

**THE EFFECTIVENESS OF FORMATIVE ASSESSMENT IN
EVALUATING STUDENTS' SPEAKING ABILITY**
(A Descriptive Qualitative Research at SMP Negeri 6 Moncongloe)



A Thesis

*Submitted To the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan*

**MUH. ASWAR
1053 555 3913**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
JANUARY, 2018**



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **Muh. Aswar**, NIM. **10535 5539 12** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 M / 9 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, Jumadil Awal 1439 H
31 Januari 2018 M


PANITIA UJIAN

Pengawas Umum :	Dr. M. Abd. Rahman Rahim, SE., MM.	(.....)
Ketua	Erwin Akib, M.Pd., Ph.D.	(.....)
Sekretaris	Khaeruddin, S.Pd., M.Pd.	(.....)
Penguji	:	(.....)
	1. Dra. Hasnawati Latief, M.Pd.	(.....)
	2. Muh. Arief Muhsin, S.Pd., M.Pd.	(.....)
	3. Dr. Abd. Muin, M. Hum.	(.....)
	4. Awalia Azis, S.Pd., M.Pd.	(.....)

Disahkan Oleh:

Dekan FKIP UNISMUH Makassar


Erwin Akib, M.Pd., Ph.D.
 NBM: 860 934


UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : The Effectiveness of Formative Assessment in Evaluating Students' Speaking Ability (A Descriptive Qualitative Research at SMP Negeri 6 Moncongloe)

Name : Muh. Aswar

Reg.Number : 10535 5539 13

Program : English Education Department Strata 1 (S1)

Faculty : Faculty of Teacher Training and Education

Makassar, 31 Januari 2018

Approved by:

Consultant I

Consultant II

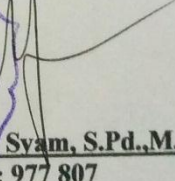

Erwin Akib, M.Pd., Ph.D.


Muh. Arief Muhsin, S.Pd., M.Pd.

**Dean of FKIP
Muhammadiyah University of Makassar**


Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

**Head of English Education
Department**


Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807

MOTTO

**THE ONLY WAY TO ACHIEVE THE IMPOSSIBLE
IS TO BELIEVE IT IS POSSIBLE!**

AL-QUR'AN, SURAH AL-INSYIRAH AYAT 5 YANG ARTINYA

“Maka Sesungguhnya bersama kesulitan ada kemudahan”

ACKNOWLEDGEMENTS

First of all, praise to Allah SWT, who gives His blessing and grace so that the researcher can accomplish this thesis.

I dedicated this thesis for my beloved parents “Abdullah and Marwani” who always love, care, pray and support in my study, there is no appropriate symbol which suitable to state my thanks to them, and for my beloved sister and brothers.

I would like to convey my high appreciation and sincere thanks to my supervisors Erwin Akib, M.Pd., Ph.D and Muh. Arief Muhsin, S.Pd., M.Pd for their invaluable clear perspective, professional expertise, and motivation along the researcher finished this thesis.

The researcher would like to give her gratitude, respect, and appreciation to the following people who have supported him and made this thesis possible:

1. Abd. Rahman Rahim, SE., MM the Rector of Muhammadiyah University of Makassar for his academic advisor to the researcher during the researcher’s study.
2. The researcher also thanks to the head of English Education Department, Umami Khaerati Syam, S.Pd., M.Pd for her academic advisor, also for all lecturers and staffs of English Education Department for giving the knowledge and guidance and help during the researcher’s study.
3. Thanks to The headmaster of SMP Negeri 6 Moncongloe, Muh. Darlis, all staff and Teachers for helping me to conduct my research.

4. My beloved Gang Zoo: Musdalifah, Yusriani Yusuf, Sucitra, and St. Aminah A, for being such lovely sisters by their presence, love, care and support. Thank you for the sweet escape during the thesis writing and studying.
5. Muthia Mutmainnah Darmuh, for being great senior and sister in helping me during the thesis writing and studying.
6. Thanks to all of the members and squad of English Debating Society and UKM Bahasa Makassar Muhammadiyah University for not only being a team for debating or even organization, but have been family and home for any kinds of sharing, learning and togetherness.
7. Thank you for all the researcher's friends at English Education Department, My classmates CRINEXT and English Department Students Association who cannot be named one by one for their remarkable helps and support.

Makassar, 17th September 2017

Muh. Aswar

ABSTRACT

Muh. Aswar. 2017. *The effectiveness of formative assessment in evaluating students speaking ability.* A qualitative research of English teachers at SMP Negeri 6 Moncongloe. Supervised by Erwin Akib and Muh. Arief Muhsin.

This research attempted to find out the effectiveness of formative assessment in evaluating students' speaking ability in SMP Negeri 6 Moncongloe. The research method used the descriptive qualitative method. The data gathered through observation, interview, and documentation which were collected from 2 English teachers. The purpose of observation was to know the implementation of formative assessment while the items of the interview to gather more information on teachers' view and the documentation were to support the main data which were observation and interview. The results had shown that formative assessment was effectively evaluating the students' speaking ability and enhance their participation in oral production. All in all, the researcher could conclude that the formative assessment is needed in order to create interactive class, reducing their fears and anxiety in speaking, and offer more opportunities for students in expressing their ideas.

Keywords: formative assessment, language proficiency, speaking

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CHAPTER 1

INTRODUCTION

A. Background

Traditionally, teachers conduct tests with some criteria and standards at the end of the semester to measure students' skills. Then, the result of the measurement will become students' grades. However, many educators affirm that traditional measures fail to assess significant learning outcomes and undermine curriculum, instruction, and policy decisions. (Dietel. R.J.,dkk 1991:1-2).

Brown (2004:13) also reserves that traditional assessment is not useful in measuring students' language ability since students only have few opportunities in showing their knowledge of the lesson. Speaking is one of intense skill that needs to be improving because it bridges the gap between language study and language use, helping students to collect, inquire, organize and construct information, enhancing teamwork and assisting students to become an active and autonomous learner.

Moreover, the problem is not because they only have fewer opportunities to speak whether in classroom or in their environment since English is only placed as a foreign language and rarely use in daily life. Besides, students also showing unwillingness to speak, they are too afraid for unable to speak fluently or because grammatical error. To minimize the problem, English teacher should create the specific activity which is able to bring students the speaking environment, where they are able to actively

interacting each other, and stimulate them to actively express their opinion or idea about something. In another hand, the way teacher teach speaking in English classroom is unable to create the speaking environment that is needed by students. Teacher more focusing on the text book and teach speaking by asking students to memorize particular expression even a repetition of a dialogue and only assist by teacher itself without students' involvement.

O'Malley and Pierce (2002:58) assert, speaking assessment can efficiently use if the students actively involved in their evaluation, whether in setting criteria, engaging in self-assessment or evaluating peers. It makes the students able to see the significant improvement in their self and make their performances more appropriate. Formative assessment is one of the alternative forms as an evaluation method which can increase student-students and student-teacher interaction and can be used to enhance learners' understanding of other students' ideas during the learning experience. Butler, (2001: 41).

It underlines the importance of involving students in assessment procedure. The practice of Formative assessment in the classroom has influenced by important learning theories such as autonomous learning, intrinsic motivation, cooperative learning, learner-centered, and collaborative learning. Those theoretical principles are underpinning and considering cooperative learning as an extra asset of formative assessment (Brown, 2004:6). As Boyle and Nicol (2003:52-55) also argue that formative evaluations bring some beneficial values; improving student motivation, helping to develop a better understanding, encouraging in-depth learning,

controlling the autonomy of the process of learning, treating assessment as part of the learning process, and increasing the capacity for critical analysis.

A large number of studies also have examined the implementation of formative assessment. Most of the studies found that formative assessment has contributed to the learning process, improved quality, and also made students feel more motivated in the subject (Wen & Tsai, 2006:41). Besides, students perceived that formative assessment made them confidence and could enhance their knowledge. Reviews of the previous research also reveal that peer assessment can develop students' skills such as critical reflection in assessing others. Students can learn from reflecting on and justifying what others have done (Liu & Carless, 2006:13). Thus, the implementation of peer assessment in the classroom considered as a precious experience for students.

However, the implementation of formative assessment is relatively a new phenomenon in Indonesian classroom. Both teachers and students are unfamiliar with the application of formative assessment. Both of participants have their doubt. The way the teachers implement formative assessment in Indonesian classroom setting still is questioning. Meanwhile, as well as teachers, students also have similar concerns; the students' capability in rating their peers objectively and adequately. Thus, the issue of the implementation of Formative assessment as a method for assessing students' speaking ability is worth being investigated.

In an attempt to see whether formative assessment could implement in junior school Indonesian learning environment, the implementation of this

method need to be investigated. Moreover, the investigation deals with how effective this way of assessing students' speaking ability.

B. Problem statement

Based on the background above, the research problem could be formulated as follows: How is the effectiveness of formative assessment to assess students' speaking ability at SMP Negeri 6 Moncongloe?

C. Research objective

This research aims to find out the effectiveness of formative assessment in evaluating students' speaking ability at SMP Negeri 6 Moncongloe.

D. Significance of the research

The significant of the research is classified into two categories as follows;

1. Theoretical significance: this research is expected to be a good knowledge, reference, and information that can be implemented in English Language teaching and learning, especially in assessing the students' speaking ability.
2. Practical Significance

There are three practical significances which are expected by the researcher as follows:

- 1) For teachers, this research could be a useful knowledge about a new method to assess speaking in the classroom.
- 2) For the student, it can provide an opportunity for them to enhancing their motivation in learning speaking by involving their selves in assessment.
- 3) For the other researcher, it can be useful information and source for the next research and to create a speaking assessment that creative, interactive, and effective.

E. Scope of the research

This research focuses on the effectiveness of formative assessment in assessing students' language proficiency especially in fluency of speaking. However, the research site was limited to English teacher in SMPN 6 Moncongloe.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

There were some researchers who have researched the implementation of formative assessment in teaching English, they are:

Tong, Lingying. (2016) did an experimental at China West Normal University entitled “Formative Assessment in Oral English Classroom and Alleviation of Speaking Apprehension” and found that the implementation of formative assessment in the oral English classroom is effective to alleviate students’ speaking anxiety in experimental class. It is proved by the lower mean score the experimental is 88.50 rather than the controlled class is 95.11.

Rabia, F.B. (2013) conducted research entitled “The Impact of Formative Assessment on Students’ Language Proficiency” shown that formative assessment impacts the students’ speaking skill positively, and enhance their participation in oral production.

Al-Shehri, K.D. (2008) in her thesis entitled “Teachers’ and students’ attitudes toward formative assessment and feedback in teaching English for specific purposes ESP” found that formative assessment and formative feedback can be used to reinforce good teaching and learning practices or can be used as a base for adjusting an existing practice. When formative activities both formative assessment and formative feedback are addressed constructively, there can be positive impacts on boosting students’ egos and motivation to learn English.

The result of previous researchers above showed that the formative assessment is effective in alleviating students' speaking anxiety, enhance the students' participation in oral production, boosting students' egos and motivation in learn English, and narrowing the gap between low and high achievers while raising overall students' achievement. Moreover, the main challenges that faced by a teacher in conducting formative assessment are a time-consuming and additional burden on the teacher's load.

B. Concept of Assessment

1. Definition of Assessment

In recent educational studies and discussions, the term assessment has been used so differently. Within the field of learning and teaching, we attempt to define assessment from a larger perspective and conceptualization. A more typical and explicit definition of assessment is provided by Douglas Brown, who claims that assessment always goes hand in hand with teaching. In other words, teaching and assessment are interrelated. In brief, assessment is the gathering of information about the student's ability to perform learning tasks Brown (2004:4).

From what has mentioned above through defining the three main elements of educational system we are seeking now to make the relationship between the three, to be effective in both processes learning and teaching.

The term assessment has different types and complicated terminology. It appears advisable to start from distinguishing summative and formative

evaluation. Summative assessment is known as the assessment of learning, and it is tackled by different researchers to make this term known for all educators. Formative assessment is intended to have a specific and positive impact on learning, whereas routine classroom assessment may be as much to do with modifying behavior as improving understanding.

2. Types of Assessment

Brown (2004: 5-6) divides assessment into two kinds, namely:

a. Informal and Formal Assessment

Informal assessment can take some forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. Examples include saying “Nice job!” “Did you say can or can’t?” “I think you meant to say you *broke* the glass, not you break the glass” or putting an ☺ on some homework.

The informal assessment does not stop there. A good deal of teacher’s informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student’s competence. Examples at the end of the continuum are marginal comments on papers, responding to a draft of an essay, advice about how to better pronounce the word, a suggestion for a strategy for compensating for reading difficulty, and showing how to modify a student’s note-taking to remember the content of a lecture better.

On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement. To extend the tennis analogy, formal assessments are the tournament games that occur periodically in the course of a regimen of practice. For example, student's journal or portfolio of materials to attain certain course objective.

b. Formative and Summative Assessment

Formative assessment is an evaluating student in the process of "forming" their competencies and skill with the goal of helping them to continue that growth process. The key to such formation is the delivery by the teacher and internalization by the students of appropriate feedback of performance, with an eye toward the future continuation or formative of learning.

For all practical purposes, virtually all kinds of informal assessment are (or should be) formative. They have as their primary focus the ongoing development of the student's language. So when you give a student comment or a suggestion or call attention to an error, that feedback is offered to improve the student's language ability.

Summative assessment aims to measure or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies

looking back and taking stock of how well the student has accomplished objectives but does not necessarily point the examples of summative assessment. For examples, quizzes, a periodic review test, midterm exams, etc.)

C. Formative Assessment

1. Definition

The notion of formative assessment suggests itself be opposed to summative assessment. Broadly conceived, formative assessment refers to the collaborative processes engaged in by educators and students for the purpose of understanding the students' learning and conceptual organization, identification of strength, diagnosis of weaknesses, areas for improvement, and as a source of information that teachers can use in instructional planning, and students can use in deepening their understanding and improving their achievement (Cizek 2010: 6–7).

The wording of this broad definition, such as purpose and source, mainly touches upon the functions of formative assessment. However, because of its broadness, many aspects of formative assessment fail to be specified, such as the referents of educators and the nature of the information source as further guidance in language learning.

Popham (2006:2) regards formative assessment as a planned process when the teacher or students use assessment-based evidence to progress learning and instruction. In order to provide a comprehensive definition, Black and Wiliam (2009: 6) propose of formative assessment is

to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, students, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.

In this highly inclusive definition, the agents involved in formative assessment are more explicit and extended to peers. Also, formative assessment is no longer just for the sake of evaluation, but also for decision-making. Therefore, the ultimate purpose of formative assessment can enhance teaching and learning. The present study will follow the above definition so that the particular agents for the rating scale can be explicitly stated and desired positive impact of the assessment can be thus achieved.

2. Types of Formative Assessment

As far as formative assessment is defined as information communicated to the student that is intended to modify his or her thinking or behavior to improve learning. This latter has two types of assessments, on the one hand we have:

a. Planned Formative Assessment

It is suggested by the authors Hall and Burke (2004:14), it is used to show or prove the ability of students in thinking, it happens at the beginning and end of the topic, its primary purpose is to improve and develop learning and teaching process. As diagrammatically shown in the figure; the information is obtained from the activity

which is given by the teacher, it is interpreted either by the teacher or by the student, and finally the student acts to get the information on the topic itself. By the end, the purpose is to improve learning through planned formative assessment.

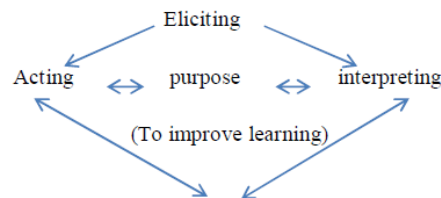


Figure.2.1. Planned Formative Assessment (Hall & Burke. 2004:14)

b. Interactive Formative Assessment

It is described by Hall and Burke as “Taking place during the teacher-pupil interaction.” This process based on noticing, recognizing, and responding, it happens at any time during the interaction, it is not limited for example we have a workshop, the teacher gives activity to the students to do it in group work. By prior knowledge or prior subject, the teacher notices the information about students’ thinking, then gives the comments or questions about how they interacted with each other, and then recognizes the significance of the information, like what is shown in the figure.

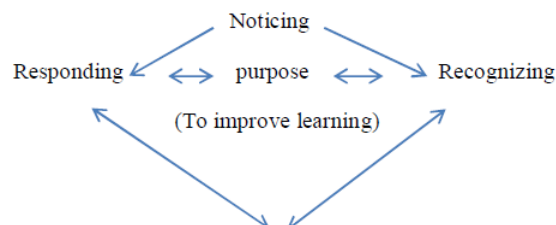


Figure.2.2. Interactive Formative Assessment (Hall and Burke. 2004:15)

3. The Role of Teachers and Students in Formative Assessment

Since the formative assessment is the partnership that involves teachers and students with their learning goals. So this process based on these two pedagogical elements so we will investigate the roles of both teachers and students:

a. The Teacher's Role

There are many researchers and experts who stress the necessity of being aware of formative assessment to have the ability to judge their students' level; it means the teachers have to be capable of providing the needed information for their students. Heritage (2007:142) argues in his work that for effective implementation of formative assessment. There should be an effective teacher, "teachers will need to optimize their knowledge in their domain area. Pinchok and Consultant (2009:12-13), thus the teacher should set different objectives to go on, how he will reach his purpose, and finally, he will test, whether he transmits his knowledge to his students or not, to measure their progress and know his effectiveness as an instructor. Indeed the teacher has so many different techniques to elicit the evidence of the high quality of feedback and the type of formative assessment such as questioning; questions which require complex answers not the familiar ones to know the real level of students.

b. The Students' Role

Formative assessment is a learning partnership that involves teachers and students with their learning goals. So students are

considered as a critical factor for making this process go further and further in the unbeaten path. Indeed students are the motivational factor because students have the right to decide if they want to learn, and positively improve their thinking or not. Students should be engaged in the projects and classroom performance formally. Pinchok and Consultant (2009:11). In order to have better results; tasks should be explained in simple language, it is helpful to students in order to develop their own thinking. This is an essential aspect of the formative assessment process.

4. The Strategies of Formative Assessment

According to Heritage (2007:141), there are three strategies for the formative assessment that should the teachers follow; they are as follows:

- a. **On-the-fly:** Pinchok and Consultant (2009:5), defined it as “in the sense that the teacher changes course during a lesson to address misconceptions before proceeding with the designed instructional sequence.” The main aim of the teacher is to know the real level of the students in addition to their attention towards the feedback that the teacher provides for them.
- b. **Planned-for interaction:** it is “where the teacher decides beforehand how he or she will draw out students ‘thinking during instruction’”. It means that the teacher makes his plan and preparation of the lesson before he delivers it to the students and how he will assess his /her students ‘knowledge during the course.

- c. Curriculum-embedded: “Where tools and activities are embedded in the ongoing curriculum to garner feedback at key points in the learning process”. It is done through activities and some tools used by the teacher to get the students ‘feedback concerning the main points of the lesson. All the three strategies implemented for one purpose, which is to gather information for improving learning and teaching process.

5. The Importance of Formative Assessment

There are many works, studies, and different researchers who tackle the issue of formative assessment, and all those actions are done to stress the importance of formative evaluation, from the pre-school to undergraduates. Fuchs and Fuchs (2001:252) in their work concentrate more on children with mild handicaps and the use of the assessment information by teachers. By using the experimental and control groups with assessment activities, the results were the disabled children showed the more significant learning gains compared with the normal children in this study. Also, Bergan (2001:9) added stress that formative assessment makes children motivated to learn through continuous evaluation, it is proved in their work, and they have done in six different regions in the United States.

The researchers concluded that “Teachers had enhanced confidence in their powers to make referral decisions wisely”. So they did an experiment in which they divided students into four groups, two groups were given to the experienced teachers, and the other two groups were

given to the novice teachers for eighteen weeks the researchers by the end discover that the frequent testing is beneficial for learning.

However, Sadler cited by Nicol, D.J. (2006:199) emphasizes that the efficient and experienced teachers can provide corrective and effective feedback. Black and William (2005:3) show that from all the works above, in different ages, several subjects and several countries, formative assessment is successful and effective, to have successful formative estimate there are some guide points:

- a. All such work involves new ways to enhance feedback from students to their teacher
- b. That requires new methods of pedagogy so including significant changes in classroom practice.
- c. Underlying the various approaches are assumptions about what makes for effective
- d. Learning, in particular, that pupils have to be actively involved.
- e. For assessment to function formative, the results have to be used to adjust teaching and learning.
- f. Several of these studies show that improved formative assessment helps the (so-called) how to attain more than the rest, and so reduces the spread of attainment while also raising it overall
- g. How appraisal can affect the motivation and self-esteem of pupils,
- h. And the benefit of engaging pupils in self-assessment, both deserves careful attention. Scott (2001:9-11).

6. The Challenges of Formative Assessment in the Classroom

Formative assessment is intended to have a specific and positive impact on learning, whereas routine classroom assessment may be as much to do with modifying behavior as improving understanding, so this form of evaluation faces a lot of challenges, they are listed below, and briefly described:

- a. Purpose: the most critical problem, when we implement formative assessment in the classroom, we have to identify a clear goal for the assessment, and its focus is on the students and the appropriate feedback provided to them. L.Andraide and J.Cizek (2010:8).
- b. Resources is the second challenge that faces the formative assessment. This latter requires teachers with a great deal of experience, time for planning, feedback, and the critical role of the administration. All those resources and others, to get sufficient assessment program. (ibid: 8).
- c. Preparation: training is a significant challenge. Popham (2009:8) and other researchers stressed training for teachers to have well implemented formative assessment in classrooms. Teachers must go through pre-service and in-service training. (ibid: 9)
- d. Validity: according to Cizek (2009:69) validity refers to the degree to which evidence supports the interpretations or inferences that are intended to be drawn from assessment information. (ibid: 9).
- e. Accommodation: it is an essential challenge for the future of formative assessment because it is provided to enable all test

takers, to evaluate the students with special needs to know their level that means what they see, and what they do not do. (ibid: 10).

- f. Compliance: legislation and many state laws are concerned with the summative assessment, and numerous questions should be answered about formative assessment. This represents an unclear challenge for implementing formative assessment in a more systematic way (ibid: 10).
- g. Time: the triumphant key of formative assessment is the excellent division or allocation of time for both teachers and students (ibid: 11). All those challenges, the aim is to create a better balance between “assessment of learning” and “assessment for learning” in the classroom situation.

7. The Nature and Function of Feedback

It is a fact that within any teaching context, assessment should be present. This assessment is best expressed through feedback. Ur (2001:242) defined it as: “information that is given to the student about his or her performance of a learning task, usually with the objective of improving this performance”. This definition sees feedback as any written or oral comment that teachers deliver to the students about their work. In other words, the teacher tells the students how well or bad they performed. Therefore the primary function of feedback is to help students get rid of their weaknesses and be aware of their strengths; they informed if they are on the right way or not and this of course through correction and discussion. Additionally, another issue which is related to feedback is its

strategies. The latter can vary in several dimensions: timing, amount, mode, and audience.

First of all, the timing of feedback should be immediate to enable the students to use it at the right time, and teachers should delay the return of tests and assignments should be avoided because it is part of bad timing. Secondly, concerning the amount of delivering feedback to know how much students need feedback. The teacher should know very well the level of each student to be fair in providing feedback. In addition to teachers have to identify the instructional objectives. Thirdly, feedback should be selective and focus only on the essential learning points. Furthermore, with relation to the mode feedback can be given orally or in written form. Additionally, to efficiently provide students with an excellent feedback, the teacher should judge if the audience should be an individual student, a part of the class, or the whole class Brookhart (2008:11-18). Knowing how to provide students with feedback is closely related to the knowledge that any teacher should have about assessment.

D. The Spoken Language as a Concept

Language is widely regarded as a means of communication between people. It is used to share ideas, feelings, attitudes, knowledge, etc. The most important technique of communicating information is the spoken language in which we can use the vocal sounds in different ways from one person to another, to construct meaningful discourse.

In the twentieth century, some early advocates for the inclusion of spoken language within the previous English teaching. McCarthy (1998:17) urged that “English teaching should not just be grammar and theoretical principles of the language, but it should focus on language in its social context, as a tool for spoken language.” This concept is also claimed by other researchers who make an emphasis on the different perspectives of language not only used in grammar but also about social context to realize effective communication. In fact spoken word differs from other skills such as written language because it is received in audio.

Speaking is a part of daily life; the average person produces thousands of words in a day. It is shared language between the interlocutors, and turns organize it. The main features of spoken English language according to Lazaraton (2001:103) “is almost always accomplished via interaction with at least one other speaker”. Therefore, it is through interaction that students the gaps between their knowledge and skills. In a spoken communication, two or more participants talk to each other about things that they think are interesting and relevant to the situation, for different aims such as: pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these things together; the speaker and the listener. Luoma (2004:12) claims that: Speakers are trying to communicate ideas that listeners need to comprehend in real time, as they are being spoken, and means working within the parameters of the speakers and listeners’ working memory.

There is an interrelated relationship between the speaker and the listener there must be shared parameters between them to have better communication, the message received in the way they intend.

E. Speaking Skill

1. Definition of Speaking Skill

As we all know language is the most critical communicative tool of humanity, and English is an essential tool for today's international communication. Indeed, speaking is the most commonly used form of communication, whether it is used in everyday life or the classroom settings, as mentioned above by Chaney et al. (2003:13) "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Students learn concepts, develop vocabulary, and perceive structures of English language ... etc. through speaking and listening because speaking is the primary tool for communication.

Speaking is said to be an active or productive skill about the receptive skills (listening). Widdowson (2005:59) assumes that: "Speaking is part of the reciprocal exchange in which both reception and production play a part. In this Sense, the skill of speaking involves both open and productive participation". Speaking is the productive aural/oral skills. It consists primarily of producing systematic verbal utterances to convey meaning, as noted by Florez (2004:1) speaking is "an interactive process of constructing meaning that involves producing and receiving

and processing information.” Speaking is the most crucial skill that students need to learn because; it is used to measure the degree of mastery of the target language.

2. Teaching Speaking Skill

Speaking is a very crucial skill and central issue of foreign language learning and teaching. Learning to talk in the foreign language is often considered to be one of the most challenging aspects of language learning for the teacher to help his/her students. The teacher should create the best conditions for learning. Indeed he/she has a significant role to do in a proper manner, during the classroom procedures, to make the students feel at ease. According to Richards (2008:28) students need to know some guide points which they must bear in their minds when producing any oral production. They are as follows:

- a. Using an appropriate format
- b. Presenting information in a proper sequence
- c. Maintaining audience engagement
- d. Using correct pronunciation and grammar
- e. Creating an effect on the audience
- f. Using appropriate vocabulary
- g. Using a suitable opening and closing

It is widely viewed that being able to speak a language is as learning to talk about the word. Nunan (2003:39) stated that “success is measured regarding the ability to carry out a conversation in the language.” If the students want to know or measure their knowledge about

the target language, the verbal skill comes at the first rank to master of course without neglecting the other skills. As it is stated by Richards (2008:19) “The mastery of speaking skills in English is of priority for many second or foreign language learners. ”English language classroom needs for motivated students to communicate their ideas, feelings, and show their attitudes towards any tasks and activities which are done by the teacher, in order to facilitate the learning of the programmed lessons, because the teacher has many roles to do when he/she intends to teach such as a guide, assessor, motivator and so forth. Teachers should be conscientious about when and how to provide the feedback to the students. Also they must be cautious about the correction of their students’ mistakes because this will inhibit them to speak again especially when it is in front of their classmates, it will make them feel embarrassing.

3. Problems Facing Students’ Speaking Skill

Speaking is a fundamental skill of human communication. Therefore, in our daily lives, most of us speak more than write. Some elements facilitate or impede successful spoken communication. It can be divided into two types in general; one is linguistic factors, and the other is the psychological and socio-cultural factors. These two main factors are interrelated to provide effective communication for both interlocutors when they exchange the message (speech). The statement should be correct linguistically and socially meaningful. First, we have the linguistic elements as grammar, vocabulary, and pronunciation.

a. Grammar

Grammar is an essential component of a language, According to Harmer (2001: 12) syntax defined as The grammar of a language is the description of how words can change their forms and can be combined into sentences in that language if grammar rules are too carelessly violated, communication may suffer. Creating a good grammar rule is extremely difficult. Linguists investigating Native-speaker speech over the years devised various systems To describe how the language works.

Students when intending to speak in the target language (TL) they must care about any sound they produce. Therefore, students face difficulties in combining words correctly. To create a successful discourse, especially the misuse of tenses for example instead of saying, "I'm bored," and the student says, "I am boring." It is a big problem because making such mistakes may change the meaning ultimately; this is the same case for using pronouns, singular and plural forms. As a result that's make difficulty for students to speak in the target language. All those prepare the students in embarrassing situations, and in the threatening atmosphere so, they will keep their ideas for themselves, they cannot speak out their information.

b. Vocabulary

Speaking is to be able to use language, this latter which involves the knowledge of vocabulary, which is the background or

the information that the students should have about the style they want to communicate. The students have the difficulty to speak because they don't have sufficient vocabulary to better communication in the target language. Students find themselves uncomfortable when they intend to express their thoughts and introduce themselves in a right way. It is due to the lack of vocabulary and limited knowledge. The teachers must be aware of this problem, to perform their role as a good teacher in the appropriate time to provide them a proper treatment, such using some techniques, activities to improve their vocabulary.

c. Pronunciation

Kelly (2000:11) defined it as: "A consideration of students' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is essential to deal with pronunciation in the classroom."

Besides to the students' problems in grammar and vocabulary, there is a great problem which is a mispronunciation of words, which leads to cause a problem in reception or comprehension of the meaning of an utterance. In fact students may fail to produce an effective oral communication because of their mispronounced words, instead of conveying certain meaning, they convey others, that's why students do not feel at ease when they have such a problem, it can make an obstacles for students to speak in front of their classmates, and reduce their participation.

In fact, teachers should take into their consideration that in communication, students should be aware of the linguistic factors that affect the verbal skill, besides to the psychological and socio-cultural factors, which can permit or impede it.

d. Motivation

Teachers should be aware of this problem; motivation is one characteristic of the successful learning and teaching. Students should get opportunities to speak a language classroom, because they may soon get unmotivated and lose interest in education. Teachers have to use a considerable number of activities of motivating their students to reach their participation in the classroom and act as active members in the process of learning. Harmer (2001:51) states that “motivation is some internal drive which pushes someone to do things to achieve something.” Teachers have a vital role in language learning, and classroom tasks, to create positive classroom atmosphere.

e. Self-esteem

It is an aspect which is presented in any human behavior. Brown (2004:145) claims that self-esteem is: The evaluation which individuals make and customarily maintain About themselves; it expresses an attitude of approval or Disapproval and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy.

Naturally, we can say it is self-judgment, students should believe in their mental abilities in learning.

f. Self-confidence

One way to tackle this problem and start from is to find the root of the problem and start from there. It is a crucial problem in language learning when students lack of confidence, in many classes some students prefer to keep their ideas to themselves, when their oral participation may cause an embarrassment, because they are afraid to make mistakes when they intend to speak out loud, the teacher must adopt motivating attitude in such way to alter the situation, that all students are involved in. All students should face their fears because the learning task deserves to try to change these negatives which threaten the learning process.

4. Assessing Speaking Skill

Formative assessment is a continuous and ongoing process. Part of day to day teaching where teachers continually confirm or modify their activities and directions with their students. In foreign language teaching, it is important to assess all students' language skills, in speaking assessment involves the students' knowledge of the language items and the ability to use this experience to communicate in that language. Students should be assessed formatively by teachers, especially their vocal production, should be continually evaluated to determine what are the points of strength or weakness. Thornbury (2005: 124) states that speaking assessment can be done either formally or informally. Informal

assessment can take place during course itself by asking questions to check whether the students have understood or not.

Assessing students formatively can have a significant influence, it is beneficial to elicit how a teacher works with his /her students and, also how students learn, however assessing speaking, is not an easy task, because it is a complex phenomenon of language learning, it is made-up several units, it is highly structured skill.

It is beneficial also to evaluate students continuously, to control the students 'mistakes as Luoma states (2004:19) "Normal speech contains a fair number of slips and errors." Speaking assessment is used as a tool for the teacher to determine what skills and knowledge that the students already have, and what areas need more focus.

5. Benefits of Speaking Assessment

It is beneficial to examine the advantages of speaking assessment since speaking is the process of transmitting ideas and information orally in a variety of situations. In fact, formative assessment is instrumental, and important for both teachers to know how effective their teaching is, and students to know where are their areas of strength and weakness in their learning. During this process not only the teacher can assess the students, but also students can assess their knowledge.

Assessment can adjust the learning and the teaching process. Teachers must efficiently plan such learning progressions, based on knowledge of curriculum and students, and plan which points to the progress requires a formative checkpoint and possible adjustment.

Formative assessment can make a contribution in improving students' speaking skill, as far as students through this process, they will be assessed in a continuous way, students will learn from their mistakes, so it will increase their oral performance, as a result, it will reduce hesitation, fears of speaking, and anxiety.

Bloxham and Boyd (2007:6) claim that "our approach is informed by many years of experience struggling to improve assessment and use it creatively to influence students 'learning.'" According to what has said above, the assessment process for many years is under experiment to modify and add some new things to develop the learning of students. Also, it provides information about students' achievement which allows teaching and learning activities to be changed in response to the needs of the student and recognizes the considerable benefit that can feedback have to provide in the learning process.

Teachers must use strategies to develop the use of an assessment of speaking because tutors who neglect to pay attention to their assessment practices are ignoring a significant opportunity to enhance students' efforts and outcomes, the learning strategies are used to include relating information and ideas together, and to their own experience. This assessment leads to higher-quality learning outcomes for the student.

6. Developing Modern Foreign Language Skills Through Formative Assessment

Formative assessment is an integral part of teaching and learning and is an ongoing process in the classroom. The conscious use of

formative assessment in the school can be an invaluable tool to help develop the students' foreign language skills. Pachler and Redondo (2007:40) claim that: Self-assessment and peer-assessment should be seen as valuable Tools in the classroom and ones that can have an impact on the way that pupils learn as part of the overall framework of Formative assessment in the school.

The integration of self-assessment and peer-assessment depends on the students' understanding skills to make productive activities. These will include:

- a. Knowledge of the learning goals towards which they have been working.
- b. An understanding of the criteria by which the assessment is being carried out.
- c. A model in their heads of what a good piece of work might look like.
- d. Practice in applying criteria to specific pieces of work.
- e. The ability to give positive feedback to help another student to develop.

Those points must be taken by the students in their consideration to be organized in their learning of English, and improve their skills. There are many researchers who tackle the issue of developing the skills through using formative assessment as a tool to enhance the speaking skill of the students. We shed light on some instructions about speaking, in order to develop this skill step by step:

- a. Asking the class to assess oral presentations that groups of pupils, or individuals, have produced.
- b. Asking pupils to devise their criteria for assessing an oral performance, based on their understanding of the learning goals, and then asking them to apply these.
- c. Asking pupils to assess each other in groups of three, two pupils will perform a pair work task, and the other pupil will assess one or both of the others, perhaps recording the results on a sheet.
- d. As above, but one pupil will assess the performance and then discuss the results together.

Pachler and Redondo (2007: 40)

F. Conceptual Framework

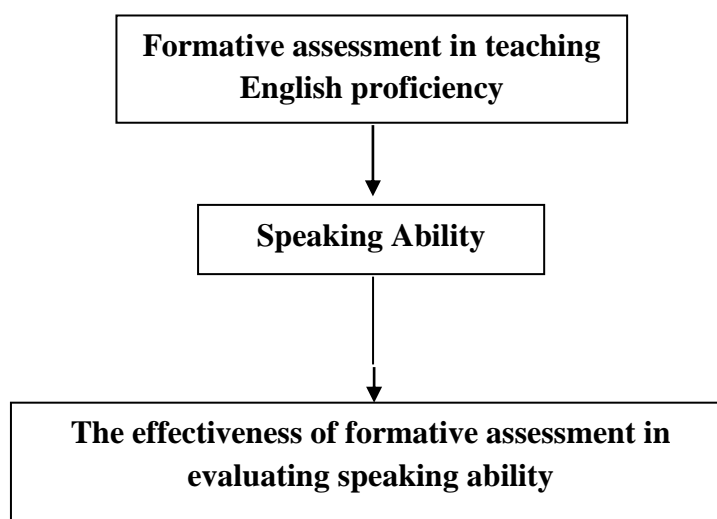


Figure.2.3. Conceptual Framework

Firstly, this conceptual framework dealt with the teacher in organizing formative assessment in English teaching and learning process. Secondly, the concept focused on the teacher's implementation of formative assessment in evaluating speaking proficiency through observation and

interview. As theoretical reviews show, the formative assessment divided into planned and interactive. Thirdly, the researcher found out the effectiveness of conducting a formative assessment to evaluate students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This study employed a descriptive qualitative method. This research itself aimed at gaining the data that was observed in teaching process to know the implementation of formative assessment in the teaching process. The interview and documentation were conducted to obtain the data about how effective the formative assessment in evaluating students' language proficiency, especially in speaking ability.

B. Participants

The participants of this research were English teachers in SMP Negeri 6 Mocongloe. Moreover, the researcher used purposive sampling technique and selected two teachers who implemented formative assessment to evaluate the students' speaking ability. Both of the participants were female, and they experienced teachers who had taught English for about ten years.

C. Research Instrument

The research instruments were:

1. Observation

The observation was watching and noting systematically toward phenomenon that visible on the object of observation the researcher plans

this observation fixable and writes something that happens in the classroom evaluation.

2. Interview

The technique of interview in this research was using a semi-structural interview that utilizes a question schedule but allowed a greater role for the ten questions regarding asking for clarification and elaboration. This kind of interview was also known as an in-depth interview; wherein technically it was more flexible than the structured one the aim conduction this kind of class.

3. Documentation

This technique provided data in the form of document which describes students' achievement in language proficiency (speaking ability). The document was taken from teachers to support the main data of this study.

D. Data Collection

In collecting the data, the researcher presented some procedures as below:

1. The researcher met headmaster and asked to conduct the research.
2. The researcher met teachers and gave the explanation about the purpose of the observation and how to conduct it.
3. The researcher observed the teacher when he/she taught the students.
4. The researcher observed and interviewed the teachers' indicator of evaluating students' speaking ability through formative assessment.

5. The researcher analyzed the document to find more information for supporting the main data of this study.
6. The researcher concluded the finding of the study based on the data and researcher's perspective.

E. Method of Data Analysis

Having the transcription of the data done manually, the analysis was begun by identifying the effectiveness of formative assessment. According to Gay (2006: 469), one way to proceed with the analysis was to follow three iterative or repeating steps: reading/memoing, describing what was going on in the setting, and classifying research data. The steps could be seen as follows:

1. Reading/memoing. As the first analytical step, all the observations, transcripts, and observer comments, either from interview or field notes were read.
2. Describing. The next step, describing, involved developing comprehensive descriptions of the participants, the setting and, the phenomenon studied to convey the rich complexity of the research. The descriptions were based on the collected observations and interview data.
3. Classifying. The data analysis was a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. The typical way the data were broken down was through the process of *coding*. It included:

- a. Coding all the kinds of positive and negative statement occurred in the conversation.
- b. Analyzing the result of the interview. The data gained through interview was about the effectiveness and mechanism of formative assessment in the language classroom.
- c. Interpreting the result of both observation data and interview data to be presented in the report.

CHAPTER IV

FINDINGS AND DISCUSSION

This part presents the findings of the research and the discussion of the research findings. The findings of the research cover the description of the implementation of formative assessment in the learning process and the model on assessing students' speaking proficiency in English classroom.

A. FINDINGS

The objective of the research aimed to find out the effectiveness of formative assessment in evaluating students speaking ability. The result of this objective is presented in the research finding below:

1. The implementation of formative assessment in learning process

From the data obtained through the observation, the model of formative assessment that used by teachers in English classroom was an interactive method which offered an opportunity for students in expressing their ideas. It also encouraged students to cooperate in working as a group. However, the crowded class and time-management still became the challenge for the teachers in handing learning process.

It is obvious from the interview on how the teachers manage their classroom. The questions follow:

a. *What kind of formative assessment do you use in your English classroom?*

P1: I used the planned formative assessment. The reason behind that the class would be very crowded. So, I put the assessment at the beginning and the end which easier to interact with all students during the learning process.

P2: I used both of planned or interactive formative assessment because the main purpose is to create an interactive class which provides more opportunities to students in expressing their ideas.

This statement showed that how important the implementation of formative assessment in keeping students' interaction in the learning process which offers more opportunities for students in expressing their ideas, either the teachers used planned or interactive formative assessment.

b. *What kind of strategy do you use when assessing your students formatively?*

P1: it depends on the materials. It could be on-the-fly, planned-for interaction, or curriculum embedded but the main point of these activities is to encourage students to interact in a non-threatening atmosphere.

P2: Mostly, I used curriculum-embedded because the purpose of my lesson is to enhance students participation and gather information about their improvement in the learning process.

The illustration above showed that the implementation of the strategy had a purpose to create interactive learning in the non-threatening atmosphere and enhance students participation either the teachers use on-the-fly, planned-for interaction or curriculum-embedded.

c. *What are the effects of using formative assessment in your English classroom?*

P1: I think, it beneficial to use it in the classroom, it enhances learning in one hand trough, improving students' participation in the learning process and helping the teacher in gathering data about students' level especially in language proficiency.

P2: Hmm, the effects of formative assessment in my classroom, I think, it leads to positive effects on both the learning and teaching process. It makes the learning being more interesting, reducing the degree of anxiety, offer a better opportunity for students to participate as far as it motivates them to proficient users of English. In another hand, it helps the teacher to analyze the students' ability whether they are mastering their learning goals or not.

These issues showed that the implementation of formative assessment was beneficial to use in English classroom, it led to a positive effect on both the learning and teaching process. It enhanced learning in one hand trough, reducing the degree of anxiety, offering a better opportunity for students to participate as far as motivating them to be proficient users English. On the other hand, it made teaching more effective through helping the teacher to gather data about their students whether they are mastering their learning goals or not.

d. *What strategy do you use in getting students' feedback?*

P1: I used oral production because the purpose of feedback is to create classroom interaction to make students exchange their ideas and information in the discussion. It is in line with the model of formative assessment as well as the strategy in getting students' feedback.

P2: I used both of oral or written production. It depends on situation and time allocation. Moreover, the learning goals are to encourage students to be cooperative in working with the students and create a good atmosphere to help me, as a teacher of course to know different background from different students and make interesting classroom exactly.

The statements illustrated that the students' feedback made to facilitate students in exchanging their ideas and information,

encourage the corporation to work with students and create a good atmosphere to help the teacher in gathering students' background.

2. The teachers' management in evaluating the students' speaking ability.

This section aims to collect information on teachers' awareness about their student's difficulties in speaking skill and also to measure to what extent that formative assessment impacts the learners' oral proficiency.

The observation showed that there were several students lacked interest in the topic, felt anxiety and fears. However, the teachers had encouraged them to speak in spite of their weakness by giving awards and helped them to interpret English into Bahasa and local language. It made students feeling excited about learning English.

It had been proved from the teachers' view in the interview which the questions follow:

e. What is your objective in teaching speaking?

P1: The main objective in teaching speaking is to enable the students to speak fluently and accurately without any difficulties.

P2: There are three points of the objective in teaching speaking. Firstly, encourage students to speak fluently. Secondly, make students able to express themselves in a good way then improve their oral production and lastly, is to enable students to improve their pronunciation including intonation and stress.

These issues showed that the objectives of teaching speaking were to enable students to speak the target accurately and fluently without any difficulties, improving students' oral production, and their pronunciation including intonation and stress.

f. How do you assess your students' level of speaking proficiency?

P1: Hmm. I categorize them into three parts. The first is right, that means when they speak regarding pronunciation, vocabulary and have corrected sentences. The secondly is average, the moment when students have altered sentences and good vocabulary but the articulation a bit hard to understand. The lastly is weak when students speak unclearly regarding pronunciation, vocabulary, and phrases.

P2: Actually, I categorize the students' level of speaking proficiency into three parts. That's Good, average and weak. Good is the speaking either pronunciation or vocabulary. The average is the speaking precisely regarding pronunciation but the vocabulary is still inappropriate. The weak is the speaking unclear and hard to understand in terms of pronunciation and vocabulary.

All teachers assessed their students' level of speaking proficiency in three different categories which are good, average and weak.

g. What is the main reason behind students' speaking difficulties?

P1: So far, I found two difficulties that faced by students. First is lack of interest and the second is feeling anxiety.

P2: lack of interest, feeling anxiety and difficulty of speaking itself. I guess.

This statement showed that the reasons behind the students' difficulties in speaking are feeling anxiety, lack of interest and difficulty of speaking itself.

h. Do you encourage your students to speak English in spite their weaknesses? How?

P1: Yes, I do. It was going through the avoidance of direct correction when they are speaking and another side, I give them some activities to gain new vocabularies such as reading and listening. It also offers students chance to communicate effectively.

P2: Yes, I do. I allow them to combine with other languages such as Bahasa and Makassar.

The illustration showed that teachers are supposed to elicit how they can help their students. This fact is through avoidance of direct correction of their mistakes and the interference of other languages such as Bahasa and Makassar.

i. What the effectiveness do you know after implemented the formative assessment?

P1: I saw there was a significant improvement from students in participating in the learning process, reducing their hesitation and fears.

P2: The effectiveness that I saw so far, the students can learn from their mistakes then they can improve their fluency and

performance in English speaking and reducing their anxiety as well.

Teachers' view about the effectiveness of formative assessment showed that formative assessment effectively influenced the students' speaking ability because students can learn from their mistake. Formative assessment also improves their fluency and performance; reduces hesitation, fears, and anxiety.

B. DISCUSSION

From the data obtained through the observation, interview, and documentation. It indicated that the formative assessment was useful in evaluating the students' oral proficiency. Below are the details of the research question by answering two subdivision of formative assessment.

Firstly, "*the implementation of formative assessment in the learning process*" is important. The results indicated that formative assessment kept students interaction in the learning process, created the interactive learning in the non-threatening atmosphere and led to a positive effect on both the learning and teaching process. It is in line with Khaloufa D.A. (2008) stated that formative assessment can be used to reinforce good teaching and learning practices or can be used as a base for adjusting an existing practice. It also constructively addresses that there can be positive impacts on boosting students' egos and motivation in learning English.

In another hand, the data obtained that formative assessment enhanced leaning in one hand through, offering a better opportunity for

students to participate as far as motivating them to be proficient users English. Moreover, it facilitated students in exchanging their ideas and encouraged the corporation to work with students who created a good atmosphere in the learning process. Black and William (2003) stated that formative assessment is particularly effective for students who have not done well in school, thus narrowing the gap between low and high achievers while raising overall achievement.

Secondly, “*the teachers’ management in evaluating the students’ speaking ability*” is effective. The data showed that formative assessment improved students’ oral production regarding fluency and performance. It also reduced hesitation, fears, and anxiety when they speak up. Lingying Tang (2016) that stated in the same cases, the implementation of formative assessment in the oral English classroom is effective to alleviate students’ speaking anxiety. Fouzia B.A (2013) found that formative assessment impacts students’ speaking skill positively and enhance their participation in oral production.

All in all, the formative assessment is needed to develop the students’ oral proficiency which reduces their fears and anxiety in speaking, create an interactive class, and offer more opportunities for students in expressing their ideas. This fact will be realized through assessing students formatively. It has a great role in the educational system. It must be implemented positively because the negative evaluation might inhibit students’ participation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the findings and discussions of those findings; the suggestion could be made.

A. CONCLUSION

Based on the findings and discussion, the results deduced from this study concerning the effectiveness of formative assessment on the students' language proficiency had confirmed our aim; this means there was an effective process in evaluating students' speaking ability because it could develop the students' oral proficiency which reduces their fears and anxiety in speaking, create interactive class, and offer more opportunities for students in expressing their ideas. The Formative assessment is an integral part of teaching which must be implemented in English classroom. Furthermore, we know a great deal about the effectiveness of this process on students' speaking ability because any language is measured mainly through the spoken form.

B. SUGGESTIONS

Based on the results of data analysis and conclusion, the researcher suggests as follows:

1. Teachers should ask questions which require students' critical thinking and use higher order thinking instead of using the simple answer, through classroom-discussion, this improve their oral production.

2. Teachers should provide positive feedback to their students to enlarge their background in the target language.
3. In order to prompt students to speak more, teachers should ask intriguing questions such as: explain more, what do you mean and justify your answer.
4. Teacher talking time should be reduced to give more opportunities to the students to speak the target language.
5. The teacher should not make direct correction of their students' mistakes while they are speaking because in the light of using formative assessment in the classroom situation. Teachers are aware students' needs; meanwhile, they should provide them with appropriate techniques to solve their problem.
6. The next researcher may use formative assessment in another language skill to see whether or not it is effective in evaluating language skill and provide percentage data to prove the clarity of effectiveness itself.

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APPENDICES

APPENDIX

INTERVIEW GUIDELINES

No	Research Questions	Questions
1	Formative assessment is applied in English teaching and learning process.	<ul style="list-style-type: none"> a. What kind of formative assessment do you use in your classroom? b. What kind of strategy do you use when assessing your students formatively? c. What are the effects of using formative assessment in your classroom? d. What strategy do you use in getting students' feedback?
3	The teachers' management in evaluating the students' speaking ability	<ul style="list-style-type: none"> a. What is your objective in teaching speaking? b. How do you assess your students' level of speaking proficiency? c. What is the main reason behind their speaking difficulties? d. How do you encourage your students to speak English in spite of their weaknesses? e. What the effectiveness do you know after implemented the formative assessment?

Rabia, 2013

FIELD NOTE

(Tuesday, 15th August 2017/ 9 Grade)

Happen in the Classroom	Things to Consider
<p>1. From Students' Side</p> <ul style="list-style-type: none">• Students actively participate in the group discussion.• Some students help their friends in completing the assignment.• Students are confident in expressing their ideas. <p>2. From Teacher's side</p> <ul style="list-style-type: none">• Teacher chooses an interactive method in teaching and evaluating students' speaking ability.	<p>Teacher should have a good management in controlling crowded class.</p>

Observer
Muh. Aswar

FIELD NOTE

(Tuesday, 21st August 2017/ 8 Grade)

Happen in the Classroom	Things to Consider
<p>1. From Students' Side</p> <ul style="list-style-type: none"> • Some students pay attention on teacher's explanation. • Students looked so motivated to prepare their speech. • Students are confident in delivering their ideas. <p>2. From Teacher's side</p> <ul style="list-style-type: none"> • The teacher gives a good activity and also good choice to get the goal of teaching. They are divided into some groups. • The teacher gave intensive guide by answering all of the questions. 	<p>Teacher has to consider the time-consuming.</p>

Observer

Muh. Aswar

Transcript Interview 1

Interviewer: Muh. Aswar

Interviewee: Hanik, S.Pd.(Female) / English teacher of 9

The implementation of formative assessment in learning process	1st Participant's Answer
a. What kind of formative assessment do you use in your English classroom?	I used the planned formative assessment. The reason behind that the class would be very crowded. So, I put the assessment at the beginning and the end which easier to interact with all students during the learning process.
b. What kind of strategy do you use when assessing your students formatively?	It depends on the materials. It could be on-the-fly, planned-for interaction, or curriculum embedded but the main point of this activities is to encourage students to interact in a non-threatening atmosphere.
c. What are the effects of using formative assessment in your classroom?	I think, it really beneficial to use it in the classroom, it enhances learning in one hand trough, improving students' participation in the learning process and helping the teacher in gathering data about students' level especially in language proficiency.
d. What strategy do you use in getting students' feedback?	I used oral production because the purpose of feedback is to create classroom interaction in order to make students exchange their ideas and information in the discussion. It is in line with the model of formative assessment as well as the strategy in getting students' feedback.

Teacher's strategy in evaluating students speaking ability	1st Participant's Answer
a. What is your objective in teaching speaking?	The main objective in teaching speaking is to enable the students to speak fluently and accurately without any difficulties.

<p>b. How do you assess your students' level of speaking proficiency?</p>	<p>Hmm. I categorize them into three parts. The first is Good, that means when they speak clearly in terms of pronunciation, vocabulary and have corrected sentences. The secondly is average, the moment when students have corrected sentences and good vocabulary but the pronunciation a bit hard to understand. The lastly is weak when students speak unclearly in terms of pronunciation, vocabulary, and sentences.</p>
<p>c. What is the main reason behind their speaking difficulties?</p>	<p>So far, I found two difficulties that faced by students. First is lack of interest and the second is feeling anxiety.</p>
<p>d. How do you encourage your students to speak English in spite of their weaknesses?</p>	<p>Yes, I do. It was going through the avoidance of direct correction when they are speaking and another side, I give them some activities to gain new vocabularies such as reading and listening. It also offers students chance to communicate effectively.</p>
<p>e. What the effectiveness do you know after implemented the formative assessment?</p>	<p>I saw there was a significant improvement from students in participating on the learning process, reducing their hesitation and fears.</p>

Transcript Interview 2

Interviewer: Muh. Aswar

Interviewee: grade Satriani Taha, S.Pd.(Female) / English teacher of 8 grade

<p>The implementation of formative assessment in learning process</p>	<p>2nd Participant's Answer</p>
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e. What kind of formative assessment do you use in your English classroom?	I used both of planned or interactive formative assessment because the main purpose is to create interactive class which provides more opportunities to students in expressing their ideas.
f. What kind of strategy do you use when assessing your students formatively?	Mostly, I used curriculum-embedded because the purpose of my lesson is to enhance students participation and gather information about their improvement in the learning process
g. What are the effects of using formative assessment in your classroom?	Hmm, the effects of formative assessment in my classroom, I think, it leads to positive effects on both the learning and teaching process. It makes the learning being more interesting, reducing the degree of anxiety, offer a better opportunity for students to participate as far as it motivates them to proficient users of English. In another hand, it helps teachers to analyze the students' ability whether they are mastering their learning goals or not.
h. What strategy do you use in getting students' feedback?	I used both of oral or written production. It depends on situation and time allocation. Moreover, the learning goals are to encourage students to be cooperative in working with the students and create a good atmosphere to help me, as a teacher of course to know different background from different students and make interesting classroom exactly.

Teacher's strategy in evaluating students speaking ability	2nd Participant's Answer
f. What is your objective in teaching speaking?	There are three points of the objective in teaching speaking. Firstly, encourage students to speak fluently. Secondly, make students able to express themselves in a good way then improve their oral production and lastly, is to enable students to improve their pronunciation including intonation and stress.

<p>g. How do you assess your students' level of speaking proficiency?</p>	<p>Actually, I categorize the students' level of speaking proficiency into three parts. That's Good, average and weak. Good is the speaking clearly either pronunciation or vocabulary. The average is the speaking clearly in terms of pronunciation but the vocabulary is still inappropriate. The weak is the speaking unclear and hard to understand in terms of pronunciation and vocabulary.</p>
<p>h. What is the main reason behind their speaking difficulties?</p>	<p>Lack of interest, feeling anxiety and difficulty of speaking itself. I guess.</p>
<p>i. How do you encourage your students to speak English in spite of their weaknesses?</p>	<p>Yes, I do. I allow them to combine with other languages such as Bahasa and Makassar.</p>
<p>j. What the effectiveness do you know after implemented the formative assessment?</p>	<p>The effectiveness that I saw so far, the students can learn from their mistakes then they can improve their fluency and performance in English speaking and reducing their anxiety as well.</p>



PEMERINTAH KABUPATEN MAROS
DINAS PENDIDIKAN PEMUDA DAN OLARAGA
SMP NEGERI 6 MOCONGLOE

Alamat: Desa Moncongloe, Kec. Mocongloe, Kab. Maros

DAFTAR NILAI SPEAKING SISWA KELAS VIII/1
SEMESTER GANJIL TAHUN AJARAN 2017/2018

NO	NIS	NAMA PESERTA DIDIK	L/P	PERTEMUAN					
				1	2	3	4	5	6
1	10995	A. Muh. Awal Syan R.	L	75	75	80	75	80	80
2	10996	Ahmad Adiyasir	L	65	70	75	70	75	85
3	10997	Dewi Nur Annisa	P	80	75	75	85	80	80
4	10998	Eka Musdalifah Yusuf	P	75	80	75	80	75	85
5	10999	Eka Saputri Said	P	75	75	75	75	80	75
6	11000	Guntur Aljalil Rahim	L	75	80	75	75	75	80
7	11001	Husnul Khatimah	P	80	75	80	75	80	85
8	11002	Karmila Sari Ramli	P	75	75	75	80	80	80
9	11003	Leon Syafar Husain	L	75	80	80	80	85	80
10	11004	Masuji Ayumi	P	70	75	75	80	80	85
11	11005	Mawar Ramadani	P	75	75	80	80	80	80
12	11006	Muh. Ansar	L	75	80	76	80	75	83
13	11007	Muh. Aksani Mustafa	L	80	75	80	75	85	80
14	11008	Muh. Kanzul Arsyi Hafis HW	L	75	80	80	75	80	80
15	11009	Muh. Yusril	L	65	75	80	75	80	80
16	11010	Nabila Qadriyanti	P	75	76	80	80	75	80
17	11011	Nur Amalia Syarif	P	75	77	80	85	75	80
18	11012	Nur Fitra Amalia	P	75	78	80	85	80	85
19	11013	Nurhidayati M	P	85	75	80	75	80	85
20	11014	Nurul Akmalia	P	75	80	85	85	80	85
21	11015	Nurul Asmi	P	80	85	80	75	80	80
22	11016	Pitri Nurfadillah	P	75	76	80	75	80	80
23	11017	Putri Vira Yuniar R.	P	75	80	85	75	85	75
24	11018	Reza	L	70	82	83	80	80	75
25	11019	Sartika	P	75	84	80	80	80	80
26	11020	Suci Fadillah	P	75	85	80	80	80	80
27	11021	Syamsinar	P	75	80	85	75	80	80
28	11022	Ulfah Sakinah	P	70	80	80	80	75	80
29	11023	Vhira Amelia	P	75	75	81	75	75	80
30	11024	Zalsabilah Ramadani Usman	P	75	75	81	75	75	80
Rata-Rata				74.83	77.76	79.36	78	79	80.76

Guru Mapel Bahasa Inggris

Satriani Taha, S.Pd.



PEMERINTAH KABUPATEN MAROS
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SMP NEGERI 6 MOCONGLOE

Alamat: Desa Moncongloe, Kec. Mocongloe, Kab. Maros

DAFTAR NILAI SPEAKING SISWA KELAS IX/1
SEMESTER GANJIL TAHUN AJARAN 2017/2018

NO	NIS	NAMA PESERTA DIDIK	L/P	PERTEMUAN					
				1	2	3	4	5	6
1	1921	Abdul Karim	L	75	80	80	75	80	80
2	1922	Dhniar	L	80	80	80	75	80	80
3	1923	Dedi Rahmat	L	80	80	80	75	80	85
4	1924	Fara Andini	P	80	75	80	80	80	80
5	1925	Fitra	P	80	75	80	80	80	80
6	1926	Haryanti	P	80	75	80	80	80	85
7	1927	Hasmitasari	P	80	75	80	80	80	80
8	1928	Intan Fitriani	P	85	75	80	80	80	80
9	1929	Jefri Djohan	L	75	80	80	80	80	80
10	1930	Kahar	L	75	80	80	75	80	85
11	1931	Muh. Irfan	L	80	80	80	75	80	80
12	1932	Musdalifah	P	80	80	80	80	80	80
13	1933	Nelli Diastuti	P	80	80	80	80	85	80
14	1934	Puspa	P	80	80	80	80	80	85
15	1935	Putri	P	80	80	80	80	80	80
16	1936	Reski Amelia	P	85	80	85	75	80	80
17	1937	Rika Andriani	P	80	80	80	75	80	80
18	1938	Rika Anggraini	P	80	80	80	75	80	85
19	1939	Rika Ayu Lestari	P	80	80	80	85	80	80
20	1940	Riska	P	80	80	85	80	80	80
21	1941	St. Nuranita	P	80	80	80	80	80	85
22	1942	Sultan Awaluddin	L	80	80	85	85	80	80
23	1943	Tabir Mahmud	L	80	80	80	85	80	85
24	1944	Yuliana Citra	P	80	85	80	80	80	80
25	1945	Zulkifli	L	80	85	80	80	80	80
Rata-Rata				79.8	79.4	80.6	79	80.2	81.4

Guru Mapel Bahasa Inggris

Hanik, S.Pd.

CURRICULUM VITAE



The researcher, Muh. Aswar was born on 28th October 1994 in Bulukumba, South Sulawesi. He is the first son of the marriage of Abdullah and Marwani. He began his study at SDN 245 Batutempo and graduated in 2006. Then he continued at SMPN 39 Bulukumba and graduated in 2009. Afterwards, he continued his study in accounting major at SMKN 1 Bukulumba and graduated 2012. In 2013, he was registred as a student of English Education Department of Teacher Training and Education of Muhammadiyah University of Makassar. During his study at university, he joined organization, namely UKM BAHASA, Indonesia Future Leaders (IFL) Chapter South Sulawesi, SAHABAT SEKOLAH, and HAMADA Foundation. He also awarded of TFI Scale Scholar 2017 and Camp EPIC Scholarship by RELO U.S. Embassy Jakarta. At the end of the study, he could finish his thesis by title *The implementation of Formative Assessment in Evaluating Students' Speaking Ability* (A Deceptive Research at SMPN 6 Moncongloe).

Email: Muhammad.ashwark@gmail.com

www.facebook.com/muhaswar028

Instagram: muhaswar028

Cp: +6282395881292