

SPEAKING ASSESSMENT BASED ON THE 2013 CURRICULUM FROM ENGLISH TEACHERS AND THEIR PERCEPTION

Imro Atus Soliha

Sekolah Tinggi Agama Islam Muhammadiyah Probolinggo
imroatussoliha214@gmail.com

Abstract

This study was focused on the speaking assessment used by six English teachers at three Junior High School in Probolinggo. The objectives of this study are to explain; 1) the Implementation of Speaking Assessment based on 2013 Curriculum, 2) the types of speaking assessment from English teachers, and 3) teachers' perception on speaking assessment based on 2013 curriculum. Type of this research was qualitative. The data were collected from interview, questionnaires, observation, and document analysis. The samples of this study were six English teachers who taught eight grade from three Junior High schools in Probolinggo. The data were classified and analyzed in qualitative way. The result showed that; 1) the English teachers of three Junior High Schools in probolinggo have applied the assessment in speaking, but not all standard was completed, 2) role play performance was used in assessing the students' speaking skill, 3) teachers' perception on speaking assessment was very good, and thought that the assessment could be the solution for their problems in assessing student's speaking skill.

Keywords: assessment, speaking, curriculum 2013, perception.

INTRODUCTION

English language is viewed as a knowledge which contains many elements such as grammar, vocabulary, and pronunciation that should be learned and understand both teachers and students as the tools to master four skills, namely: listening, speaking, reading and writing. Teaching and learning speaking requires as the most important skill to be mastered, of course it makes speaking to be one of the important part in language teaching assessment.

The aim of teaching speaking is developing students' communicative skill in their daily life. For almost many students, speaking need hard efforts to mastered. Doing speaking requires establishing ideas and plan for somewhat to deliver to the listener, correct grammar, vocabulary, and pronunciation to use and give a clear understanding. Since speaking is considered as a complex skill in learning and teaching, the teacher should apply a good and appropriate method for the students to have better understanding.

All learning process need to be evaluated by assessing or measuring students' understanding or ability in mastering the lessons. A test or assessment can be realized as the way to do some evaluation. Assessment can be used to control students' learning progress. That is more likely to be accomplished when assessment is authentic and tied to the instructional goals of the program.

Assessment has strong relationship with curriculum in the local environment. Exactly, Indonesian government or the new curriculum called 2013 that officially this curriculum launched in 2014 by the Minister of Education and Culture. The usage of 2013 curriculum helps teacher and students face current global challenges, need competencies, and current negative phenomena especially from many young people and discouraging perceptions among Indonesians related to the education. It is thought that by using to the newest curriculum, Indonesian education will be better and brighter in the future in facing every problems from many aspects in globalization era.

Scientific approach in the learning process utilizes in this newest curriculum. It has purpose to make students able to have a good skill, knowledge and good manners. In 2013 curriculum, teachers have to change their view that they only can or should study and do their activities related to the lesson in the class, strengthen attitude toward skills and knowledge which are integrated with scientific approach.

Authentic assessment recommends to practice in 2013 Curriculum of. It emphasizes the practical application of tasks in real-world settings (Fook & Sidhu, 2010, as cited in Wangid, Mustadi, Senen & Herianingtyas, 2017). Authentic assessment approach gets the teachers to assess students' attitude, knowledge and skills based on the learning process and learning results. Because of the learning process, assessment and other matters which are considered to be more difficult and complex than previous curriculum, some teachers sometimes have some difficulties and problems for its implementation. Since speaking is

classified into skill, therefore the researcher uses the concept of authentic assessment of 2013 Curriculum in assessing the speaking.

The previous research about the implementation of authentic assessment of speaking and its types were conducted by Waritsatul Jannah and Rudi Hartono (2018), Sahyoni and Zaim (2017), Hidayah (2017), Idayani and Rugaiyah (2017), and Rukmini and Saputri (2017). Waritsatul Jannah and Rudi Hartono (2018), Rukmini and Saputri (2017), Idayani and Rugaiyah (2017) and Sahroni and Zaim (2017) investigated the assessment in Junior High School. Hidayah (2017) did the research in university level.

The objectives of their researches were to describe the assessment implementation of learners' speaking skill with other elements. Their research had the same finding and conclude that almost all teachers implemented some ways or strategies in conducting speaking assessment. In the form of types of speaking tasks they implemented performance assessment. However, the implementation has not been conducted properly yet (Rukmini & Saputri, 2017).

Those researches above have some similarities to the writer's, which tried to describe the implementation of speaking assessment and the types of speaking assessment used by the teachers. In addition, the writer's also investigated teachers perception concerning to the speaking assessment based on 2013 curriculum and the difference in implementing speaking assessment compared to the previous curriculum.

Other studies discussed the implementation of general assessment in classroom, conducted by Noormaliah (2016), and Saefurrohman and Balinas (2016). Saefurrohman and Balinas (2016) and Noormaliah (2016) conducted the research on the English teachers. Their studies aimed to check and explore how teachers practice their classroom assessment, but Noormaliah (2016) did it more specific related to 2013 Curriculum.

Noormaliah's (2016) study found that English teachers at seventh grade of SMP Muhammadiyah Banjarbaru have implemented observation assessment for attitude competence, written assessment and project assessment for knowledge competence, and product assessment for skill assessment. This study did not find any implementation of speaking assessment for assessment skill. It also revealed that the teachers encountered some problems which came from internal and external problems. Furthermore, Saefurrohman and Balinas' (2016) study revealed that Internet and published textbooks became the source of Filipino and Indonesian Junior High School English teachers in making the assessments.

Verbal feedback and conference with students were the two most popular methods used in giving feedback for both Filipino and Indonesian English teachers.

From all the phenomena that occurred in the previous researchs the writer try to arrange the purpose of the study. The important purposes of this study are, firstly, to investigate the implementation of speaking assessment in applying the of 2013 curriculum. Secondly, this study investigates the types of speaking assessment used by English teachers in applying the 2013 curriculum. Thirdly, this study attempts to describe English teachers' perceptions of speaking assessment in applying the 2013 curriculum by considering the problems and the solutions. Finally, this study is aimed to investigate the implementation differences of speaking assessment used by English teachers in the application of 2013 curriculum compared to school based curriculum.

This research is hopefully can give good contribution to the concept of speaking assessment. It is also can be useful for educators as additional knowledge in correcting and improving their assessment technique. It also may develop their ability in assessing students' speaking appropriately.

METHODS

This study used descriptive qualitative approach. Qualitative research is the collection, analysis and interpretation of comprehensive narrative and non-numerical data to gain insights into a particular phenomenon of interest (Gay, Mills, & Airasian, 2011). Sukmadinata (2011) also stated that the goal of descriptive research is to describe or illustrate the existing phenomenon, either natural or human engineering (p.72).

The research instrument for this study was an interview, questionnaire, observation and document analysis. Ary et al. (2010, p. 441) stated, "Interview is one of the most extensive used way and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words". Moreover, the interview is an appropriate method for collecting data in getting others' opinion and interpret it by own words.

The researcher chose the subjects by using purposive sampling method in which she used her judgment to select sample for a specific purpose (Fraenkel & Wallen, 2009). The subjects of this study were six teachers who taught English at the eight grade of three Junior

High School in Probolinggo. In collecting the data, this study implemented interview, questionnaire, classroom observation, and document analysis as the instruments of this study.

In this study, the writer distributed the questionnaire to the teachers. The questionnaire used in this research was an open ended questionnaire and close ended questionnaire. It was used to elicit in depth about teachers' views and opinions regarding their perceptions of speaking assessment.

The writer held six individual interviews and the questions were written in Bahasa Indonesia in order to get clear understanding of the content. The purpose of doing interview was to enhance the teachers' answers about their perspective of speaking assessment and complete their explanation after doing the questionnaires.

The documents analysis covered all that supported the asking questions. In this case, the researcher used the teachers' documents including the syllabus, the lesson plans, and the scoring rubrics as the data collection from the participants' assessment practices.

The classroom observation involved observing and recording through the use of notes, and teachers' behavior in the place of observation or in three Junior High School. In this research, the writer did the classroom observation when the process of speaking assessment was in progress. It was conducted in order to draw the descriptions of teachers' practices of speaking assessment.

RESULTS AND DISCUSSION

Results

The result of interview showed that the implementation of speaking assessment was done by teachers used many ways, such as: asking the students to perform speaking in front of the class in the form of monolog, dialog, role play, short question and answer, and also had small discussion. They chosen those assessments depending on the learning material in every meeting. It is implied that the most frequent assessment technique used is dialog, then role play. They used role play usually in the end of the second semester.

The implementation of monolog, dialog and role play in assessing students' speaking ability is not done spontaneously. First, the teacher gave the example of dialog which is taken from the text book, read the dialog in front of the class, give the meaning of the dialog and then asked the students to make another dialog as the example, after that they memorized it. The role play is done in the same way as dialog, which is done through memorization.

Although memorization technique is not allowed in the learning process, the teachers often use this way to make their students confident in practicing their speaking skill in front of their friends. According to them one of the effective way to enrich students' vocabulary is memorizing. It is supported by the opinion from teacher 2, she said that if the students don't memorize the dialog or vocabularies, they will not be able to compose a sentence, they won't be able to practice speaking English. It is the reality that happened in many schools or institutions.

In addition, the researcher did the observation in their classroom while the teachers were assessing the students' speaking skill without any interruption. The result of teacher's checklist on implementation of speaking assessment was shown at the table below:

Table 1. Teacher's Implementation of Speaking Assessment based on 2013 Curriculum

No	Criteria	T	T	T	T	T	T
		1	2	3	4	5	6
1	Teacher has the scoring instrument			✓	✓		✓
2	Teacher gives the criteria of assessment to the students		✓	✓	✓	✓	✓
3	Teacher do the assessment based on the lesson plan	✓					
4	Teacher gives clear instructions for the assessment	✓	✓	✓	✓	✓	✓
5	Teacher assesses the students in the learning process	✓	✓	✓	✓	✓	✓
6	Teacher assesses the students at the end of learning process	✓	✓	✓	✓	✓	✓
7	Teacher reviews the assessment and gives the students a feedback	✓		✓	✓		✓

The table above indicates that the third criteria that is “Teacher do the assessment based on the lesson plan” were checked for all teachers but only T1 who practiced the speaking assessment task as he mentioned in his lesson plan. Almost all teachers gave clear instruction, reviews and a feedback in assessing students’ speaking ability. They held the assesment in the end or sometimes in the midle of the learning processes. Three of them already prepared their scoring instrument and another give value to the students without using any instrument

In addition, the data from document analysis which include lesson plan and syllabus, indicated that all teachers have their own syllabus and lesson plan. They also have their scoring books of the assessment which is shown in the following table.

The next finding is types of speaking task used by six teachers. In this case, the researcher collected the data from the questionnaire; all of the teachers utilized the performance-based assessment techniques which were done in several types of the speaking assessment test as presented in the table below.

Table 2. The Types of Speaking Assessment used by English Teachers.

No	Criteria	T 1	T 2	T 3	T 4	T 5	T 6
1	Word repetition task	✓			✓		
2	Read aloud task	✓					
3	Sentence/completion task			✓			
4	Picture cued task						✓
5	Question and answer task	✓	✓	✓	✓	✓	✓
6	Giving direction/instruction	✓					
7	Role play	✓		✓	✓		
8	Discussion		✓		✓		
9	Conversation		✓		✓		

Table 2 indicates that question and answer task is the most frequently technique used in assessing students' speaking, only a half of them tried to implement others types of assessment. The assessment in the form of question and answer task is used by teachers to assess the students speaking ability during the learning process. The next frequently used technique is role play which usually do in the end of the the second semester. The other types of speaking assessment which used by teachers are shown in the table above, those are conversation, discussion, word repetition task, and many others.

The next finding is about the teachers' perceptions related to the speaking assessment. Based on the result of interview with all the participants, it could be implied that all teachers have the same views about the definition of authentic assessment implemented in 2013 curriculum. According to them authentic assessment is the process of assessing which need authentic instruction and authentic learning. It is the process of collecting information of students' achievement about their learning outcomes complete with the attitude, knowledge and skill competence. Assessment and learning process cannot be separated; it is done together and systematically during and after the learning process.

The teachers also said that the assessment used for speaking ability is good since it does not only see the students' result of assessment, but it also assessed the whole process of assessment during the learning activity. Although it is good, according to them the assessment is complicated to be conducted and implemented. As teacher 6 said that assessing speaking is difficult because it has many scoring criteria to be assessed and the teachers must use all their concentration in paying attention to students' performance. Besides, there are many other assessments to be done by them.

In assessing the students' speaking ability, teachers faced many problems, such as: difficulty in getting the students' responses, the lack of students' ability, repeating mistakes, low motivation, shy, afraid of making mistakes, feeling anxious and lack of vocabulary and grammar mastery.

To overcome those problems, teachers tried many ways to solve the problems. Some of them admitted that they still implemented drilling and

memorization method in their teaching and learning process. They believed that this way can make their students' speaking ability better than before. Besides, they always delivered the important of using dictionary is compulsory in English class.

Discussion

Curriculum is one of the most important aspects in education. It is as the guidance an of educational activities to achieve the main purpose of education. The good arrangement of curriculum will be good if they implement it well. All elements in educational environment should try to implement the curriculum maximally in order to achieve to goal of education.

As known, authentic assessment requires to use in curriculum 2013. In the paradigmatic, authentic assessment need an authentic instruction and authentic learning. It is believed that authentic assessment is able to give information to the learners ability holistically and validly. Basically, the assessment mentioned in the document of the 2013 curriculum is formal assessment (Jamilah, 2013), since formative assessment is done in the process of forming students' competence and skills with the goal of helping them to continue that growth process (Brown, 2004).

Learning assessment that was conducted in three Junior High Schools in Probolinggo includes knowledge, attitudes, and skills competence. In 2013 curriculum, there are many assessments that should be conducted because they should cover every aspects from all individual learner.

The 2013 curriculum has been implemented in almost Junior High Schools in Probolinggo since the beginning of the curriculum change. Before coming the rules to change their previous curriculum many institutions still use the old version. At this time all schools implemented it since the revised 2013 curriculum became an obligatory.

The result of this study is in line with the research found by Waritsatul Jannah and Rudi Hartono (2018) which revealed that all of the teachers had implemented the authentic speaking assessment to assess the students' skill. They

did it based on 2013 curriculum guidance which depends on the learning materials. It could hold during the learning process or at the end of learning process after finishing the learning materials. Generally, there are two steps that have been done by teachers before conducting the assessment process. They are:

a. Planning

Planning is the most important preparation before conducting the assessment, the teacher is required to make a good planning. It can be in the syllabus from, considering the indicators of learning material. In planning the assessment, teachers made the instrument of assessment; including the kind of task that should be performed by students and the scoring rubrics. The assessment task must be appropriate and in accordance with the competence that will be measured.

b. Implementation

To assess students' ability, teachers should explain and tell to the students that they were valued from some tasks for their English speaking skill competence. It was delivered to give clear and good communication among the teachers and students.

Although the teachers conducted the assessment process, in assessing students' speaking skill based on 2013 curriculum, only some participant teachers fully implemented it appropriately in accordance with the regulation of 2013 curriculum. The classroom observation and lesson plan analysis showed that the rubric made by teacher 1 and teacher 2, did not fulfill the standard of rubric. Teacher 1 did not prepare the scoring instrument in details before doing the assessment. The teacher only provided general scoring instrument for assessing speaking skill.

Besides, before conducting the speaking assessment to students, teacher 2 also did not tell the criteria of the assesment. According to (Kunandar: 2013), the rubric of performance assessment should involve indicators to assess the basic skill competence, so the rubric can measure the ability to be measured. Then the teachers should make a suitable rubric in scoring students' speaking assessment. Analytic scoring rubrics is suitable rubric to assess the performance from the

learners, which consists of many aspects to be measured. It is more advantageous since it provides more insight for students and teachers about areas of strength and weakness, as it is delivered by Ulker (2017), Mukminatien (2000), and Metruk (2018).

In spite of the incomplete implementation, another finding showed that the teachers gave direct positive feedback after assessing the students (Mufanti, 2016) which consists of the error indication and corresponding the correct form. Askew (2004) stated that feedback is like a gift from teachers to the students (as cited in Dewi, 2015). They evaluated, reviewed students' assessment and corrected their mistakes. The systemic feedback included evaluation as an important element in the process of teaching and learning (Rahman, Babu & Ashrafuzzaman, 2011).

Assessment and feedback can make teachers check the current ability of their students' language competence. Moreover, feedback also gives chances to students to participate in modifying or re-planning the upcoming classes (Bachman & Palmer, 2009). Furthermore, Han (2004) "claims that the absence of corrective feedback is one putative causal factor of fossilization among foreign language learners" (as cited in Liskinasih, 2016, p.60).

The process of speaking assessment in some schools in Probolinggo particularly has implemented the performance based assessment. It is applied because it has relationship to the speech producing skill.

Competent to the types of assessment used by teachers, the finding of this study is almost same with Hidayah (2017), Idayani and Rugaiyah (2017), and Sahyoni and Zaim (2017). It showed that there are many kinds of assessment activities of performance based assessment used by teachers; such as: word repetition task, read aloud task, sentence/completion task, picture cued task, question and answer task, giving direction/instruction, role play, discussion, and conversation.

It indicated that all teachers implemented various assessment test activities. Those activities were done during the learning process or at the end of learning process. Most of them tended to apply the role play in assessing the students' speaking skill at the end of the last meeting in the second semester. They

argued it was the interesting technique of speaking assessment because the students' played the role as if they experienced it in their real life. Moreover, it need more time in doing this activities.

Role play is supposed to be conducted spontaneously by giving students a suitable topic without scripting the dialog According to Revell (1994) and Ur P (1981), (as cited in Milchatun et al., 2015), even though the general idea to what they are going to do and say is well prepared. But the showed that the implementation of role play, or even any other types of speaking assessment; mostly the teachers still did it through memorization of script in order they can get a good score and fulfill the needs of passing grade because of the problems experienced by students.

Implementing role play to assess students' speaking is very useful and has many benefits. Livingstone (1983) & Ments (1992) argue that role play can "increase students' motivation and involvement in the learning process" (as cited in Insani, 2014, p.2). Samsibar and Naro (2018) added that role play "gave students an opportunity to practice communicating in different social contexts and in different social roles. It also makes students to be more creative and to put themselves in another person's place for a while" (p.108). In conclusion, as a teacher they should always try to improve students' communication skill and apply their English skill creatively. Hence the implementation of role play in this case is far from the expectation.

The teachers argued that the 2013 curriculum assessment is very good in perceiving the assessment, because it consists of all aspects of students, including attitude, knowledge and skill. Because it is an authentic material, it could not be separated from the other elements of learning, they have connection. The 2013 curriculum English assessment has already reach the purpose of learning which uses English to communicate based on the real life, not just learning and practicing foreign language. It is in line with Nurgiyantoro (2010), which stated that in assessing the students, they are not only demanded to speak English, but also to consider the content of conversation which reflected the daily life communication.

Some teachers confessed that they still found some difficulties in practicing the assessment. Based on their opinion assessment is one of the standards of national education which is very complicated. Furthermore, from the interview some of them also got the difficulties since they still did not get enough understanding of 2013 curriculum.

Moreover, there is a classic problem that occurred in assessing the students. All teachers stated that they got the difficulty of getting the students' responses. The students were anguish from the lack of motivation in the learning process. Since motivation as the second factor in building speaking English competence so the results of students' assessment depend on that (Apriliyanti, 2018). So, at least the students must have a good intention in learning the lesson to make them easy to get the new knowledge. Teachers have tried to support students' to practice their English by doing speaking activities inside or outside the class. As it has been experienced by Putri (2016) the students do not put much effort into their speaking tests,.

The teachers also argued that the students frustrated in understanding some English text because they had poor vocabulary mastery. In language learning, the mastery of vocabulary determines the quality of someone's language skill (Tarigan, 2008, as cited in Uzer, 2017). Thus, teachers should improve their effort in teaching English and make the students employ many words.

Besides, some teachers said that their students did not have good confidence in practicing their English, worried, afraid and shy of making mistakes. They were unable to express themselves with confidence. As some characteristics mentioned, those problems indicate that some of the participants' students had low self-esteem (Brown, 2000, as cited in Gustaman, 2015).

Some teachers also informed that the students often repeat the same mistakes over and over especially in the form of pronunciations and grammar, although the teachers had already reminded, corrected and given them the correct version. It is happened because the fossilization experienced by the students (Khunaifi, 2015).

In resolving that situations, teachers tried to apply some strategies; such as making the learning process as attractive as possible, using any kind of supporting learning media, delivering the to make the students more interested in learning English and the assessment process will occur comprehensively.

Relating to teachers' views of the difference between the assessment of 2013 curriculum and that of school based curriculum, all teachers particularly argued that the assessment of 2013 curriculum was very good to measure students' ability. However, there are two teachers who viewed that 2013 curriculum is just the same as school based curriculum. The other four teachers thought that it is different from the previous curriculum. But in the practice of speaking assessment itself, the teachers were implementing the similar technique which often they used in the previous curriculum.

In the 2013 curriculum, all of the subjects have the skills aspect that should be master by the students as a continuation of knowledge aspects. So that, it can say that there are significant changes in the 2013 curriculum; in KTSP curriculum psychomotor domain was emphasized on certain subjects, such as physical education and health sports, arts and culture and some of the subjects, but in 2013 curriculum all of the subjects accommodates psychomotor domain which is an integral part of in the cognitive side.

English subject used to be divided into four competences in the previous curriculum: listening, reading, speaking and writing. But in this newest curriculum, speaking and writing are integrated into the skill competence. One of the participants stated that the difference in assessment between the two curricula is that in composing the assessment based on 2013 curriculum the teachers are free to create any kind of assessment that suitable to the syllabus, they are also free to always explore and get more about the assessment.

CONCLUSION AND SUGGESTION

This case study comes to the conclusion that the implementation of speaking assessment by teachers were not already complete with the assessment standard of 2013 curriculum assessment which should consists of the authentic

assessment. The assessment is held during and at the end of learning process by the teachers. While not all teachers have already implemented the rules and regulation of assessment based on 2013 curriculum for the whole teaching and learning process.

Teachers used several assessment techniques to assess students' speaking. Based on the regulation of 2013 curriculum, the use of performance based assessment is must and needed to assess students' skill. The type of performance based activities which is mostly used to test the speaking is conversation and role play. They thought that both of them as easiest way to assess their speaking ability.

This study also concluded that teachers' perception towards speaking assessment was very good, since it is integrated and inseparable from the process of learning. However, this study indicated, there were several problems that faced by the teachers. Their problem mainly involved the participants from the students, but they always tried to overcome the situation. In addition, two of the participant teachers admitted that they still suffered from the insufficient understanding related to the 2013 curriculum. Besides, the teachers got the difficulties in applying the assessment thoroughly because there are many assessment tasks to be done. Finally this study revealed that the teachers' perception of speaking assessment based on 2013 curriculum and the school based curriculum are different from several points of view, yet the same on the activity of speaking test.

Some practical recommendations regarding the conclusions reached in the study can be noted. In the broadest sense, teacher should prepare the assessment rubrics before testing their students, and try to implement what they have written in lesson plan appropriately in their real teaching. The last, teachers should train their selves related to the way how to give positive comments or feedback, best strategies in correcting their fault and how to manage some corrections as one of the way to assess students speaking ability.

REFERENCES

*Proceedings of MELTC (Muhammadiyah English Language Teaching Conference),
Department of English Education,
The University of Muhammadiyah Surabaya,
21st April 2019*

- Apriliyanti, R., Warsono, & Mujiyanto, J. (2018). The Correlation between Interest, Motivation, English Self-Concept and English Speaking Performance in Nursing Students. *English Educational Journal*, 8 (3), 9 – 18.
- Ary, Donald et.al. 2010. *Introduction to Research in Education*. 8th Ed. Belmont, California: Wadsworth Cengage Learning.
- Brown, H. D. (2004). *Language Assessment Principle and Classroom Practice*, New York: Longman.
- Dewi, D. S. (2015). Corrective Feedback in Speaking Class. *Journal Anglo-Saxon VI*, 8, 03-09
- Fraenkel, J. R. & Wallen, N. E. (2009). *How to design and evaluate research education*, New York: McGraw-Hill.
- Gay, L. R., Mills, E. G., & Airasian, P. (2011). *Educational Research: Competencies for Analysis and Applications (10th Ed)*, USA: Pearson Education.
- Gustaman, W. W. (2015). The Correlation between Students' Self-Esteem and Their English Speaking Competencies (A Study of Eleventh Grade Students at a Public Senior High School in Cimahi). *Journal of English and Education*, 3(2), 121-137.
- Hidayah, J. (2017). Speaking and Writing Assessment Applied by English Lecturers of State College for Islamic Studies (STAIN) at Curup-Bengkulu. *English Franca*. Vol 1 No 01.
- Idayani, A. & Rugaiyah. (2017). An Analysis of Teachers' Strategies in Conducting Speaking Assessments at MTsN Andalan Pekanbaru. *J-SHMIC (Journal of English for Academic)*, Vol 4, No 1.
- Insani, H. D. (2014). The Portrayal of the Role-Play Implementation in Teaching Speaking to the Students of Tourism Study Program. *Journal of English and Education*, 2(2), 1-13.
- Khunaifi, H & Hartono, R. (2015). Teacher's And Student's Perceptions of Corrective Feedback in Teaching Speaking. *English Educational Journal*, 5 (2), 14-20.
- Kunandar. (2013). *Penilaian Autentik*. Jakarta: PT. Rajagrafindo Persada.
- Liskinasih, A. (2016). Corrective Feedbacks in CLT-Adopted Classrooms' Interactions. *Indonesian Journal of Applied Linguistics*, Vol. 6 No. 1, Pp. 60-69.
- Metruk, R. (2018). Comparing Holistic and Analytic Ways of Scoring in the Assessment of Speaking Skills. *The Journal of Teaching English For Specific and Academic Purposes*, Vol. 6, No 1, pp. 179-189.

- Milchatun, Bharati, D. A. L., & Hartono, R. (2015). Improving Students' Personal Self Concept through Role Play Technique in Teaching Speaking Skill. *English Education Journal*, 5 (1), 1-9.
- Mufanti, R. (2016). Highly Proficiency Learners on Noticing Strategy towards Corrective Feedback. *Journal of English Educators Society (JEES)*, Volume 1, Page 19-30.
- Mukminatien, N. (2000). The Advantages Of Using An Analytic Scoring Procedure In Speaking Assessment. *TEFLIN Journal*, Volume XI Number I.
- Noormaliah. (2016). The Implementation of Authentic Assessment by English Teachers at Seventh Grade of Smp Muhammadiyah Banjarbaru. *Proceeding at National Seminar of Current Trends on Research Methodology in English Language Teaching held in Banjarmasin, February 17th, 2016*.
- Rahman, F., Babu, R. & Ashrafuzzaman. (2011). Assessment and Feedback Practices in the English Language Classroom. *Journal of Nepal English Language Teachers' Association (NELTA)*, Vol. 16 No. 1-2, 97-106.
- Rahmawati, S. M. (2017). Direct and Indirect Corrective Feedback on EFL Students Writing Skill: A Case Study in a Junior High School in Bandung. *Journal of English and Education*, Vol. 5 No. 1, pp. 64 - 71
- Rukmini, D. & Saputri, L. A. D. E. (2017). The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum. *Indonesian Journal of Applied Linguistics*, Vol. 7 No. 2, September 2017, pp. 263-273
- Saefurrohman & Balinas, E. S. (2016). English Teachers Classroom Assessment Practices. *International Journal of Evaluation and Research in Education (IJERE)*, Vol.5, No.1, pp. 82 ~ 92.
- Samsibar & Naro, W. (2018). The Effectiveness of Role Play Method toward Students' Motivation In English Conversation. *English, Teaching, Learning And Research Journal*, Volume 4, Number 01.
- Ulker, V. (2017). The Design and Use of Speaking Assessment Rubrics. *Journal of Education and Practice*, Vol.8, No.32.
- Uzer, Y. V. (2017). The Correlation between Vocabulary Mastery and English Speaking Ability of the Tenth Grade Students of Senior High School 12 Palembang. *ANGLO-SAXON*, VOL. 8, NO. 2:251-258 *Journal of Teaching English For Specific and Academic Purposes*, Vol. 6, No 1, pp. 179-189.