SPEAKING AND WRITING ASSESSMENT APPLIED BY ENGLISH LECTURERS OF STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) AT CURUP-BENGKULU

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Abstract

An appropriate type of assessment and rubric gave best description about students' progress and achievement as well. Therefore, the aims of this research were to find out:1) speaking and writing assessment implemented by English lecturers related with the types of assessment 2) the way lecturers constructed speaking rubric in assessing students' speaking. 3)the way the lecturers constructed writing rubric in assessing students' writing and 4)the use of information from speaking and writing assessment for lecturers as a feedback to students. This research was conducted under descriptive design. It involved 5 lecturers. The data were taken from observation, document and interview. The results of this research are: 1) there were 9 types of speaking assessment used; question and answer, instruction and direction, paraphrasing, role play, conversation, discussion, picture-cued storytelling and retelling story. There were 5 types of assessment used by writing lecturer those are; paraphrasing, paragraph construction, strategic option, editing task and essay writing. 2) All lecturers who taught speaking I, II, and III constructed and used analytic rubric for speaking assessment. 3) Most of them used analytic scoring rubric in assessing writing, 4) the feedback is mostly used by the lecturers for assigning grades and motivating students to study.

Keywords: speaking, writing, assessment

INTRODUCTION

Providing and applying the assessment for speaking and writing appropriately might help the teacher in observing and deciding students' strength and weaknesses that would be needed for further consideration in setting the material and classroom

activities. Teacher prepares the assessment along with the material for teaching itself. The result of assessment can be used for some purposes in teaching, such as; first, to check the students' progress in the sense that it should give teachers feedback on their students' performance at different stages of the course. Second, to encourage students in achievin their goals in learning. It should also be a way of giving students regular feedback so that they are aware of their excellence or their failures (Brindley cited in Nunan, 2003: 321). Therefore, the teacher would get information about the progress and achievement of students if the assessment that he/she uses related with what would be assessed. Finally, assessment can be used to evaluate the teaching/learning process: It should give teachers basic information about how successful the teaching is, so that they can see whether the approach is correctly implemented, the aims of the course are appropriate, the materials used are relevant, and whether the assessments have been done properly. By having the information from assessments, language teachers especially speaking and writing lecturers can get the real information and can make a necessary decision or action before it is too late and plan remedial work for those areas of difficulty encountered by the students.

The demand to examine students' speaking ability with correct judgment leads the teacher to find and use an appropriate assessment of it. As O'Malley and Pierce, (1996: 57) say one of the major responsibilities of working with the English language learner is to enable students to communicate effectively through oral language. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. Hence, many language learners regard speaking ability as the measure of knowing a language.

Speaking task and assessment work in harmony as the task is not only used to practice speaking but also to assess students' ability and achievement at the same time. Thus, it is well understood that types of speaking assessment are known as speaking task as well. O'Malley and Pierce (1996:69-87) classify types of speaking assessment into oral interview, picture cued, Radio Broadcasts, video clips, information gap, story/text telling,

role play/ simulation, and debate. Those can be given to assess students speaking individually where they speak alone as personal intention or in pair and group as a way to interact to others. Hughes (2003:119-122) classification is quite the same with O'Malley and Pierce but they add interpreting, prepared monolog, reading aloud, discussion, response to audio/video recording, described situation, simulated conversation as choices for assessing students speaking.

In assessing writing, on the other side, the test maker or teacher will spend a time to read students' writing before deciding to put the score. But the process of writing assessment has been done long before the assessment is composed. The teacher or test maker should first, decide how the test would be assess and what criteria that would become indicators for judging good writing. Weir (1990: 73) states the writing component of any test should concentrate on controlled writing tasks where features of audience, medium, setting, and purpose is chosen appropriately including the scoring criteria and trained examiner. Weir gives a signal that when the examiner (usually a teacher) has decided about how to assess writing skill, and scoring criteria, he/she should know how to examine students' writing using such scoring criteria.

The rubric which is used to test speaking is usually Holistic, Analytic and annonated scale. Writing assessment is quite the same with speaking, Weigle (2002:110-120) classifies the writing rubric or scale into three rubrics namely: primary trait scale, holistic scale and analytic scale.

In the case that lecturers use the assessment and rubric appropriate to assess speaking and writing but a bit careless or incapable in understanding of constructing the rubric and how to interpret the result into fine conclusion, there might be an imbalance both students' speaking and writing ability on the paper (competence) and what can be seen in barely eyes (performance). Thus, the phenomenon that some students have a high score in speaking and writing and pass the test but have poor speaking and writing performance will probably occur. This evidence has a great impact to students (directly), teacher, and institution as well (indirectly). The students will think that there is nothing wrong with their ability to speak and write while teachers assume that they have done their best. Institution, then, excuses that it is related

to the input and not the process of teaching learning itself. It will cause a dead circle if teacher and authorities as the representation of institution remain calm and silence.

Therefore this study was conducted to find out the speaking and writing assessment applied by lecturers which is distributed into these questions:

1. How are speaking and writing assessment implemented by English lecturers related with the types of assessment?
2. How do lecturers construct speaking rubric in assessing students' speaking?
3. How do lecturers construct writing rubric in assessing students' writing?
4. How is the information from speaking and writing assessment used by lecturers as a feedback to students?

THEORITICAL FRAMEWORK
Speaking Assessment
According to Brown and Abeywickrama (2010: 187-215) statement that the classification of types of speaking assessment are related with the micro-skill and macro-skill that would be measured. Thus, using the same types of assessment by the lecturer is neglecting the function and specification of speaking assessment itself.

Writing Assessment
Hughes (2003: 93) states that writing tasks should be well defined that candidates should know just what is required for them (Hughes, 2003:93). So, if the students are introduced about the description or the learning goal of writing what they are expected to do, they would have a chance to achieve the goal and at the end ability to do so.

In Addition, Weir (1990: 73) states that the writing component of any test should concentrate on controlled writing tasks where features of audience, medium, setting, and purpose is chosen appropriately including the scoring criteria and trained examiner. It can be concluded that she has lack of knowledge about assessing writing and writing components and it strengthen by the fact that the score is not clearly distinct the lowest and highest achievement of students.

RESEARCH METHOD

This research was conducted under the descriptive design that it aims to describe the current condition of how were speaking and writing assessments applied by lecturer in assessing students' speaking and writing in English Department of STAIN Curup Bengkulu. The respondents were the lecturers who taught speaking (1, 2, and 3) and writing (1 and 4). Thus the respondent of this research was 5 lecturers that 3 of them taught speaking and the rest taught writing.

The instruments used in this research were observation, document, and interview. The observation was done to find out the types of assessment used by the teacher in assessing students' speaking and writing. The researcher recorded the types of assessment which was used by teacher in formative and summative assessment. The equipment that was used in observation is video recorder and observation checklist. The documents covered lecturers' lesson planning, question sheet, quiz, marking system, etc. Interview was used to get information about the rubric used by lecturer of STAIN Curup-Bengkulu in assessing speaking and writing. It was also used to find out the feedback of speaking and writing assessment used by teacher. The form of data were information in words deriving from observation, document, and interview, which were accumulated from the implementation of writing and speaking assessment by the speaking and writing lecturer at STAIN Curup-Bengkulu.

RESULT
1. **Speaking and Writing Assessment Implemented by Lecturer Related with the Types of Assessment**

The observation towards the lecturers who taught speaking I, II, and III, revealed that among 10 types of speaking assessment there were 2 to 7 types that were used by them as presented in table 1 below.

Table 1. The Types of Assessment used by Speaking Lecturers

No	Types of Assessment	Lecturer		
		A	B	C
1	Question and Answer	√	√	–
2	Instruction and Direction	√	√	–

3	Paraphrasing	–	–	√
4	Interview	–	–	–
5	Role Play	√	–	–
6	Conversation	√	√	–
7	Discussion	–	√	–
8	Oral Presentation	√	–	√
9	Picture-Cued Storytelling	√	–	–
10	Retelling Story	√	–	–
11	Total	7	4	2

All indicators for each types of assessment were used by the lecturer to assess students' speaking ability. However, when lecturer was interviewed about the procedure that had been done in assessing students' speaking for each types of assessment, he did not used indicator no 3 of role play; *assessing students' ability in playing the role based on the context and discourse that they should play*.

In speaking II, lecturer (B) used 4 types of assessment in assessing students' speaking; question and answer, instruction and direction, conversation, and discussion. When the lecturer was asked about the procedure that she had done in assessing students' speaking, not all indicators of assessing speaking were used by her. In role play, indicator no.3; *assessing students' ability in playing the role based on the context and discourse that they should play* was not used. While in discussion activity, among 4 indicators for assessing students' speaking ability the lecturer answered that indicator no.3; *assessing students' ability in clarifying information with correct intonation* was not used. She argued that the ability of speaking was mainly concerned on students' ability in understanding the topic, giving response, interrupting and giving opinion with correct vocabulary and intonation.

Lecturer C, who taught speaking III used 2 types of assessment in assessing students' speaking; paraphrasing and discussion. But different from lecturer A and B, from the interview it was found that he used all indicators for assessing students' speaking ability of each types of assessment that he had used.

In writing class, there were 2 lecturers that each of them taught writing I and IV. The types of assessment used by the lecturer were related with the topic for writing class as stated in syllabus and lesson plan. In writing I, the students were taught and trained to write a paragraph while in writing II the students wrote a paragraph and moved to essay writing.

From the observation it was found that lecturer A gave writing practice and assessment almost in every meeting related with the topic that was discussed in each meeting. Even though she only used three types of writing assessment but it was used continually which can also be identified through the syllabus that she has made. The observation which was conducted from fifth meeting up to eleventh meeting recorded that paragraph construction was used more often than strategic option. The students were assigned to make a paragraph based on given topic and sometimes they were given a freedom to write their own topic. Thus, it can be concluded that paragraph construction was chosen as major types of assessment to assess students' writing.

Lecturer B on the other hand, based the observation only used two types of assessment that both of them were only used once: paraphrase in the thirteenth meeting and writing essay in fifth meeting. The observation was conducted in fifth up to eight meeting then stopped since the lecturer had the same activity that was making resume and presentation. The researcher then, checked the syllabus that the practice of writing was on thirteenth and fifteenth, thus she decided to have field observation on those meeting. The class was started at the same way with the previous meetings; presenting the resume that had been made by students. After presentation, the students were asked to make a paraphrase writing (meeting thirteenth) and essay writing (meeting fifteenth). In short, students were seldom asked to practice their writing.

Table 2. The Types of Assessment used by Writing Lecturer

No	Types of Assessment	Lecturer	
		A	B
1	Paraphrasing	–	√
2	Guided Question and Answer	–	–
3	Paragraph Construction	√	–

4	Strategic Option	√	–
5	Editing Task	√	–
6	Essay Writing	–	√
7	Controlled Writing	–	–
8	Total	3	2

Lecturer A used all indicators in each types of writing assessment to assess students' writing. But when she was interviewed about the procedure in assessing students' writing for each types of assessment, she did not used indicator no 3 of strategic option that is; *assessing students' writing based on the purpose and reader of their writing*. The types of assessment which were used by lecturer A was proved by the portfolio of students' assignment and project.

In assessing students' writing in writing IV subject, lecturer B used the indicators of each type of writing assessment. However, the same with lecturer A, she did not used indicator no 3 of essay writing in assessing students' writing; *the students are given an essay that only has paragraph introduction or conclusion and are asked to complete the essay*.

In conclusion, there were 9 types of assessments; question and answer, instruction and direction, paraphrasing, role play, conversation, discussion, oral presentation, Picture-cued storytelling and retelling story, which were used to assess students' speaking in speaking I, II, and III. The types of writing assessments were; paraphrasing, paragraph construction, strategic option, editing task, and essay writing. However, when using those types of assessment the lecturer did not used every indicator of types of writing assessment in assessing students' ability especially speaking.

2. **Lecturer's Construction of Speaking Rubric in Assessing Students' Speaking**

From the document that was collected, it was found that lecturer A had made the syllabus but the type of speaking rubric was not stated. However, there was information about the components that would be used in assigning students' grade. The syllabus of speaking II which was made by lecturer B did not mention about the speaking rubric that would be used and there was no clear information about the components that

would be used to assign students' grade. Even though she stated the indicators of competency such as; cognitive, affective and psychomotor, but there was no further information about how the students could achieve them.

On the other hand, there was no syllabus that can be taken form lecturer C. He did not give the syllabus to the English Department office as well as to the students. When it was confirmed to him he was hesitated to borrow it, so, there was no information about the rubric that he used in assessing students' writing except from the interview.

Moreover, the lecturers could not answer clearly about the range of point given for each component of speaking except lecturer A. Both lecturer B and C could not give clear information about the range of point for each component of speaking especially lecturer C who only stated that it was exactly like the original rubric. Thus only one lecturer out of three or about 33% who knows about the construction of speaking rubric.

From the analysis of the speaking rubric constructed by the lecturer, the three lecturers used analytic rubric rather than holistic rubric. There were four to five components that they asserted as the component to decide students' speaking ability. Unfortunately there was no document that could be used to confirm about the speaking rubric that was constructed or even used by the lecturer to assess students' speaking ability.

3. **Writing Rubric Constructed by the Lecturer in Assessing Students' Writing**

Quite the same with speaking, to find out the writing rubric constructed by the lecturer the interview was conducted to writing lecturers and the document was collected to support the analysis and finding. The lecturer A, who taught writing I, used a rubric which was categorized as primary trait while lecturer B used analytic rubric which was ready used. The components of writing rubric were 3, each lecturer had different component, and mainly concerned on content.

From the interview and document which was collected it was found that the speaking and writing lecturers committed that they used analytic and primary trait/annonated rubric to assess students' speaking and writing. Thus, the percentage of

the rubric that was used to assess students' speaking and writing was 80% analytic rubric and 20 % primary trait/annonated rubric as can be seen in figure 1 below.
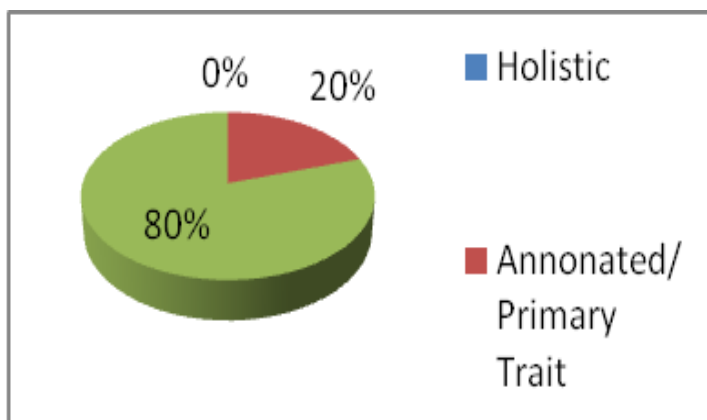
Figure 1. The Types of Rubric for Assessing Writing and Speaking

The figure above shows that none of the lecturer constructed or used Holistic rubric to assess students' speaking and writing as they considered that it was difficult to adjust in which component that the students needed to improve their ability.

4. **Information from Speaking and Writing Assessment Used by Lecturer as a Feedback to Students**

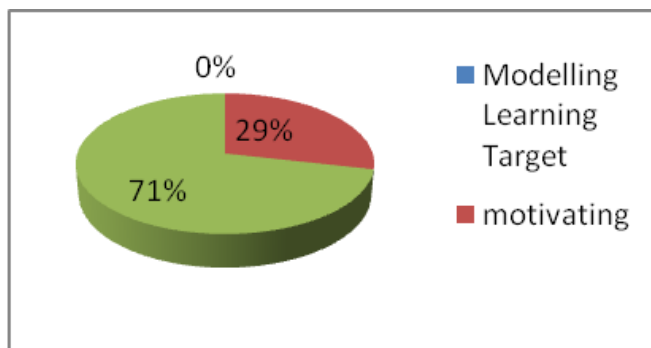The use of feedback by speaking and writing lecturers can be seen in figure 2 below.

Figure 2. The Use of Feedback by the Lecturers.

The figure above shows that the feedback was mostly used as assigning grades to students (71%) followed by motivating students (29%). None of the lecturer used feedback as modeling learning target since there was only lecturers' statement but cannot be proved by any document and they could not explained it in detail.

DISCUSSION
1. Speaking and Writing Assessment Implemented by Lecturer Related with the Types of Assessment
a. Types of Speaking Assessment

The types of speaking assessment used by lecturer was varied but not yet related with the course objective and the learning objective that should be stated in syllabus and lesson plan. The result of observation proved that the lecturers often use the same types of speaking assessment without clarifying which types of the assessment that is used for certain topic in speaking subject. However, each types of speaking assessment has its own purpose and method of use that require lecturer to follow the path to get a satisfied result that really describe students' speaking ability. It is in accordance with Brown and Abeywickrama (2010: 187-215) statement that the classification of types of speaking assessment are related with the micro-skill and macro-skill that would be measured. Thus, using the same types of assessment by the lecturer is neglecting the function and specification of speaking assessment itself.

The findings show that there is an overlap of the topics which are offered by the lecturer A and B since there are some topics which asserted in speaking II while they have been discussed in speaking I. Moreover, some topics which are offered in speaking II are too simple to be discussed in one meeting and it is not appropriate enough to be discussed in speaking II such as; *expressing thank (meeting 6), expressing apologize (meeting 7),* and *expressing obligation (meeting 10).* Those topics are offered at the middle of the semester when the topic should be moved to a little bit difficult at the advance level.

There was not much information that can be accessed from lecturer C in teaching speaking 3. The activities of speaking III are appropriate to be classified as a writing skill since the students are asked to make a mind mapping and summary of the research article on the paper which is then handed to the lecturer. The activity which is considered as speaking skill is the presentation of the paper but there is no comments that related with speaking such as; the clarity of information, the grammar, even the intonation and the term or vocabulary which are used in presenting the paper.

In conclusion, the topic of speaking I, II, and III are not well designed to fulfill students' need and learning goal related with the level of speaking. The lecturers are not discussed what is the objective, the learning goal, and the topics of for speaking I, II, and III. Finally, the topics in speaking I, II, and III cannot fully cultivate students' ability in speaking.

b. Types of Writing Assessment

The findings show that lecturer A and B use different types of writing assessment. She knows how to assess students' writing ability since the types of assessment that is related with the criteria of assessment and the learning goal itself. It is related with Bachman statement (1996:231) that teacher should makes clear decision about objective or criteria where each of the can be assessed through variety of task or types of assessment. Moreover, the finding from observation and document has shown that the lecturer is very careful in preparing her teaching and assessing writing. She made a correlation between the topics in syllabus with the assessment to examine students' writing ability.

In contrast, lecturer B taught writing IV that the aim of it to prepare students to write a research paper. The assessment should be on the basis knowledge of writing a research paper. However, rather than teaching or guiding students to meet the learning objective and goal through writing activity and practice, she simply organizes students to make a resume of an article and individual presentation.

The analysis toward syllabus as one of document in writing also shows that the topics which are offered in

writing IV is not suitable with the description of writing IV subject. The topic mainly concerned the students' ability in writing a paragraph, making an outline, using punctuation and discussing about coherence in writing. However, those topics are mainly discussed in writing I and II. In other words, the syllabus design is not related and supported the teaching of writing IV which then affects the assessment of it. It is well understood if the students cannot demonstrate their ability in writing a research paper. Moreover it opens a wide chance for plagiarism to occur in their writing since they think that they are not required to make a research paper from the first. Hughes (2003: 93) states that writing tasks should be well defined that candidates should know just what is required for them (Hughes, 2003:93). So, if the students are introduced about the description or the learning goal of writing IV of what they are expected to do, they would have a chance to achieve the goal and at the end ability to do so.

In conclusion, the topics in writing I are related with the description of it as a result the writing assessment are also provided to meet the them as well where students' writing ability can be assessed appropriately. On the contrary, the topics of writing IV are not related with the description of it. The assessment of writing is also very limited that it cannot give aclear information about students' ability in writing.

2. Lecturer's Construction of Speaking Rubric in Assessing Students' Speaking

The data finding of speaking rubric which was constructed and used by the lecturer was analytic scoring rubric. The lecturer admitted that they use this type of rubric since it is easy and ready used so they do not have to construct the new one while holistic scoring rubric is considered unclear and difficult to adjust students' ability as bias might occur in doing it. When the lecturers said that they use a ready used analytic scoring rubric it signs that they use it just as it is but the result of interview is different.

The interview also reveals that the lecturers did not set the range of point for each component of speaking that possible to be gained by students except lecturer A. He knows better about

the range of point for analytic scoring and annonated scoring for each component and the lowest and highest point of it. While the other two lecturers only said that the point or score is like the original one or one point for each but cannot explain what it means. It indicates that the lecturers, lecturer A and B, have lack of knowledge and practice about using analytic scoring rubric, how to use the range of point or score for each component, and adjusting the score.

In one hand, changing one component in speaking rubric should be considered on what is the purpose, the urgent, and the contribution to speaking ability itself rather than saying that it can help students to get a high score. On the other hand, giving or deciding the score which is gained by students in each component of speaking should be through practice. So the lecturer will not produce a bias judgment over students' speaking ability. A trained lecturer in using scoring rubric will give a valid result of students' ability and weaknesses which allow students to develop their own ability.

3. **Writing Rubric Constructed by the Lecturer in Assessing Students' Writing**

The finding towards writing rubric which was constructed and used by the lecturer shows that there are only two rubric was used; primary trait and analytic scoring rubric. Lecturer A uses primary trait which indicates that she knows students' weaknesses and would focus on them. It seems three components-content, grammar and coherence- are chosen as she is aware that the ability to deliver the ideas will be reflected through content and it can be read if it is written in correct grammar and has coherence. Thus, her decision to use primary trait scoring rubric is well understood. It also describes that she knows much about not only teaching writing but also assessing it with appropriate rubric and scoring procedures which is proven by designing the range of point or score.

Lecturer B, on the other side, uses analytic scoring rubric which she as a ready used one. However, the component of her rubric is only three; content, organization, and language use while a ready use analytic rubric has five components; content, organization, grammar, vocabulary, and mechanic or language use. It seems that she would like to focus on those three

components but when she was asked about the reason and purpose of her decision she only says it based on students' condition and it's her decision. However deciding the writing component should be very careful as Weir (1990: 73) states that the writing component of any test should concentrate on controlled writing tasks where features of audience, medium, setting, and purpose is chosen appropriately including the scoring criteria and trained examiner. It can be concluded that she has lack of knowledge about assessing writing and writing components and it strengthen by the fact that the score is not clearly distinct the lowest and highest achievement of students.

The purpose of choosing or constructing the rubric for the lecturer A shows that she concerns about students' progress and ability as she said that the rubric suits with students' capability and learning goal. It is supported by O'Malley and Pierce (1995) that the purpose of writing assessment is to monitor students' progress and determine if the changes in instruction are required to meet the students' need. Thus, what has been done by Lecturer A and B is also affected by experience and eagerness to what they teach and students as well.

4. **Information from Speaking and Writing Assessment Used by Lecturer as a Feedback to Students**

The finding toward the use of feedback for lecturer figures out that the feedback does not have much attention from the lecturers. Moreover, all lecturers basically only use the feedback or the result of students' assessment to calculate students' final grade. Their statement about the use of feedback is also very cliché that it uses to modeling learning target, motivating students, and assigning grade but they cannot explain more about the method or how to do it and there is no document. Only lecturer A in speaking and writing subject who have complete document about the use of feedback and they can explain it very clear.

The lecturers of speaking and writing subject do not use feedback as it is assigned in teaching and learning process. The lecturers actually have to use all the information to observe whether the learning goal has been achieved or not. As stated by Locke and Latham, 1984 in Hattie and Temperley (2011: 87) that the goals and associated feedback are also more likely to

include information about the criteria for success in attaining them. Focusing on students' attention, and feedback can be more directed on how and what they understand and misunderstand, finding directions and strategies that they must take to improve, and seeking assistance to understand the goals of the learning. For teachers, it means devising activities and questions that provide feedback to them about the effectiveness of their teaching, particularly so they know what to do next.

CONCLUSION AND SUGGESTION
Conclusion
1. There were 9 types of assessment-question and answer, instruction and direction, paraphrasing, role play, conversation, discussion, oral presentation, picture-cued storytelling and retelling story- which were used by the lecturer in assessing students' speaking in speaking I, II, and III subject. Among those types, only two types that were used as summative assessment; paraphrasing (in speaking III) and role play (in speaking I) while formative assessment used 9 types of speaking assessment which have been mention above. Meanwhile, there were 5 types of assessment used by writing lecturer those are; paraphrasing, paragraph construction, strategic option, editing task and essay writing. Only paragraph construction that was used as formative and summative assessment to assess students' writing ability.
2. All lecturers who taught speaking I, II, and III constructed and used analytic rubric for speaking assessment. The components of speaking that mostly used were grammar, pronunciation, fluency, and pronunciation. .
3. Two lecturers who taught writing, one of them (writing I) constructed and used primary trait rubric and another lecturer (writing IV) used analytic rubric. The components of writing I were content, coherence, grammatical (writing I) while writing IV were content, organization, and language use, but both were focused on content. The lecturers had stated and defined the range of point for each component but only one of them who clearly defined the point into lowest up to highest score.

4. It was found that most lecturers who taught speaking and writing committed that they used the result of students' assessment as a feedback both for teacher and students. For the teacher, the result of students' assessment was mainly used as assigning grade to students by speaking and writing lecturers. The feedback was also used as motivating students to learn much and get a better mark.

Suggestions
1. The lecturer should carefully choose the types of speaking and writing assessment that suit with the course objective and the learning target.
2. The rubric for assessing speaking and writing along with the components and point for each of it should be introduced and explained to the students so they know their own strengths and weaknesses and set the plan to overcome their weaknesses, improve their ability and finally get the highest score in those subject.
3. The lecturer should use the result of students' assessment as the feedback for themselves and students as well. As modeling learning target, motivating students, and assigning the grade.

SHORT BIOGRAPHY

Jumatul Hidayah is a lecturer of STAIN Curup-Bengkulu. She received her M.Pd in English Language Teaching from State University of Padang, West Of Sumatera, Indonesia. Her main interests include Language Testing and Evaluation, teaching listening

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