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DESIGNING THE RELIABLE AND VALID ASSESSMENT'S INSTRUMENT FOR ENGLISH SPEAKING SKILL

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ABSTRACT

Speaking is one important aspect that must be mastered in language, especially English. Although considered to be important, it's very difficult to find the instruments of judgment in this aspect. Even though there were, that would not be a valid and reliable instrument. The paper is about the design of the assessment's instrument for English speaking skill at senior high school. There are 10 aspects of assessment used by the authors, namely the aspects of Content, Grammar, Vocabulary, Fluently, Pronunciation, Intonation, Diction, Organization, Interactive Communication, and Discourse Management. To produce a quality assessment instrument, the author made a test of the validity and reliability on the instrument. The current study author English involve experts to examine the structure and substance of the assessment, in addition, the authors also tested the instrument as a statistical test. These instruments are used to assess two techniques in speaking English, which is a technique in speaking English as a monologue and interpersonal. Based on the validity of expert English and statistical analysis showed that the 10 aspects of assessment is feasible used to test the ability to speak English.

Keywords: *Assessment's Instrument, English Speaking Skill*

INTRODUCTION

There are four skills that must be owned by a person when learning English, the skills of reading, writing, listening and speaking. In the visible person was in charge of language skills will be visible from his speaking skills. As stated Bahera (2012), that the skills of speaking a measure of success in learning the language of the existing skills in the language. Speaking skills gained from interaction with others. How pronunciation, how to spell it, and so on. So to learn a language is advisable to look for a model that can be used to mimic a means of learning the language. In addition, the presence of the model can steer and correct any errors in its use.

But unfortunately, most of learners consider that speaking skills is very difficult in learning the language. So that, teachers often have difficulties when teaching the English speaking skills. It is as presented by Latha and Ramesh (2012), learning to speak a foreign language is a very difficult thing for

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students, because it requires the ability to use language properly in social interaction. There are several factors that lead to learning a foreign language speaking skills are less successful. They are (1) lack of motivation, (2) lack of subject matter, (3) lack of the right vocabulary, (4) Lack of confidence, (5) The skill of listening is not true, (6) lack of non-verbal communication, (7) is dominated by only a few students.

National Education Standards Agency (2006: 145) explains that the speaking skills is the student's ability to express a variety of meanings in monologue form of stories (narrative), jokes / adventure (spoof / recount) and how to express their criticism and rebuke polite in raw form (hortatory exposition) accurately, fluently, and acceptable in the context of everyday life and to use science. In addition, according to Nunan (2003: 48) "Speaking is a productive aural/ oral skills and it consists of producing systematic verbal utterances to Convey meaning." Talking is the ability to produce speech orally and systematically to assert a particular purpose. This suggests that the speaking skills is systematic, coherent, and patterned. This discussion itself aims to convey something to others.

Speaking skills involves three areas of knowledge, namely, mechanical, functional, and social norms and culture. Mechanics refers to pronunciation, grammar, and vocabulary. The function refers to the transaction and interaction, while social norms and cultural reference to understand how to take into account who spoke to whom, under what circumstances, on what, and for what reason, such as turn-taking, long pauses between speakers, and the relative roles of the participants, (Burkart, 2004).

Although the ability to speak English is considered important, but there is no benchmark to evaluate. This prompted the authors to design an evaluation instrument ratings as the ability to speak English.

THE DESIGN OF THE TESTS AND ASSESSMENT'S INSTRUMENT

According Salkind (2006) tests assist researchers in determining the outcome of an experimental treatment based on the position of a variable. There are six topics of materials used in the test's ability to speak English. Material taken from the topic of odd semester of tenth grade high school level curriculum, 2013. The six topics are: (1) Talking about self, (2) complimenting and showing care, (3) Expression Intention, (4) congratulating Others, (5) describing People, and (6) Visiting Ecotourism Destination.

Assessment instruments the ability to speak English is designed to develop an assessment rubric speaking skill sourced from Balitbang Kemendikbud, Curriculum 2013, the British Council, IELTS (International English Language Testing System) Australia and ESOL (English for Speakers of Other Languages) Examinations University of Cambridge. This assessment instrument designed to assess two techniques to speak English, which is a monologue and interpersonal. Both monologue and interpersonally has 10 aspects of assessment by the score of each aspect of the assessment is a maximum of 5 and a minimum of 1. The determination of the final value of an accumulation of every aspect of good judgment on monologues and interpersonally. The final value of the ability to speak English a minimum of 20 and maximum of 100.

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Table 1 Assessment's instrument English Speaking interpersonal skill

Assesment's Aspects	Description	Score
CONTENT ASPECT		
Content	The substance of the talks delivered precisely and logically	5
	The substance of the conversation sometimes less precise and logical but does not affect the activity of communication	4
	The substance of the conversation is less precise and logical and occasionally disrupted communication activities	3
	The substance of the conversation often less precise and logical and affect communication activities	2
	The substance of the talks was not appropriate and logical and affect communication activities	1
LANGUAGE ASPECTS		
Grammar	Using proper grammar	5
	Using grammar sometimes less precise, but does not affect the meaning	4
	Using the lack of proper grammar and affect meaning	3
	Grammatically difficult / incomprehensible	2
	Only produce words / silent	1
Vocabulary	Using the right words and the kind of new to be expressed corresponding response	5
	Using the right type of word, there was a mistake but does not interfere with meaning	4
	Using this type of word is enough, there was a mistake and disturbing meaning	3
	Using this type of inadequate words, a lot of mistakes and a disturbing meaning	2
	Using this type of words that are repeated, too many mistakes so elusive	1
Fluency	Very smooth with naturally followed by a pause	5
	Smooth but occasionally looked doubtful	4
	Quite smoothly but disjointed and seemed doubtful, translation before responding with words	3
	Substandard, often hesitant, always translate word for word and then repeated the question before responding	2
	Smooth and not finish the speech in full	1
Pronunciation	Phonetic sounds clear and almost no mistakes	5
	There was an error pronunciation but not intrusive meaning	4
	There are some pronunciation mistakes and disturbing meaning	3
	Many pronunciation errors so it is difficult to understand	2
	Too many errors pronunciation so difficult to understand	1
Intonation	Intonation is very clear and meaningful	5
	Intonation is clear despite the accent first language	4
	Intonation is less obvious and affect meaning	3
	Intonation is not clear and eliminate a number of meanings	2
	Intonation was not able to reveal the meaning	1
Diction	Very varied and precise in choosing words	5
	Varied and precise in choosing words	4

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	Quite varied and precise in choosing words	3
	Less varied and precise in choosing words	2
	Not varied and precise in choosing words	1
ORGANIZING ASPECT		
Organizing	The talks were delivered very coherent, systematic and meaningful	5
	Discussion presented a coherent, systematic and meaningful, although sometimes had to repeat	4
	The talks were delivered less coherent, systematic but does not affect the flow of communication.	3
	Discussion presented no coherent and systematic so that influence the effectiveness of communication flow.	2
	The talks were delivered without grooves and meaningless	1
COMMUNICATIVE ASPECTS		
Interactive Communication	Confident and fluent in taking turn to speak and able to self-correct if it makes a mistake	5
	Confident though sometimes asked for repetition and expressed doubts	4
	More than an initiative responds	3
	It's hard to talk despite being lured	2
	Not being able to respond to the initiative	1
Discourse Management	Perform and respond with appropriate speech acts (logical) in the spoken language	5
	Perform and respond to speech acts despite the occasional misunderstanding	4
	Often misunderstands and responds to speech acts	3
	Not being able to understand and respond to simple acts of speech acts	2
	Only produce words that do not form text	1

Table 2 Assessment's instrument English Speaking monolog skill

Assesment's Aspects	Description	Score
CONTENT ASPECT		
Content	The substance of the talks delivered precisely and logically	5
	The substance of the conversation sometimes less precise and logical but does not affect the process of producing oral speech	4
	The substance of the conversation is less precise and logical, and sometimes the process of producing oral speech disrupted	3
	The substance of the conversation often less precise and logical and influence the process of producing oral speech	2
	The substance of the talks was not appropriate and logical and influence the process of producing oral speech	1
LANGUAGE ASPECTS		
Grammar	Using proper grammar	5
	Using grammar sometimes less precise, but does not affect the	4

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	meaning	
	Using the lack of proper grammar and affect meaning	3
	Grammatically difficult / incomprehensible	2
	Only produce words / silent	1
Vocabulary	Using the right kind of words	5
	Using the right type of word, there was a mistake but does not interfere with meaning	4
	Using this type of word is enough, there was a mistake and disturbing meaning	3
	Using this type of inadequate words, a lot of mistakes and a disturbing meaning	2
	Using this type of words that are repeated, too many mistakes so elusive	1
Fluency	Very smooth with naturally followed by a pause	5
	Smooth but occasionally looked doubtful	4
	Quite smoothly but disjointed and seemed doubtful, translation before responding with words	3
	Substandard, often hesitant, always translate word by word	2
	Smooth and not finish the speech in full	1
Pronunciation	Phonetic sounds clear and almost no mistakes	5
	There was an error pronunciation but not intrusive meaning	4
	There are some pronunciation mistakes and disturbing meaning	3
	Many pronunciation errors so it is difficult to understand	2
	Too many errors pronunciation so difficult to understand	1
Intonation	Intonation is very clear and meaningful	5
	Intonation is clear despite the accent first language	4
	Intonation is less obvious and affect meaning	3
	Intonation is not clear and eliminate a number of meanings	2
	Intonation was not able to reveal the meaning	1
Diction	Very varied and precise in choosing words	5
	Varied and precise in choosing words	4
	Quite varied and precise in choosing words	3
	Less varied and precise in choosing words	2
	Not varied and precise in choosing words	1
ORGANIZING ASPECT		
Organizing	The talks were delivered very coherent, systematic and meaningful	5
	Discussion presented a coherent, systematic and meaningful, although sometimes had to repeat	4
	The talks were delivered less coherent, systematic but does not affect the process of producing oral speech	3
	Discussion presented no coherent and systematic thereby affecting the effectiveness of the process of producing oral speech	2
	The talks were delivered without grooves and meaningless	1
COMMUNICATIVE ASPECTS		
Interactive Communication	Confident and fluent in speech and is able to correct yourself if making a mistake	5

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	Confident though sometimes asked for repetition and expressed doubts	4
	More than an initiative responds	3
	It's hard to talk despite being lured	2
	Not being able to respond to the initiative	1
Discourse Management	Reforming the structure of the idea according to which the maximum text in the selected genre	5
	Organizing ideas in accordance with the structure of minimal text in the selected genre	4
	The idea laid out with a structure that is less obvious and affect the clarity of meaning	3
	The notion and structure misunderstood condition	2
	The idea and the arrangement does not make sense	1

TESTING INSTRUMENTS

Before the instrument used to collect research data, it must first be sought level of validity and reliability. An instrument is said to be valid if the instruments used to measure the corresponding object to be measured and the instrument is said to be reliable if the results are relatively similar although each measurement used to measure repeatedly. For it is necessary to test the validity of contents, validity and reliability level test.

a. Content validity Speaking Skill Test

Instruments spoken English that is used to collect the data of this study was the test instrument's ability to speak English either interpersonal or monologue. A test in the form of questions and the introductory description speak English in accordance with the learning topics. Validation of the contents of the research instruments related to the degree of measurement that reflects the expected dominance of learning content. Therefore validity content of instruments is estimated based on expert judgment. The validation procedure is based on the contents of the instrument (1) grating test, and (2) the consideration or decision of the content experts as the basis for the estimates used to declare such instruments are feasible or not in terms of content. To determine the level of validation of the content. Instruments validated by experts consisting of two lecturers English Education Department from State University of Malang and two English teachers from SMA N 1 Lamongan. In general, the four experts to provide an assessment as follows: (1) the test has included achievement of learning objectives, and (2) the test covers all aspects of the assessment to measure the ability to speak English.

After the test instrument in accordance with the purpose of learning and is able to measure all aspects of English speaking skills assessment based on consideration of four expert content, the test instrument's ability to speak English is deemed to have qualified as valid measurement tools.

b. Reliability and Validity of Speaking Test Instruments Item

The term reliability is used to indicate the extent to which it can provide a measurement of the relative results did not differ when the measurements were taken back to the same subject. Ary (1990: 298) says that the reliability of a measuring instrument is the degree of regularity of such tools in measuring what is measured. In order to produce good data measurement, the instrument must be valid and reliable research.

To test the reliability of the test item's ability to speak English is empirically done through tests on a group of students at the higher grade of the study subjects. Classes are selected to test the ability of the test item to speak English is XI MIA 1 by the number of students 35 people. The reason the researchers chose a higher grade is in the material they have learned it in class X. In addition, in the

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characteristic they have in common with research subjects, because the trial was also conducted at SMA N 1 Lamongan.

Test reliability and validity tests were performed with SPSS 16 for windows. The reliability and validity of the test carried out on 10 aspects of assessment ability to speak English, namely: content, grammar, vocabulary, fluency, pronunciation, intonation, diction, organization, interactive communications, and discourse management.

The results of the analysis of test reliability and validity of the test's ability to speak English can be known in table 3 below.

Table 3 Output Test Reliability test items speech

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.778	10

According to Azwar (1997: 83) that the procedure is performed to measure the level of reliability of the test in the form of a scale to do with the approach retest or coefficient alpha (Alpha Croanbach). Tests that do not qualify in terms of reliability will be removed or revised. Tests were eligible if they had a high level of reliability (0.60 to 1.00). According Arikunto (2005: 71) that the interpretation of the magnitude of the coefficient of reliability as follows: between 0,800 up to 1,00 = very high, between 0,600 up to 0,800 = high, between 0,400 up to 0,600 = ample, between a low of 0.200 up to 0.400, between 0.00 up to 0.200 = very low.

Based on the test instrument reliability test items English speaking ability of students in mind that the value of Cronbach's Alpha of 0.789. Referring to his opinion Azwar (1997) and Arikunto (2005) that are categorized as high value and qualified reliability of the instrument.

The next step is to test the validity of the test items the ability to speak English. Validity test results of the test items the ability to speak English can be known in table 4 below.

Table 4 Output test the validity of the test's speaking skill

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Content	30.4857	12.492	.562	.512	.757
Grammar	30.9429	14.408	.344	.420	.784
Vocabulary	30.8286	14.558	.360	.508	.782
Fluency	30.6000	13.071	.503	.637	.766
Pronunciation	30.8857	13.869	.507	.506	.768

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Intonation	30.9714	15.970	.011	.393	.810
Diction	30.9429	13.820	.438	.581	.774
Organizing	32.2286	11.711	.692	.685	.737
Interactive_Communication	31.9143	12.845	.410	.608	.782
Discourse_Management	32.1143	11.810	.711	.687	.735

Validity assessment items of speech can be known from the value of Corrected Item-Total Correlation. Relating to the validity of the test, Anastasi (1982) suggested that the item is valid if the value Corrected Item-Total Correlation above 0.30. The results of the validation item speaks English skill assessment show that 10 assessment items, it is known that the ratings for the item intonation has a sufficiently low value, it is 0,011. This is because the intonation ratings for current students tend to follow the same test speaking skills. This affects the validity of the relevant statistical test instrument intonation item that has a low value.

Although it has a low level of validity, but based on some studies some experts that the intonation is a circuit in the language. According to 't Hart, Collier, and Cohen (1990) Intonation is "... the assemble of pitch variations in speech the caused by the varying periodicity in the vibrations of the vocal cords.". The restrictions imply that, first, the intonation is manifested in the form of tones. Therefore, the most important element in the system is a tone language intonation, tonal variations more details. Second, the tone is physiologically produced by vibration of vocal cords located in the larynx organ vocal organs. Vibration of the vocal cords is precisely what causes a shift in the air particles, which then produces the sound.

Intonation is a universal language phenomenon. All languages have a system of intonation except Amahuaca, a language which, according to Bolinger (1975) does not have a system of intonation (Lehiste, 1970: 100). Although intonation is a universal phenomenon, every language has specific characteristics which are not necessarily owned by other languages. It can be said that no two languages that actually have specific characteristics exactly the same intonation. In addition, according Lehiste (1970: 96), that basically can't change the tone of lexical meaning.

However, in oral communication intonation still has an important function. First, intonation can give syntactic signal. Second, the intonation can give signal semantically (Ball and Muller, 2005: 108). Alwi et al. (2003: 55) states that in all languages, tones give syntactic information. Third, at the level of pragmatic based on empirical experience in everyday conversation, listeners often give special attention to the speaker's intonation. Pike (1945: 20) states that the meaning of intonation often receive more attention than lexical meaning. People are more interested in attention to the attitude of the speaker (attitude); whether a speaker is saying something with a smile or with a sneer. From the preceding, it can be said that one of the functions of intonation is as markers of modesty and emotive. Additionally, Pike (1945: 20) explains also that the configuration differences in speech tone may imply changes in the relationship of the speaker and the sentence or sentences to the environment. For example, the hesitant attitude of a person can be shown by the intonation.

Fourth, in terms of the sociolinguistic glasses, intonation can illustrate the existence of social classes in society. Therefore, it is probably also the identity of the origin of the identified areas of intonation. Ball and Muller explained, "All languages will have a set number of different possible nuclear pattern; and These are Also Likely to Differ from dialect to dialect "(Ball and Muller, 2005: 108). Fifth, from the standpoint of oral discourse, intonation is an element that can't be ignored because the intonation is one of the main pillars in the oral discourse. In the practice of everyday language with elements of other languages such as lexical, syntax, and pressure; intonation were also build cohesion of discourse in oral communication (Halim, 1984: 1). Inaccuracy use of intonation patterns in the context of a specific

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communication or interpretation can lead to failure of the delivery of the message and meaning (pragmatic failure). Therefore, knowledge, mastery and sensitivity to intonation is imperative a language speakers. Sixth, to do with learning the language, knowledge of intonation can help someone who is learning a language in order to speak to approach the characteristics of the speech of native speakers being studied.

Based on various studies described above indicate that every language around the world have different intonation, but it is considered very important intonation used in speaking activities. Therefore, although intonation has a low-level validation, but researchers still use it as an assessment item, because intonation is an integral part of the communication process.

CONCLUSION

There are 10 aspects of assessment that can be used in evaluating students' ability to speak English, especially the senior high school, for speaking a interpersonal and monologue techniques. Based on the results of expert validation English showed that 10 aspects of assessment is feasible and can be used to test the ability to speak English. While the statistical analysis known that the data is reliable and valid, although there was one aspect, namely intonation obtain validation value is quite low. However, citing a variety of expert opinion that the intonation is an important part of the communication system, so that researchers continue to use intonation as aspects of assessment.

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