

The Preparation, Administration and Scoring of English Speaking Tests at Tertiary Education Levels

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ABSTRAK

English Speaking Test di tingkat perguruan tinggi bertujuan untuk menilai kemampuan mahasiswa dalam berbicara bahasa Inggris. Agar tes *speaking* tersebut valid, maka para dosen harus memperhatikan langkah-langkah perencanaannya. Penelitian ini bertujuan untuk menyelidiki bagaimana perencanaan, pelaksanaan dan penilaian tes berbicara yang dilakukan oleh para dosen di dua perguruan tinggi swasta di Jawa Barat. Penelitian ini menggunakan desain studi kasus. Data dikumpulkan melalui analisis silabus dan rubrik penilaian, observasi, wawancara semi-terstruktur, dan kuesioner terbuka. Temuan menunjukkan bahwa pada dasarnya dosen telah mampu mempersiapkan tes sesuai dengan pedoman perencanaan tes dan tujuan pembelajaran. Namun, tes yang dilaksanakan merupakan tes satu arah dimana dosen tidak mewawancarai mahasiswanya. Selain itu, para dosen menghadapi masalah dalam pelaksanaan tes seperti fasilitas ruang kelas yang tidak memadai, alokasi waktu yang terbatas dan jumlah mahasiswa yang relatif banyak. Para dosen juga mengabaikan validitas tes karena kurangnya pengetahuan mereka tentang prinsip-prinsip tes. Kriteria penilaian pun tidak mengacu pada buku-buku atau teori. Fokus penilaian para dosen berbeda. Kedua dosen fokus menilai *fluency* dan *pronunciation*. Dosen pertama menambahkan *accuracy*, sementara dosen yang kedua menambahkan *grammar* dan *content*. Terakhir, ditemukan bahwa para dosen hanya memberikan satu nilai akhir kepada setiap mahasiswa karena kerumitan penilaian yang mereka hadapi. Berdasarkan penemuan diatas, diharapkan para dosen *speaking* bisa lebih meningkatkan pemahaman mereka dalam merancang, melaksanakan dan menilai tes berbicara dalam rangka meningkatkan perencanaan dan pelaksanaan tes. Para dosen seharusnya dapat memperluas pengetahuan mereka dan mengembangkan kriteria penilaian untuk memberikan nilai yang sesuai dengan siswa .

Kata Kunci: Tes Speaking, Perencanaan Tes, Pelaksanaan Tes dan Penilaian

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ABSTRACT

English speaking tests have a purpose to assess students' performance in the speaking skill. In order to serve the purpose, lecturers should consider several essential steps in designing well-prepared tests. This study aims to investigate how the preparation, administration, and scoring of the speaking tests, the focuses on testing the students' speaking skill and how the lecturers score the tests. The study employed a case study design conducted in two higher education levels in West Java. The data were gathered through document analysis of the syllabi to recheck the objective of the tests and the scoring rubrics, six classroom observations, semi-structured interviews with two lecturers, and open-ended questionnaires distributed to two lecturers. This study involved two lecturers from different institutions. The findings indicated that the lecturers had been able to prepare the speaking tests, going well with the guidelines of the test preparation and the teaching objective in the institutions' syllabus. However, the tests were in one-way communication: the lecturers did not interview the students. The lecturers faced problems in the test administration such as inadequate classroom facilities, limited time allocation and a relatively large number of students. The lecturers also ignore the validity of tests because of their insufficient knowledge about the test principles and had vague scoring criteria without referring to any books or theories. In addition, the lecturers had slightly different focuses in assessing the students' performance. Both lecturers similarly focused on fluency and pronunciation but the first lecturer added accuracy as his focuses, while the second one included grammar and content. These focuses were selected based on their simplicity in test administration. Lastly, it was found that the lecturers gave one final score for each student because of the hassle they faced. The findings above suggest that the speaking lecturers need more upgrading in designing, administering and scoring the speaking tests in order to improve the preparation and administration of the tests. The speaking lecturers should be eager to widen their knowledge and develop the scoring criteria to give appropriate scores to the students.

Key Terms: Speaking Tests, The Preparation, Administration and Scoring