



The Analysis Of Students' Oral Performances By Using Speaking Scoring Rubric

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Abstract: *This study entitled "The Analisis of Students' Oral Performances by Using Speaking Scoring Rubric" is written to analyze the students' oral performances ability in speaking class by using scoring rubric and to know the lecturer's scoring rubric used to evaluate her/his students' speaking ability. The observation sheet helped the writer to get the data about the students' oral performances based on the scoring rubric and the interview recorded to gain the information about the scoring rubric used by the lecturer to evaluate the students' speaking ability. As many as 15 students of English Department of Muhammadiyah University was taken as the sample through random sampling. From observation sheet, it showed that there was one student who was in perfect category, and the rest were in good, average, and bad category. While from the interview, the lecturer used David P. Harris' assessment rubric.*

Keywords : *Oral performance, Scoring rubric*

Nowadays, people realize that speaking is very important skill to be mastered; speaking proves its effectiveness with the development of period. Many aspect of our live engage speaking as the priority in almost all contexts of our live, people communicate each other to express their ideas, feeling, thought, and etc. In additions, business man, salesman, and other professions which need speaking skill now race each other to grab the costumer by using their speaking style.

Taking note of the phenomenon, it will be somewhat to find out what is the really function of speaking. Viewing from its usage, the function of speaking can be categorized in three versions; *talk*

as interaction, talk as transaction, and talk as performance. Each of the three speech kinds is distinct in term and function, it also need different teaching approach (Richard, 2008).

There are four important skills in English language; reading, listening writing, and speaking. All those skills are very important for English learner. Each skill has different function in English. So it is better for English learner to master all of those skills. One of those skills is speaking, speaking is the same as oral interaction which are conventional ways of information, expressing ideas, and thought have in our mind (Lado, 1983).

Speaking is not the same as singing, speaking

use language in simplest way by producing ordinary sound. Then, singing is using the language by rhythmic. Speaking is not only used to communicate with other people but we can get new information, share our ideas with other. Language just processed by human to interact each other. Communication can be done at least by two people; speaker and hearer. The listeners must listen and understand what speakers say, then giving responses.

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. Brown and Yule stated in their book. "Speaking is to express the needs—request, information, service, etc". The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones (1989) stated, "Speaking is a form of communication". We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Jones said, "How you say something can be important as what you say in getting your meaning across". Therefore, speaking process should pay

attention to what and how to say as well as to whom appropriately.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Oral performances does not mean that about the sound production, but it has to construct the meaning. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

In addition, Tarigan (1990) states, speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, or feeling. It is very complex, because it includes many aspects such as, grammar, pronunciation, fluency, and vocabulary. The object of speaking are various; discussion, speech, debate, dialog, and conversation. So, it can be considered as the most important of human tool for social control.

So, we can conclude that speaking is the ability of human to express their ideas, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor. Speaking is not only used in conversation, we can speak for interaction, transaction, performance, persuading other people, and sharing information, knowledge, and our ideas each other. It is very useful in our association, social context, and many other.

In Indonesia, especially in Aceh, where English is taught as the foreign language, many students still hard to catch up the spoken performance well. Here, the writer, wanted to know

the students' oral performances by using speaking scoring rubric of ELPA of Michigan Department of Education and what assessment rubric used by the speaking class lecturer.

LITERATURE REVIEW

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, why, and in what ways to produce language. In conclusion, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker follows this pattern of skills and knowledge to succeed in a given speech act.

Speaking is one of four components of language ability beside listening, reading, and writing. Speaking is an important tool to express the idea that composed an improving based on the need of the spoken. (Tarigan, 1990) stated "speaking is communicated effectively to express idea or arguments." The listener should comprehend the meaning that is communicated.

Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences, use less specific vocabulary than in written language. They also use syntax in a loosely organized manner and make frequent use of discourse markers (e.g. uh, well, ok, etc). In

addition, speaking varies depending on the age, gender and dialect of the speakers. Speaking assessment varies in some models depending on learners' proficiency. There are some basic types of speaking in the following taxonomy :

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While it is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges

which have the purpose of maintaining social relationship.

5. Extensive (monologue)

Include oral representation, story-telling, but the learners do it only in one direction.

According to Brown (2000), "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". It means that in speaking we have to express our opinion; feeling and ideas correctly in order to every single person can understand the message. In addition, speaking as one of the important skill has to be used directly when there are some persons meet the others. So, speaking involves responding to what has been heard. Speaking requires learner need only knows how to produce specific point of language such grammar, pronunciation, or vocabulary ("language competence"), but also the other different rates speaking as Harris (1969) "observes is a complex skill requiring the simulates use of different rates". Five components are generally recognized in analysis of the speech process' Harris lists them as follows:

- a. Pronunciation including segmental features, vowel and consonants, and the stress and the intonation patterns
- b. Grammar
- c. Vocabulary
- d. Fluently
- e. Comprehension.

According to Hornby (1995), pronunciation is the way in which a word is pronounced. To make our communication by interlocutor it is better for us to produce the words clearly, because the pronunciation affects the

interlocutor understanding in receiving the meaning of messages.

Grammar is the one of language components. Hornby says that grammar is the rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone know the real meaning of the sentences.

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. According to Hornby vocabulary is the total number of the words in a language.it means that vocabulary plays that important role in speaking.

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. Hornby says that fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning.

Moreover, Hornby stated that comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.

Teachers or language instructor must previously set up the general objectives of their speaking instruction which then be developed into the specific ones. This will be a poinof departure for the teachers to select the proper materials, techniques, tasks in teaching leading to its

assessment. The teachers should do:

1. Deciding whether or not to make an audio or video recording of student's performance. A tape for each student be used if oral language is an essential part of instruction. They also suggest that students be recorded conducting different types of tasks, such as describing a picture or event, telling a story, or expressing an opinion. By assessing different kinds of performances the teacher gets valuable feedback on student needs and is able to focus instructional goals accordingly.
2. Deciding how often to collect information. Teacher whose purpose is to monitor student's progress will need to collect information more often than those whose purpose is for reclassification decisions, which may require assessment only twice a year. Teachers who wish to monitor students' progress should plan to incorporate assessment into their instruction regularly so that a small amount of information is collected on individual students periodically over time and across variety of oral language tasks.
3. Deciding when and how to provide learners with feedback. The feedback has more meaning and perhaps makes more impact. The feedback can be best provided verbally in a mini-conference with the student but can also be provided by rating

s on a scoring rubric with

annotated comments that help the student in preparing for the next oral performance. The comments can be written on an individual student rating form and distributed after the performance is observed.

4. Designing Speaking Test Rubrics.

Among the other skills, speaking is regarded as the most difficult to score, administer and prepare. One of the reasons is that it is difficult to determine what criteria to choose in evaluating the oral communication. In assessing speaking there are some components which are usually tested ; pronunciation, grammar, vocabulary, fluency, listening comprehension, appropriateness, etc.

Besides the above components that have to be taken into consideration when assessing speaking, the examiner has also to think of the amount of students to be tested individually and the problems of objectivity. As teachers of English, we often come across students who can speak effectively and fluently without ever shifting tense or worrying about grammar. We also come across other students who are so intent on accuracy that their speech is full of hesitation false starts and self correction. Besides the above elements of speaking that have to be put into consideration, we are also concerned with how to get students to speak and how to evaluate so many things at once. On top of that there is also a practical problem of testing each student individually.

Speaking becomes important because it is a skill that can make people understand to what things explained easily. English students' speaking ability is expected to be good because they have been learning English since some years before and they will have many performances related to oral skill in universities.

It is surprising that many English students especially in Indonesia lack of speaking performance. Moreover, their perceptions about grammar and speaking skill always occurs, they think it is impossible to speak without grammar mastery, some of student also thinks that to master speaking skill we need to stay in native English atmosphere.

One thing we need in order to be able master speaking skill is by accustoming ourselves to learn and practice speaking performance. Speaking performance falls into four types, fluency, pronunciation, grammar, and vocabulary, here is the explanation:

a. Fluency

Fillmore (1979) mentions, fluency has four deferent interpretations. First, he defines fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker can speak/talk with hesitations and express his/her message in coherent, reasoned, and semantically dense manner. Third, speakers who know what to say in a wide range of contexts, and the last is creative and imaginative speaker in their language use and have all of aforementioned abilities.

Foster and Skehan in Nunan (2004) propose a model in assessing speaking in which fluency is

measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

b. Pronunciation

Pronunciation is one of important aspect in speaking skill, because it gives meaning to everything we say. Wrong pronunciation will cause understanding and misunderstanding. Pronunciation refers to the student's ability in producing comprehensible utterances to fulfill the task requirements (Thornbury, 2005).

c. Grammar

Grammar is the system of rules governing conventional arrangement and relationship of words in sentence (Brown, 2001).

d. Vocabulary

Thornbury (2002), by quoting David Wilkins, says that "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed." This shows that learning vocabulary is almost more important rather than learning grammar. By looking at the importance illustrated by Thornbury, it must be realized that teaching vocabulary must be interesting to students for it to reach the goal.

Furthermore about assessment, rubrics are known as a popular tool used by teachers to communicate expectations for an assignment, providing focused feedback on works in progress and grading final products. As a tool in testing students' performance, rubrics can teach as well as evaluate. In student-centered approach to assessment, rubrics have potential to help students develop a 'vision of success' as well as 'make dependable judgment about the quality of their own work.

In educational context assessment according to rubrics does not function well when the performance consists of answers to the questions like multiple choice tests or matching tasks, where there is only one correct answer (they are best assessed as right or wrong). Nevertheless, sometimes even test performance can be assessed with rubrics. For example, how well, appropriately, or how completely the question was answered

Testing students' oral proficiency is not easy as well. Speaking skill has more language features than that other skills have. So, it is challenging for the teacher to grade those aspects in one sheet of rubrics. They should design the rubrics that can represent the ability of students in each language feature in speaking skill. That is why, discussion about rubrics as a magical means to test students' performance in speaking skill is needed.

RESEARCH METHODOLOGY

This study utilized qualitative analysis method. It means that it just gives description about content of this research and it does not need to calculate the data of this research. It is conducted in some phases includes collecting data, analyzing data and formulating the conclusion. This study also applied descriptive analysis method in analyzing the collected data obtained from students' speech performances.

The sample of this study was 15 students of English department at Islamic Studies Faculty of Muhammadiyah Aceh University. Sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events or subjects (Arikunto, 2006). To select the sample, the writer used random sampling

technique where the samples chosen without any specific criteria. To collect data, the observation check list and interview were conducted in this study. The observatio checklist used by the writer to gain the data about the students' oral performances based on the point in speaking scoring rubric, while interview helped the writer to get the information from the lecturer about the scoring rubric that she used in the speaking class.

RESULT AND DISCUSSION

Finding out the score of the students' performances is the main data needed. The writer adapted the rubric score from Michigan University. It is taken since it consists of points that related to things that scoring acceptable. It means, there are items that can be reached out by the English students or learners as the foreign language, for sure.

Table 1. The Scoring Rubric

Score point	Description
Score 4	<ol style="list-style-type: none"> 1. Response is fluent 2. Story sequence and details enhanced by vocabulary and correct use of complex grammar 3. Response is free of errors that cause confusion
Score 3	<ol style="list-style-type: none"> 1. Response is mostly fluent. 2. Story sequence and details provided by basic vocabulary and simple grammar 3. Response may have some errors, but these cause only limited confusion
Score 2	<ol style="list-style-type: none"> 1. Response has lapses or hesitations that interfere with story flow

	<ol style="list-style-type: none"> 2. Minimum of story sequence and details provided by basic use of vocabulary and grammar 3. Response has errors that cause confusion
Score 1	<ol style="list-style-type: none"> 1. Response has many lapses or hesitations that interfere with story flow 2. Response may be only one word or sentence 3. Response may have little or no grammatical structure
Score 0	<ol style="list-style-type: none"> 1. Response is unintelligible; 2. Response is in native language; 3. Student refuses to speak

The writer gained the data of students' performances by observing their performances and analyzed them by using the rubric. In short, this table shows the score from the students.

Table 2. Students' Speaking Performances Score

Student	Score
S1	4
S2	2
S3	2
S4	2
S5	2
S6	3
S7	3
S8	3
S9	2
S10	3
S11	2
S12	2
S13	2
S14	2
S15	1

Speaking skill is a systematical pronunciation. A speaker needs to pay attention to the things that help a listener gets the message. A spoken text called as a good one, when the idea delivered well and does not have any confusion things.

The writer labelled the students from S1 up to

S15 as the amount of the sample. Based on the observation result by using speaking scoring rubric as the pattern, the writer could explain that S1 delivered the idea very fluent and good, the story flows was clear by using and choosing good vocabularies and using complex grammar, the way she talked was so clear, so the listener could get her points without any confusion. She got perfect score for her great work.

Then, students S2, S9, S11, S12, S13 and S14 showed their anxiety. Once, the participants stopped for a while and took deep thinking when they tried to tell their stories. They used simple grammar. Their vocabularies were monoton. Overall, their speaking performances got some trouble and made the listeners were confused. For this they got 2 points.

Furthermore, S3, this student held a paper on her hand. She some time looked at the paper and tried to read it. She looked like really confused on what she should do. The listeners could not understand her utterances. She also got 2 credits for her job. Next participants, S4 and S5, they got the same score as S2 and S3. Both of them were so nervous and unprepared well.

Nevertheless, quite satisfied score got by S6, S7, S8 and S10. These for students got score 3, because what they tried to tell almost fluent, eventhough they used simple vocabularies and grammar, and there was some things wrong any way, but they did not occur confusion.

As the last sample in this study, S15 delivered the minim idea. She just said some simple short sentences which were unconstructed well. For this, she got score 1.

From the above observation result, there was

only one student who got the best score (4), four students who got good score (3), nine students in average range (2) one student got worse score (1) and none got the worst score (0).

Moreover, this study needed the clarification from the lecturer about the speaking scoring rubric that she used. This data gained through interview. The lecturer, used the rubric adapted from David, P. Haris (Wicaksana, 2013):

Tabel 3. Rubric Score

Components	Assessment	Score
Pronunciation	The pronunciation is clear and quite understandable for elementary students	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problem necessitate listening and occasionally lead a misunderstanding	3
Grammar	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	Pronunciation problem so severe as to make speech virtually unintelligible	1
	Errors in grammar are quite rare	5
Vocabulary	There are few grammatical errors but still intelligible	4
	Makes frequent errors grammar and word order	3

Fluency	occasionally obscure meaning	2
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	1
	Errors in grammar and word order so severe as to make speech virtually unintelligible	5
Comprehension	Almost all vocabularies used are in a proper use	4
	Frequently use inappropriate terms or must replace ideas but still intelligible	3
	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	2
	Misuse up words and very limited vocabulary make comprehension quite difficult	1
	Vocabulary limitation so extreme as to make conversation virtually impossible	5
	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	4
	Speed of speech seem to be slightly affected by language problem	3
	Speed and fluency are rather strongly	2

affected by language problem	
Usually hesitant often forced into silent by language limitation	1
Speech is so halting and fragmentary as to make conversation virtually impossible	5
Understand most of what is said at average speed	4
Understand what is said at average speed, but occasional repetition may be necessary	3
Understand what is said is at slower than average speed repetition	2
Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition. Cannot be said to understand even simple conversational English	1

According to the lecturer, this scoring rubric helps her so much in assessing her students oral performances. She uses this kind of rubric, because it has five basic components to be measured and every component has detail points which lead the students' utterances. "Even when my student could not say a correct sentence, she still could have a single score for it" she said. It means this rubric serves a single point for those who can not show

their best performances, but at least they had tried to stand in front of the class. She tried to motivate the students by giving score 1 to the students who have tried to be active in speaking class.

CONCLUSION

Based on the above explanation, the conclusion that can be drawn, as:

By using scoring rubric of speaking adopted from Michigan State University, there was a student from the whole sample who could delivery the message clearly, the rest were in good, average and poor category, while none was in very poor category.

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