew, B. Milles & A. Michael Huberman. 'Qualitative Data Analysis'. (Thousand Oaks: Sage Publications, 1994). P. 12-14

⁸⁸ Sugiyono, 'Metode Penelitian & Pengembangan'. (ALFABETA: Bandung, 2019). P. 370.

⁸⁹ Sugiyono, 373.

stages and then organized into a narrative text so that it could be easily read and understood.

3) Conclusion Drawing/Verification

According to Milles and Huberman, the third step in analyzing data is drawing conclusions and verification. Conclusions are new findings that have not previously been discovered. Findings can take the shape of a description of an object that was previously unclear, allowing it to find a clear focus following investigation. As a result, the conclusion may be able to answer the previously created questions.⁹⁰

At this stage the researcher finds the answer to the question formulation that has been formulated previously and then arranges it into a systematic conclusion.

G. Validity of Data

One of the features is validity, which is based on the accuracy of the findings acquired from the perspectives of researchers, participants, and readers.⁹¹ When determining the accuracy of data, triangulation might be used. The practice of re-examining data is known as data triangulation. The validity of the data utilized in this investigation is as follows: 1) Source triangulation is the process of assessing the reliability of data by comparing data collected from many sources. 2) Technical triangulation is the

⁹⁰ Matthew, B. Milles & A. Michael Huberman. 'Qualitative Data Analysis'. (Thousand Oaks: Sage Publications, 1994). P. 12-14

⁹¹ John W. Creswell. 'Research Design'. (Yogyakarta: Pustaka Pelajar, 2019) p. 269.

application of multiple data disclosure techniques on the data source. Test the data's trustworthiness by triangulating the methodologies or verifying the same data from multiple sources using different techniques.

This section explains the researcher's research implementation strategy, beginning with basic research, design creation, actual study, and report writing. The stages in the research are as follows:

a) Source Triangulation

Triangulation is the process of verifying the accuracy of data by comparing data collected from several sources.⁹² Source triangulation used to test the credibility of the scoring procedure of spontaneity speech in speaking assessment at LPBA Al-Yasini by checking the data that has been obtained from several sources such as interviews, archives and other supporting documents.

b) Technical Triangulation

Triangulation technique is a data credibility test conducted by checking data to the same source but with different techniques⁹³. In this study, researchers checked the data by matching the results of interviews and observations to the same source.

⁹² Sugiyono, 'Metode Penelitian & Pengembangan'. (Bandung: ALFABETA,2019). P. 368.

⁹³ Sugiyono, 368

H. Reserach Steps

This section explains the researcher's research implementation strategy, beginning with basic research, design creation, actual study, and report writing. The pre-field step is carried out before actually doing the study. The actions at the pre-field stage are as follows:

a) Develop

Research designs In creating this plan, the researcher develops the following details: the title of the study, the reasons for the research, the focus of the investigation, the objective of the study, the benefits of the study, the object of the study, and the technique employed.

b) Choosing research fields

Before beginning research, the researcher must first select a study topic. LPBA Al-Yasini has chosen the research field.

c) Permit processing

Before beginning research, the researcher must get permission from the State Islamic University, KH Achmad Siddiq (UIN KHAS) Jember, in the form of a cover letter, as part of a research permit application filed to LPBA Al-Yasini.

d) Asses the state of the field

After receiving permission, the researcher continued to investigate and analyze the field in order to better understand the background of the study object and all of the circumstances to be researched, with the goal of making it easier for the researcher to collect data.

e) Prepare research equipments

After all is said and done, the researcher prepares the equipment needed for the study before going into the field, such as writing a list of interview questions, creating observation sheets, notebooks, and papers, and so on.

I. Research Outline

This research is divided into five chapters. Each chapter is covered in detail here:

Chapter I is introduction. This chapter includes the research context, research question, research purpose, research significance, and key-term definitions.

Chapter II is a literature review. This chapter contains previous study as well as a theoretical framework.

Chapter III is a research methodology. This chapter includes a study design, research location, source of data, data collecting technique, data analysis, instrument validity, research procedure, and research overview.

Chapter IV is a research finding. This chapter includes a description of the research purpose, data display, data analysis, findings, and discussion.

Chapter V is the conclusion and suggestion. It includes a conclusion and suggestions.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researcher delivered an overview of the study object, research findings, and discussions in this chapter. It was written to focus on the research issues raised in the first chapter.

In the findings, the researcher discussed the data collection procedure and delivered the data's results. In contrast, the researcher would analyze the findings in the discussion section.

A. The Research Object Description

1. Profile of LPBA Al-Yasini

LPBA is the abbreviation of *Lembaga Pengembangan Bahasa Asing* (Institution of Foreign Language Development). LPBA is one of the institutions under the auspices of the Al-Yasini integrated boarding school where this institution is engaged in the development of foreign languages. this institution was founded by Mr. Muzammil Aziz on April 17, 2003 then now the director of LPBA is Salwa-Maziyatun Najah S. S, S. Pd. This institution was founded to develop foreign languages among Al-Yasini students. Currently there are two languages being developed by the LPBA, they are Arabic and English. Each member can choose what language they want to learn, and each language has levels from the lowest to the highest. The levels at LPBA are first semester, second semester, third semester, and

last semester. Members conduct an exam to determine their level every semester or every 6 months

2. Institution Identity

Institution Name : Lembaga Pengembangan Bahasa Asing
(LPBA)

Latitude : -7.693937494881764

Longitude : 112.82518579673751

Telephone Number : 081341584172

Email : lpba.alyasini2@gmail.com

Address : Areng-areng, Sambisirah, Wonorejo –
Ngabar, Kraton, Pasuruan

Sub-District : Wonorejo - Kraton

District : Pasuruan

Province : Jawa Timur

3. Vision and Mission

a. Vision

Excellent in communication, competitive, independent, and prestatative.

b. Mission

- Making the environment of Miftahul Ulum Al-Yasini Islamic Boarding School a foreign language environment in daily conversation.

- Developing communication skills and directing students to study intensively in foreign languages according to their interests and talents. Can choose (Arabic, English)
4. The purpose of LPBA
 - a. To assess and develop the speaking ability of each LPBA members
 - b. To increase the confidence of LPBA members in using English for daily conversation.

B. Findings

The data was collected through observation, interviews, and document review. The researcher discovered data about spontaneity speech on speaking assessment at LPBA Al-Yasini Pasuruan based on observations, interviews, and document review.

The data is displayed and analyzed based on the research questions, which are as follows: 1) How is the scoring procedure used by LPBA Al-Yasini, so that Final Semester Members can be declared graduated by the institution and 2) What are the obstacles found by tutors when assessing members, the data is obtained as follows:

1. The Implementation Of The Assessment Aspects Used By LPBA Al-Yasini

Based on interviews and document review, researchers found that LPBA has different assessment techniques from schools that are based on the government curriculum. LPBA used an assessment technique that was created

by the leadership of LPBA and then used and continues to be developed until now.

The assessment procedure was initially formed by the founder of the institution and his staff and then developed by the head of the institution until now and continues to be developed. In this case, the board, especially in the female boarding school, does not intervene in the development of assessment techniques in LPBA so that all procedures in LPBA are purely the decision of the head of the institution and its staff.⁹⁴

From the explanation above, it shows that the cottage management does not intervene at all in the development of any procedures carried out by LPBA. However, the cottage management still gets a report on the developments that occur in each institution in the cottage. This statement supported by the chief of LPBA which is Miss Durrtos Tsamina, M. Pd

Any changes in LPBA, both in terms of curriculum and assessment techniques, are purely from me and other committees. So, the head of the female boarding school does not interfere at all with the curriculum in LPBA.⁹⁵

From the explanation above, it shows that all types of changes and developments that happen in LPBA do not require the intervention of the head of the female cottage, so it is reasonable if the head of the cottage is not too familiar with the assessment technique of spontaneity speech. Miss Ucik Putri Salsabila, S. H., and the LPBA committee also support the statements above.

The LPBA's committee is very responsible for the development of this institution. The head and we, the committee, are always trying to make sure that this institution continues to grow. However, all of this is also

⁹⁴ Interview with Marchumah, M. Pd as The Head of Al-Yasini Female Cottage, 13th of February 2023

⁹⁵ Interview with Durrotus Tsaminah, M. Pd as The Chief of LPBA, 12th of February 2023

done with the support of the caregiver and the head of the cottage, so that every progress that happens is reported to the head of the cottage.⁹⁶

In assessing language skills, LPBA has an assessment technique that has been compiled and implemented well. The aspects assessed also have very good standards so that LPBA can develop its members' abilities very well. In assessing speaking skills, LPBA uses one of several speaking test models, which is spontaneity speech. The spontaneity speech test contains several aspects that must be fulfilled by members so that they can pass the test. The aspects assessed in spontaneity speech are as follows:

1. Body language

Body language is an aspect that assesses how the body expresses what is conveyed in spontaneity speech material. The body language aspect has an assessment percentage of 30%. So, every body movement in performance when delivering speech material was an aspect that assessed by the tutor and this aspect is also the tutor's reference in knowing whether the member understands or not the material they convey. When members convey the speech loudly and practice body language that is in accordance with the content of the speech delivered, the members get a perfect score. However, if members do not deliver their speech with the appropriate body language, members get a score according to the member's own ability.

There are usually some members who don't understand the content of the speech so they don't master the body language of the content of the speech so they get a score

⁹⁶ Interview with Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

that matches what they show when conducting the spontaneity speech test.⁹⁷

This statement is supported by another tutors which is Miss Zahrotun Nafisah, S. Pd as the senior tutor of LPBA

The members were asked to include body language in their speeches. Although they had limited time to prepare, they had to perform their speeches and body language as well as they could in order to get a good score.⁹⁸

The chief of LPBA also gave a statement on the body language aspect.

This aspect of body language is actually quite easier than other aspects because it can be achieved if members understand the content of the speech. So, if members find it difficult to display good body language, it is likely that they do not understand the content of the speech.⁹⁹

2. Delivery

Delivery is an aspect that assesses how they deliver the spontaneity speech material so that the tutor can understand what they are saying. The delivery aspect has an assessment percentage of 30% that integrates several aspects of speaking assessment which are pronunciation, fluency and also comprehension so, this aspect does not only assess how members convey the contents of their speeches, but there are also several aspects that must be fulfilled by members when delivering their speeches.

Sometimes the delivery of members is out of the given theme so that tutors have difficulty in assessing the accuracy of the delivery of members and also members use a memorization system to deliver their speeches so that they do not get a satisfactory score on the delivery aspect even though this

⁹⁷ Interview with Miss Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

⁹⁸ Interview with Miss Zahrotun Nafisah as the senior tutor of LPBA, 15th of February 2023

⁹⁹ Interview with Miss Durrotus Tsamina as The Chief of LPBA, 15th of February 2023

*delivery value has 3 aspects that must be fulfilled. The shortcomings of the members are different, there are those whose pronunciation and fluency are good but lacking in comprehension, there are those whose fluency and comprehension are good but pronunciation is lacking and so on so the tutor must really assess the members very carefully so as to create a fair score according to the members' abilities.*¹⁰⁰

Miss Ucik Putri Salsabila, S. H gave a statement that supported the above statement

This particular aspect evaluates the level of preparation and delivery proficiency of the speaker, including the fluency and accuracy of pronunciation.¹⁰¹

In addition, the head of the institution also gave a statement supporting the previous statements

Delivery is a crucial aspect that evaluates the manner in which speakers deliver their speeches, covering various elements such as pronunciation, fluency, and comprehension of the speech material.¹⁰²

3. Content

Content is an aspect that has a higher percentage value than the previous two aspects which amounted to 40%. This aspect assesses the content of the material delivered, the continuity between the material delivered with the theme that has been given before. The content aspect also integrates two supporting aspects, which are vocabulary and grammar. So, the diversity of vocabulary and the accuracy of grammar are also assessed in the spontaneity speech test so that members do not only talk

¹⁰⁰ Interview with Miss Zahrotun Nafisah as The Senior tutor of LPBA, 15th of February 2023

¹⁰¹ Interview with Miss Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

¹⁰² Interview with Miss Durrotus Tsamina as The Chief of LPBA, 15th of February 2023

about a matter or phenomenon that matches the theme, but the sentence structure used must also be appropriate so that listeners able to easily understand what they convey.

*LS members have gotten a lot of vocabulary, especially members who are in the language dormitory. So, members only need to organize their grammar well and match the vocabulary with what they are saying but that is the difficulty of members. Therefore, the content aspect has a higher percentage value than other aspects.*¹⁰³

Miss Ucik Putri Salsabila gave the supporting statement about the content aspect that assessed in spontaneity speech

This aspect assesses the content of the speech delivered. Vocabulary and grammar are also assessed in this aspect, so the percentage of this aspect is higher than some other aspects.¹⁰⁴

In addition, the head of the institution also gave a statement supporting the previous statements

members have been provided with a lot of vocabulary and also knowledge about grammar since they were in the first semester to the last semester so, when the spontaneity speech exam should be easy for members to compose every sentence that will be delivered when speech.¹⁰⁵

According to the explanation above, the researcher found that the examining tutor assesses every aspect that must be assessed in speaking skills so that the tutor is required to assess each member who takes the spontaneity speech exam very carefully and wisely so that the member can

¹⁰³ Interview With Miss Zahrotun Nafisah, S. Pd as the senior tutor of LPBA, 15th of February 2023

¹⁰⁴ Interview with Miss Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

¹⁰⁵ Interview with Miss Durrotus Tsamina as The Chief of LPBA, 15th of February 2023

get a score that matches their ability. So it is appropriate for each institution to have certain criteria for the achievement of competent and qualified graduates.

Criteria for members' completeness in this spontaneity speech assessment is if the accumulated scores of members are in the letters A-C+ where the percentage is 55-100%. So, if the member's accumulated score is 54-0 or their score is in the letter D and E, they are considered incomplete in carrying out the spontaneity speech exam.

Members who pass the Sudden Speech exam are those who get a minimum score of 55 from three aspects that become the reference for assessment. In its implementation, the Sudden Speech exam is mentored by two supervisors in each group, and has been selected from senior tutors combined with junior tutors, then the scores from the two supervisors are merged, so that the consensus results appear on the members who are being mentored.¹⁰⁶

Based on the interview above, each group there were 2 supervisors who assess the members then the scores from both supervisors accumulated so that a score can be found in accordance with the member's appearance. This statement is corroborated by Miss Zahrotun Nafisah, S. Pd as one of the supervisors who has often assessed spontaneity speech.

Each member get a score that is commensurate with their performance but still in accordance with the existing scoring rubric so the supervisors are not careless in assessing spontaneity speech. Members are declared complete if their grades are A-C+, if their grades are D or E then it is certain that they are not complete in the spontaneity speech exam. For the LPBA graduation score itself, the board accumulate all the scores from each exam that members have taken, but

¹⁰⁶ Interview with Miss Durrotus Tsaminah, M. Pd as the Head of LPBA, 15th of February 2023

*for the speaking exam itself, this spontaneity speech is the benchmark because it is not added to other exams.*¹⁰⁷

The above statements are supported by a statement from Miss Ucik Putri Salsabila, S. H as the committee of LPBA

every member must score at least 55 or C on every exam. If the member gets a grade below this requirement, then the member is required to repeat for 1 semester because there is no remedial in the final semester exam.¹⁰⁸

The observations and interviews above have also been supported by scoring rubrics. Based on the interview, observation and document review about Analysis of the Spontaneity Speech in Speaking Assessment at LPBA Al-Yasini, the researcher can conclude that members would be declared graduated by the institution if they can complete all final exams organized by LPBA, one of which is spontaneity speech where they must achieve a minimum score of 55 (C+) and also exams on other language skills with predetermined target scores. Although most members use the memorization method in taking this spontaneity speech exam, they still get the opportunity to add value by answering questions posed by the supervisor even though sometimes members do not understand the questions asked by the supervisor at least they can still try to maximize their score.

2. The Obstacles Found By Tutor When Assessing Spontaneity Speech

Based on the observations, researcher found differences between the curriculum used by LPBA in female and male cottages even though both are

¹⁰⁷ Interview with Miss Zahrotun Nafisah, S. Pd as the senior tutor of LPBA, 15th of February 2023

¹⁰⁸ Interview with Miss Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

under the same auspices but both have differences in implementing course activities at this institution. The difference between the two, among others, is the time frame taken by members where in the LPBA in the female hut each member take 4 semesters or 2 years and learning that trains all language skills, which are speaking, listening, writing, reading and also grammar, but in the LPBA in the male cottage the LPBA time frame is only 1 year or 2 semesters by focusing only on grammar.

The significant difference is in spontaneity speech where this test is only carried out in the LPBA in the female cottage while in the male cottage there is no implementation of spontaneity speech in speaking assessment. This statement is also based on the results of an interview with Miss Durrotus Tsaminah, S.Pd as the head of the female institution.

Spontaneity speech only exists in women's institutions because in men's institutions it is only in the program to be taken only 1 year or 2 semesters while in female institutions it is in the program to be taken for 2 years or 4 semesters with a program that hones all language skills then in the final semester each member must take an exam, one of which is sudden speech as a form of assessment of speaking ability. Spontaneity speech is only in the final semester because if all levels are given a sudden speech exam, it is likely that members are unable to carry it out because they have not got enough material and experience to do spontaneity speech.¹⁰⁹

Based on the interview, The researcher found difficulties faced by tutors in assessing spontaneity speech. First, members still use the memorization method to deliver their speech materials so it is not uncommon for tutors to find similarities in the materials delivered by one member with others. Second,

¹⁰⁹ Interview with Miss Durrotus Tsaminah, M. Pd as the Head of LPBA, 17th of February 2023

members often do not understand the questions asked by tutors when they finish delivering the material so that tutors have difficulty in assessing the meaning of the content of the speech delivered by members. This was said by Miss Durrotus Tsaminah, S. Pd as the head of the institution.

Most members who take the Sudden Speech exam use a memorization system, so when they appear for the exam and in the middle of forgetting, they cannot continue. I think there is a lot of vocabulary, it's just that it is never used in everyday conversation so that it is forgotten and even difficult, even though we as supervisors rarely or never use expert vocabulary, even those that are not understood. But they still don't understand the questions asked by the supervisors.¹¹⁰

This statement was also affirmed by Miss Ucik Putri Salsabila, S.H as an institution administrator where she also often contributed to the spontaneity speech assessment.

Sometimes members work with their classmates or groupmates to prepare spontaneity speech material. So usually it is divided, for example from the LPBA has prepared 5 materials, then the members are cooperate with their friends so that the material more or less the same between one another. Therefore, tutors often find the delivery of material by those who have 75% in common, this is what makes most tutors take additional grades with questions after performing, but members often don't understand the questions, so the tutor are assess what it is.¹¹¹

The statement above affirmed by Miss Zahrotun Nafisah, S. Pd as the senior tutor of LPBA

Among the difficulties tutors face in assessing speeches, several factors also affect the difficulty. The factors that influence it are, for example, members who lack

¹¹⁰ Interview with Miss Durrotus Tsaminah, M. Pd as the Head of LPBA, 17th of February 2023

¹¹¹ Interview with Miss Ucik Putri Salsabila, S.H as the committee of LPBA, 17th of February 2023

confidence, can't arrange good grammar so that tutors don't understand what they say, and sometimes members also seem to have no self-motivation to be more confident in delivering speeches. So, things like that make tutors have difficulty assessing speeches.¹¹²

Based on the interview and observation above The researcher can conclude into several points. First, that members have actually gotten a lot of vocabulary that can be used as a reference in preparing spontaneity speech material but, members do not use the opportunity as well as possible. Members do not practice their vocabulary in daily conversation so this make it difficult for members when facing exams such as spontaneity speeches and tutors also have difficulty understanding what members say during the exam even with additional marks in the form of short questions, members cannot understand so this is the difficulty of tutors in assessing spontaneity speeches. Secondly, tutors have difficulty when assessing the content of the material delivered by members due to the similarity of material between members. this similarity is not unintentional but they do work together in preparing the material they delivered considering that at one time there were several groups that were given the same theme, so this made members take the initiative to work together. this problem triggers the tutor's difficulty in assessing their content because, each tutor have to compare and discuss the results of the member's assessment. Kemudian, ada beberapa faktor yang mempengaruhi kesulitan tutor dalam menilai spontaneity speech. Faktor-faktor tersebut diantaranya adalah members yang tidak percaya diri daam menyampaikan speech, tidak cukup

¹¹² Interview with Miss Zahrotun Nafisah as the senior tutor of LPBA, 17th of February 2023

kemampuan dalam menyusun grammar yang benar, dan juga kurangnya motivasi diri untuk percaya diri dalam menyampaikan speech.

C. Discussion

In this discussion, researcher described the data obtained by the researcher from the field and previously presented in the form of data presentation. The following data were:

1. The Implementation Of The Assessment Aspects Used By LPBA Al-Yasini

Every institution or school certainly has a way to assess student abilities. So does LPBA Al-Yasini, LPBA has an assessment aspect that is not based on the independent curriculum or the government curriculum, this institution has its own curriculum which was made and developed by the director of the institution and his staff then the curriculum is used and developed until now. In assessing speaking ability, LPBA has a fairly good technique, namely the spontaneity speech test, but this test is only carried out at the upper level or Last Semester (LS). This is because if spontaneity speeches are held at every level, members at lower levels have not received enough knowledge and knowledge about how to deliver a speech which has several important aspects.

In assessing spontaneity speech, LPBA has aspects that members must fulfill, which are body language, delivery and content. These three aspects already cover the components of speaking skill assessment, namely pronunciation, grammar, vocabulary, fluency, and comprehension.

However, LPBA categorizes each aspect into 3 parts where Pronunciation, fluency, and comprehension are grouped in the delivery aspect of the scoring rubric with a percentage value of 30% then grammar and vocabulary are grouped in the content aspect with a larger percentage value of 40%. In addition to the delivery and content aspects, LPBA also has one aspect in assessing spontaneity of speech, which is the body language aspect which has a percentage value of 30%.

The criteria for members' completeness in spontaneity speech assessment is if the accumulated score obtained by members is at least 55 (C+). If the accumulated value of members is between 54-0 (D-E) then it is certain if the member is not complete or does not pass the spontaneity speech exam and must repeat the next semester. Different from the comprehensive assessment whose assessment technique is to combine the material that has been obtained for 4 semesters. While the spontaneity speech exam is an assessment that is not combined with speaking assessments at previous levels and this assessment is the determining aspect in the members' graduation criteria.

The technique for implementing spontaneity speech is to provide at least five themes for one day of the exam. Every day there are at least five groups with about fifteen members for each group. Then the board of the institution gives five themes that must be prepared by each member, the themes are given 24 hours before the exam so that members only have 24 hours to prepare each material for the five themes given. Then when the

exam takes place, each member cannot choose a theme for them to perform but the examining tutor chooses randomly or with a lottery system where each theme is written on paper then the member takes one paper containing the theme of the speech that must be delivered.

Then the Examiners are given 2 minutes to write keywords on a paper which they can see as a clue of the speech content that they deliver then members are given 5 minutes to deliver speech material according to the theme obtained. Members do not only speak in front of the examining tutors, but they must give their best performance with good body language, pronunciation and proper spelling so that tutors can give scores according to the appearance and ability of each member.

The examiners tutor gives scores that refer to the scoring rubric provided by the institution, where the test tutor must assess all aspects that become a reference in assessing speaking skills. The examining tutor is also very thorough in taking scores so it is not uncommon for many members to get lower scores on spontaneity speech exams than other exams. Therefore, it can be said that the scoring procedure of speaking skill implemented by LPBA has fulfilled the components of language assessment which include validity, where what is assessed in spontaneity speech has been assessed correctly; reliability, where each assessment of spontaneity speech has referred to the accuracy of the decisions made; and also, feasibility, where the assessment of spontaneity speech has been practical to be carried out by Last Semester members.

Based on the results of observations, interviews and document reviews, researchers can conclude that although LPBA has its own assessment techniques developed by the institution, the assessment techniques used by LPBA have continuity with the theory of John W. Oller that the components of assessing students' speaking ability are accent, grammar, vocabulary, fluency, and comprehension.¹¹³ Then LPBA divides these aspects into three parts which are body language, delivery and content.

2. The Obstacles That Have Been Found By Tutor When Assess The Spontaneity Speech At LPBA AL-Yasini

Spontaneity speech is one of the speaking tests that is a graduation requirement for every LPBA member. This exam cannot be combined with any speaking assessment at the lower levels. Spontaneity speech is carried out by members at the top level, namely Last Semester (LS) where members have gained knowledge and techniques in conveying ideas into a short speech. In carrying out spontaneity speech assessment is not easy, surely many of the tutors or supervisors have difficulty in assessing each member's performance.

The difficulty faced by tutors or supervisors is that members cannot understand every question from the tutor or supervisor at the end of the spontaneity speech performance while this question is an added value for members. Actually, members have learned a lot of vocabulary every day, especially when teaching and learning activities at LPBA take place, but

¹¹³ John W. Oller, J. Language Test At School. (London: Longman Group Ltd, 1979). P. 125

members are less wise in applying the vocabulary they have learned into daily conversations so that members find it difficult to process and understand a sentence, especially processing each vocabulary then assembled into a speech text.

Among the three aspects that are assessed in the spontaneity speech exam, each aspect has components that must be fulfilled by members so that when members are not maximized in delivering their speeches, the examining tutor has difficulty in assessing each component in each performance. Therefore, the LPBA management provides two examining tutors for each exam group so that the two tutors can assess each member according to their respective opinions and according to the member's ability then each score from the two tutors is combined so that a fair and wise score is created.

According to some tutors, there are aspects that are also difficult for members to handle during the spontaneity speech exam, one of which is the delivery aspect where there are three components that must be fulfilled, which are fluency, comprehension and pronunciation. The difficulty that is often faced by members is fulfilling the comprehension component because, often members do not master the themes presented so that they cannot fully understand the material they convey in the spontaneity speech exam. this is also due to the lack of time for each member to prepare material on each theme given so that members are less than optimal in preparing the speech material to be delivered during the spontaneity speech exam. This is also a

difficulty for the examining tutor to assess the member's speech performance because sometimes there are some members who do not understand at all and do not even prepare the material but the member still has to deliver a speech with a predetermined theme so that the member prepares his speech material in a very short time so that the examining tutor also has difficulty taking scores with the condition of members who have absolutely no preparation. Selain itu tutor juga mengalami kesulitan yang dipengaruhi oleh beberapa faktor antara lain ketidakpercayaan diri member ketika menyampaikan speech, kurangnya kemampuan members dalam menyusun grammar yang baik dan juga kurangnya motivasi diri agar member dapat lebih percaya diri untuk menampilkan speech yang sangat baik.

Therefore, each tutor has its own way to assess the member's speech performance, sometimes by giving additional questions so that the member can still be assessed on several aspects. But sometimes there are also testing tutors who give members the opportunity to better prepare their material by prioritizing members who are really ready to carry out spontaneity speech exams.

Based on explanation above, reseracher conclude that the obstacles faced by the tutor as follow:

1. The tutors' understanding of the member's speech during the spontaneity speech assessment becomes difficult due to the member's not enough understand of grammatical structures

2. Difficulty in giving appropriate grades due to the lack of maturity of the topic.
3. The content of the speech is often out of the theme
4. The grammar used by the member is messy
5. Members do not present a good body language because members is lack of confident

This is related to the This is related to the theory of Samira that has been explained by the researcher in the previous chapter. there are several factors that affect the difficulty in assessing speaking, which are: 1) lack of confident, 2) Lack of vocal memory, 3) The lack of grammatical structures, 4) Shyness, 5) A weakness in motivate.¹¹⁴



¹¹⁴ AH Samira, 'Speaking difficulties encountered by young EFL Learners'. International Journal on Studies in English Language and Literature, 2 No. 6. (Indiana: Indiana University Bloomington, 2014). P. 15

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher reported on the study's findings in this chapter. As a result, this chapter discussed the research's conclusions and suggestions.

A. Conclusion

Based on the research data analyzed presented in chapter IV, these are the conclusion obtained:

1. In assessing spontaneity speech, LPBA has aspects that members must fulfill, which are body language, delivery and content. These three aspects already cover the components of speaking skill assessment, namely pronunciation, grammar, vocabulary, fluency, and comprehension. However, LPBA categorizes each aspect into 3 parts which are: a) Delivery aspect include Pronunciation, fluency, and comprehension, b) Content aspect include grammar and vocabulary, and c) body language aspect. The criteria for members' completeness in spontaneity speech assessment is if the accumulated score obtained by members is at least 55 (C+).
2. In carrying out spontaneity speech assessment is not easy, surely many of the tutors or supervisors have difficulty in assessing each member's performance. Several obstacles that have been found by tutors in assessing spontaneity speech are; 1) Tutors are not understand what the member is talking about during the spontaneity speech test, 2) Difficulty in giving appropriate grades due to the lack of maturity of the topic, 3) The content of the speech is often out of the

theme, 4) The grammar used by the member is messy, 5) Members do not present a good body language. Therefore, each tutor has its own way to assess the member's speech performance, sometimes by giving additional questions so that the member can still be assessed on several aspects. But sometimes there are also testing tutors who give members the opportunity to better prepare their material by prioritizing members who are really ready to carry out spontaneity speech exams.

B. Suggestion

The researcher made several suggestions based on the results of the study.

The following recommendations were made:

a. For Institution

The researcher suggests that institutions can continue to develop existing assessment aspects. So that the assessment objectives and assessment techniques that have been designed by the director and tutors can be achieved optimally.

b. For Tutors

The researcher suggested that tutors should pay more attention to members when applying vocabulary so that members can apply each vocabulary into daily conversations wisely. The researcher also suggested that tutors can be more intensive in providing techniques in giving speeches.

c. For Other Researcher

Additional researchers should conduct additional study on how assessment approaches are used to evaluate students' speaking skills, in addition to

experimental research on the usefulness of employing spontaneity speech in speaking assessment, by combining it with scoring rubrics or other strategies. This is meant to increase students' and teachers' attention when conducting teaching and learning activities.

d. For General

The researcher suggests that the implementation of spontaneity speech assessment aspects can be adopted by other schools or institutions by taking into account the readiness of students and institutions or schools. Students' confidence level should be improved first before applying speaking assessment with spontaneity speech model so that the difficulties that occur when assessing Spontaneity speech can be minimized.



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Appendix 1

Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focuses
<p>Analysis Of The Spontaneity Speech In Speaking Assessment At Lpba Al-Yasini</p>	<p>1. Speaking Skill 2. Speaking Assesment</p>	<ul style="list-style-type: none"> • Definition of Speaking • Types of Speaking • Types of Speaking Assessment • Elements of Speaking Assesment • Types of Speaking Test • Scoring Procedure of Speaking Test 	<p>1. Primary Data Interview Informant:</p> <ol style="list-style-type: none"> a. The Head of Al-Yasini Female Cottage b. The Chief of LPBA AL-Yasini c. The Commitees of LPBA d. The Tutor of LPBA <p>2. Secondary Data: Observation and Document Review</p>	<p>1. Approach of Reserch” Qualitative Research</p> <p>2. Type of Research: Descriptive</p> <p>3. Data Collection Technique:</p> <ol style="list-style-type: none"> a. Observation b. Interview c. Document Review <p>4. Data Analysis:</p> <ol style="list-style-type: none"> a. Data Condensation b. Data Display c. Conclusion/Verivication <p>5. Validity of data:</p> <ol style="list-style-type: none"> a. Source Triangulation b. Technical Triangulation 	<ol style="list-style-type: none"> 1. How is the implementation of the assessment aspects used by LPBA Al-Yasini, to be declared passed by the institution? 2. What are the obstacles that have been found by tutor when assess the Spontaneity Speech?

Appendix 2

Matrix of research Findings

No.	Focuses of The Research	Research Findings
1.	How is the implementation of the assessment aspects used by LPBA Al-Yasini, to be declared passed by the institution?	<p>In assessing spontaneity speech, LPBA has aspects that members must fulfill, which are body language, delivery and content. These three aspects already cover the components of speaking skill assessment, namely pronunciation, grammar, vocabulary, fluency, and comprehension. However, LPBA categorizes each aspect into 3 parts which are:</p> <ul style="list-style-type: none">a) Delivery aspect include Pronunciation, fluency, and comprehensionb) Content aspect include grammar and vocabularyc) body language aspect <p>The criteria for members' completeness in spontaneity speech assessment is if the accumulated score obtained by members is at least 55 (C +). If the accumulated value of members is between 54-0 (D-E) then it is certain if the member is not complete or does not pass the spontaneity speech exam and must repeat the next semester.</p>

2.	What are the obstacles that have been found by tutor when assess the member?	<p>In carrying out spontaneity speech assessment is not easy, surely many of the tutors or supervisors have difficulty in assessing each member's performance. Several obstacles that have been found by tutors in assessng spontaneity speech are; 1) Tutors are not understand what the member is talking about during the spontaneity speech test, 2) Difficulty in giving appropriate grades due to the lack of maturity of the topic, 3) The content of the speech is often out of the theme, 4) The grammar used by the member is messy, 5) Members do not present a good body language. Therefore, each tutor has its own way to assess the member's speech performance, sometimes by giving additional questions so that the member can still be assessed on several aspects. But sometimes there are also testing tutors who give members the opportunity to better prepare their material by prioritizing members who are really ready to carry out spontaneity speech exams.</p>
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Appendix 3

Research Instrument

A. Observation Instrument

1. Geographical location of LPBA Al-Yasini
2. Objectives conditions of LPBA Al-Yasini
3. State of facilitate and infrastructure of LPBA Al-Yasini
4. Activities of LPBA Al-Yasini

B. Interview Instruments

1. What are the aspects assessed in the Sudden Speech exam conducted by LPBA Al-Yasini?
2. What are the tutor's difficulties in assessing sudden speech?
3. What is the purpose of sudden speech in assessing members' speaking skills in the last semester (LS) members of LPBA Al-Yasini?
4. What are the criteria for members who can pass the sudden speech assessment?

C. Document Review

1. Profile of LPBA AL-Yasini
2. Vision and Mission of LPBA Al-Yasini
3. The Scoring rubric of Spontaneity Speech
4. Document review that related to the research.

Appendix 4



YAYASAN MITTAHUL ULUM AL-YASINI

LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)

Areng-Areng Sambisirah Wonorejo 67173 – Ngabar Kraton 67151 Pasuruan Jatim

Phone 081341584172 E-mail : lpba.alyasini2@gmail.com

SURAT KETERANGAN

No: 20/LPBA/V/2023

Yang bertanda tangan di bawah ini :

Nama : Durrotus Tsaminah, M.Pd

Jabatan : Ketua LPBA Al-Yasini

Menerangkan dengan sesungguhnya bahwa :

Nama : Lailil Nur Fitriani

NIM : T20196025

Asal Perg. Tinggi : UIN Kiai Haji Achmad Siddiq Jember

Jurusan : Tarbiyah dan Ilmu Keguruan

Fakultas : Tadris Bahasa Inggris

Telah melaksanakan penelitian di Lembaga Pengembangan Bahasa Asing (LPBA) Al-Yasini mulai Februari sampai dengan Mei 2023 untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul "*Analysis of The Spontaneity Speech in Speaking Assessment at LPBA Al-Yasini*".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Pasuruan, 27 Mei 2023

Ketua LPBA Al-Yasini



Durrotus Tsaminah, M.Pd

Appendix 5



YAYASAN MIFTAHUL ULUM AL-YASINI
LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)
PANITIA UJIAN AKHIR 2022-2

Areng-Areng Sambisira Wonorejo 67173 – Ngabar Kraton 67151 Pasuruan Jatim
Phone (0343) 42441.427191.425925 Fax (0343) 427191 Email: lpba_alyasini@yahoo.com



FORMAT PENILAIAN
SUDDEN SPEECH LS 2022-2

Hari : Kamis
Tanggal : 01 Desember 2022
Kelompok : 1
Tempat : Aula 1 No. 1

No	Nama	Kelas	Penilaian			Total	Huruf	Passed	Failed
			Body Language	Delivery	Content				
1	Laila Rahmadayanti Putri	LS A							
2	Lailatun Nikmah	LS A							
3	Umi Haniah	LS A							
4	Anni Rodlita	LS B							
5	Azyan Athirah Shahita	LS B							
6	Hanifah Intan Rahmadani	LS B							
7	Alvin Nur Diana	LS C							
8	Aulia Rahmawati	LS C							
9	Alfi Safinatul Jannah	LS D							
10	Annisa Dwi Sukmawati	LS D							

Keterangan :

- Body Language (30%) : Ekspresi Tubuh
- Delivery (30%) : Pronunciation, Fluency and Comperhension
- Content (40%) : Vocabulary and Grammar

Persentase Nilai : - 90-100 : A - 80-89 : B+ - 70-79 : B
- 60-69 : C+ - 55-59 : C - 50-54 : D
- 0-49 : E

Pasuruan, 01 Desember 2022

TTD

Miss. Masruratur Rizqiyah, S. Pd
Supervisor

Appendix 6

**CURRICULUM OF LPBA
2023-1 PERIOD**

No	Level	Month	Skill	Topic	Meeting x Time	Amount of Meeting
1	FS	January	Grammar	Introduction	1x60 Minutes	15x60 Minutes
				Alphabet and Numbers		
				Days, Months, Year	1x60 Minutes	
				Short Greetings and Colours	1x60 Minutes	
				Subject, Object, Adjective Pronoun	1x60 Minutes	
				Subject & To be and 9 Place in our pesatren	1x60 Minutes	
				Things in our House and Profession	1x60 Minutes	
				WH Question	1x60 Minutes	
				Family	1x60 Minutes	
				Noun, Verb, Adjective	1x60 Minutes	
				Comparative Degrees & Superlative	1x60 Minutes	
				My Body (Part 1)	1x60 Minutes	
				My Body (Part 2)	1x60 Minutes	
				What We Wear	1x60 Minutes	
		Memorizing & Reading	1x60 Minutes			
		Listening	1x60 Minutes			
		February	Grammar	Active vs Passive	2x60 Minutes	9x60 Minutes
				12 Tenses in English	2x60 Minutes	
				Present Tense	1x60 Minutes	
				Past Tense	1x60 Minutes	
				Future Tense	1x60 Minutes	
			Memorizing & Reading	1x60 Minutes		
		Listening	1x60 Minutes			
		March	Grammar	Present Continuous Tense	2x60 Minutes	8x60 Minutes
Present Perfect	2x60 Minutes					
Present Perfect Continuous	2x60 Minutes					
Memorizing & Reading	1x60 Minutes					
Listening	1x60 Minutes					
2	SS	January	Grammar	Past Continuous	3x60 Minutes	15x60 Minutes
				Past Perfect Tense	3x60 Minutes	
				Past Perfect Continuous	3x60 Minutes	
				Future Continuous Tense	2x60 Minutes	
				Future Perfect Tense	2x60 Minutes	
			Memorizing & Reading	1x60 Minutes		
			Listening	1x60 Minutes		
		February	Grammar	Future Perfect Continuous	4x60 Minutes	9x60 Minutes
				Present and Past Participle	3x60 Minutes	
			Memorizing & Reading	1x60 Minutes		
			Listening	1x60 Minutes		
		March	Grammar	Modal (Part I)	2x60 Minutes	8x60 Minutes
				Modal (Part II)	2x60 Minutes	
				Modal Passive	2x60 Minutes	
			Memorizing & Reading	1x60 Minutes		
Listening	1x60 Minutes					

No	Level	Month	Skill	Topic	Meeting x Time	Amount of Meeting
3	TS	January	Grammar	Conditional Sentence	7x60 Minutes	15x60 Minutes
				Elliptical Structure	6x60 Minutes	
			Memorizing & Reading		1x60 Minutes	
			Listening		1x60 Minutes	
		February	Grammar	Causative Have, Make, Let, Get	3x60 Minutes	9x60 Minutes
				Adjective Clause	4x60 Minutes	
			Memorizing & Reading		1x60 Minutes	
			Listening		1x60 Minutes	
		March	Grammar	Gerund	3x60 Minutes	8x60 Minutes
				Reported Speech	3x60 Minutes	
			Memorizing & Reading		1x60 Minutes	
			Listening		1x60 Minutes	
4	LS	January	Grammar	Review all of lesson in FS (Except Tenses)	3x60 Minutes	15x60 Minutes
				Review 12 Tenses (Active & Passive)	3x60 Minutes	
				Review Modal	3x60 Minutes	
				Review Present and Past Participle	4x60 Minutes	
			Memorizing & Reading		1x60 Minutes	
			Listening		1x60 Minutes	
		February	Grammar	Review Conditional Sentence	3x60 Minutes	9x60 Minutes
				Review Elliptical Structure	2x60 Minutes	
				Review Causative Have, Make, Let, Get	2x60 Minutes	
			Memorizing & Reading		1x60 Minutes	
			Listening		1x60 Minutes	
		March	Grammar	Review Adjective Clause	2x60 Minutes	8x60 Minutes
				Review Gerund	2x60 Minutes	
				Review Reported Speech	2x60 Minutes	
			Memorizing & Reading		1x60 Minutes	
			Listening		1x60 Minutes	

Appendix 7



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-2410/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Lembaga Pengembangan Bahasa Asing (LPBA) AI-Yasini
Jl. Pondok Pesantren Terpadu AI-Yasini, Areng-areng, Wonorejo, Pasuruan

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196025
Nama : LAILIL NUR FITRIANI
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Analysis of the Spontaneity speech in speaking assessment at LPBA AI-Yasini"; selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Durrotus Tsaminah, S. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Mei 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



Documentation



Pictures 1. Member Preparation Before the Spontaneity speech examination



Pictures 2. The implementation of Spontaneity speech examination



Pictures 3. The implementation of Spontaneity speech examination



Pictures 4. Question and Answer after the speech



Pictures 5. interview with the Chief of Female Cottage of Al-Yasini



Pictures 6. Interview with The Head of LPBA Al-Yasini



Pictures 7. Interview with senior tutor of LPBA



Pictures 8. Interview with the committee of LPBA AL-Yasini

DECLARATION OF AUTHENTICITY

The Undersigned below:

Name : Lailil Nur Fitriani
Nim : T20196025
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

States that thesis entitled “Analysis of The Spontaneity Speech in Speaking Assessment at LPBA Al-Yasini” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 19 Mei 2023

Researcher



Lailil Nur Fitriani

Nim: T20196025

UIN
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

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Name : Lailil Nur Fitriani
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EDUCATION DETAILS

TK PKK V Tawangrejo (2006-2007)
SDN Tawangrejo II (2007-2013)
SMPN 2 Kraton Pasuruan (2013-2016)
MAN 2 Pasuruan (2016-2019)

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JEMBER