SPEAKING SKILL ASSESSMENT INSTRUMENT DEVELOPMENT

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Abstract. This paper describes the idea of developing an instrument for assessing speaking skills in German speaking skill courses for beginners (Sprechfertigkeit für Anfänger). The speaking skill assessment instrument used in the German Language Study Program, Language and Arts Faculty, Medan State University still refers to the speaking skill assessment instrument issued by the European Goethe Institut-GER. The instrument only assesses aspects of speaking skill, but has not assessed aspects of student character values. In accordance with the prevailing assessment rules at the State University of Medan which must include character assessment, it is necessary to develop a speaking skill assessment instrument by incorporating an attitude assessment prepared in the assessment rubric. The presentation in this paper contains: 1) background of the development of speaking skill assessment instruments, 2) instruments of assessment of speaking skills, 3) integration of attitude assessment into instruments of assessment of speaking skills.
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Speaking is a productive oral language activity and is also a component of language skills. According to Tarigan (1983: 15) speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings. Speaking skills must be trained continuously in order to obtain maximum results. As one component of language skills, speaking has three important elements, namely, 1) language skills, 2) the ability to process the language itself and, 3) appearance. Appearance elements include 1) fluency, 2) accuracy (grammar (vocabulary), vocabulary (Wortschatz) and pronunciation (Aussprache)) and, 3) communication strategies. Speaking has been taught in the German Language Study Program since the first semester of the Sprechfertigkeit für Anfänger, Sprechfertigkeit für Fortgeschrittene and Sprechfertigkeit für weitere Fortgeschrittene courses. Through speaking skills, the learner will be able to express his thoughts and feelings intelligently according to the context and situation when he is speaking. This is in line with the eight academic competencies of Unimed graduates, namely competent in communicating ideas and information orally or in writing (LAKIP Unimed, 2016). Speaking is a component of speaking ability that is quite difficult, because in addition to having to master three important elements of speaking as mentioned above, the learner must also master the theme or topic of conversation. Therefore it is not surprising that the speaking skills of German students are still not satisfactory.

Every learning activity needs to be assessed. In the process of the learning outcomes assessment, methods or techniques and instruments need to be considered and prepared so that the learning objectives can be achieved. This techniques and instruments will provide information about the condition and attitudes of learners during the learning activities included in speaking learning activities. Speaking ability tests are used to determine the extent to which learners are able to speak. Therefore, the assessment of speaking skills is emphasized in the practice of speaking. To find out the success of speaking learning, an assessment is a needed. The speaking skill assessment instrument used in the German Language Study Program, Language and Arts Faculty, Medan State University still refers to the speaking skills assessment instrument issued by the European Goethe Institut-GER. The instrument only assesses aspects of speaking skills, but has not assessed aspects of student character values.

Attitude assessment is very much needed along with the implementation of character education. The implementation of character education mandates educators to provide a character assessment instrument that results from the learning process. In accordance with Government Regulation Number 19 of 2005 concerning National Education Standards, the learning and assessment must develop students' competencies in terms of the affective domain (attitude).

Medan State University (Unimed) has integrated character competencies in the learning process. Character values are included in the assessment listed in the Semester Learning Plan (RPS). Based on this, it is necessary to develop an instrument of assessment of speaking skills by including an assessment of aspects of character values. The implementation of the integration of character education in all courses has not been measured properly, so that the achievements of the character education objectives have not been measured properly. Therefore, the development of an attitude and character assessment is increasingly important.

Development

A research development, according to Gay (1990), is an attempt to develop a product that is effective for school use and not to test theory. The same thing was also expressed by Borg and Gall (1983: 772) that education and development research (R & D) is a process used to develop and validate educational products. A development research usually begins with the identification of classroom learning problems related to learning tools such as syllabi, teaching materials, student worksheets, learning media, tests to measure learning outcomes, and so on (Mangelep, 2012).

Learning devices are considered to be a problem because they do not yet exist or already exist but have not fulfilled the learning needs, so there is a need for improvement. In this article, the development of instruments for assessment of speaking skills will be discussed. This development needs to be done because the assessment instruments used today have not assessed aspects of character values. Thus the instrument of speaking skills needs to be added to an instrument of assessment of attitude or character. Character values that will be assessed refer to the Unimed character values contained in the Semester Learning Plan (RPS).

Assessment Instrument

According to Permendikbud No. 104 of 2014, an assessment instrument is a tool used to assess student learning outcomes, such as test and attitude scales. Assessment instruments that can be used to evaluate students in the affective domain are non-test instruments. Non-test instruments can take the form of observations, interviews and questionnaires or questionnaires.

There are several conditions that must be fulfilled so that an instrument is said to be good. Before being used as an assessment instrument, it is first standardized through a trial process so that assessment instruments have certain characteristics to produce accurate and reliable data. The next requirement that must be fulfilled is reliability. An instrument can be trusted if it provides a relatively stable and consistent assessment result. In addition, the assessment instrument must also have high validity, namely the ability of the instrument to assess what should be assessed. An instrument should avoid the influence of the assessor's personal subjectivity in determining the results of the assessment. Assessment instruments are said to be good if they can be easily implemented, do not require a lot of equipment, can be easily checked because they are equipped with assessment guidelines, key answers and clear instructions and do not require expensive costs, a lot of time and energy. Good instruments also have instrument items that are not too easy and not too difficult and have the ability to distinguish between highly capable learners and low-ability learners (Abdulloh, 2015). To construct a good instrument, indicators must first be determined which can be used to find out how the learning attitudes arise during the learning process in a course. The instrument that will be developed in this presentation is an attitude assessment instrument.

Attitude Assessment

Attitudes and values related to the affective domain. Affective domains include behavioral characteristics such as feelings, interests, attitudes, emotions and values. Affective learning outcomes will appear in a variety of learner behaviors. Attitude assessment is an assessment of learner behavior during and after participating in learning activities. Attitude assessment can be done by looking at responses that appear when learners take part in classroom learning activities. Mar'at (1992: 13) uses the terms cognition, affection and conation for the three components of attitude. Cognition deals with knowledge, understanding and beliefs about objects. Affection concerns feelings by responding to objects. Whereas the connation concerns the tendency to act or behave in relation to objects.

According to Krathwohl (1961) the affective domain has five levels, namely: 1) Accepting, at this level the learner has the desire to pay attention to a phenomenon or stimulus. The teacher's task is to direct the learner's attention to the phenomenon that is the object of affective learning. This level relates to the readiness or willingness of students to participate in activities in the classroom such as reading books and so on, 2) Answering, this ability is related to the active participation of learners as part of their behavior in learning. At this level learners do not only pay attention to special phenomena, but also react. Learning outcomes at this level emphasize the acquisition of responses, desire to respond, or satisfaction in responding. A higher level in this category is interest, for example, likes to read books, likes to ask questions, likes to help friends, and so on, 3) Assessing, this ability is related to the values imposed by learners on certain objects, phenomena or behavior, such as showing reasons etc. The degree of range starts from receiving a value to the level of commitment. Learning outcomes at this level relate to consistent and stable behavior so that values are clearly recognized, 4) Organizations, these levels relate to uniting different values, resolving conflicts between values and starting to form a system of values that are internally consistent . Learning outcomes at this level are conceptualizing the value or organization of value systems, for example the development of life philosophy, 5) Value characteristics, at this level learners have a value system that controls their behavior for a long time so as to form characteristics or lifestyle. Learning outcomes at this level relate to emotions, personal and social, for example observing students' behavior during class learning activities.

Medan State University has established an attitude assessment indicator (character / soft skills) listed in the Semester Learning Plan (RPS), namely: 1) communication ethics, 2) honesty, 3) responsibility 4) cooperation, 5) resilience, 6) discipline , 7) perseverance, 8) independence, and 9) initiative. Indicators of attitude assessment will later be integrated into the instrument of assessment of speaking skills.

Speaking Skills
In language life, speaking is the second language activity that is done after listening. Based on the sounds of language heard, someone learns to say and finally is able to speak. To be able to speak in a language well, the speaker must master pronunciation, structure and vocabulary. In addition, mastery of problems and/or ideas that will be conveyed; and the ability to understand the language of the interlocutor is also needed. In speaking activities, mastery of different sound symbols which are different from visual signs needed in reading and writing activities is needed. The mastery of the sound symbols is needed to convey or accept propositions or ideas.

There are two things that affect the state of the conversation, namely the problem of what is the topic of conversation and the interlocutor. Both of these things are essential, therefore must be taken into account in the test of speaking ability of learners in a language.

The A1 basic level speaking skill test in the course Sprechfertigkeit für Anfänger (speaking for beginners) used in the German Language Study Program, Language and Arts Faculty, Medan State University refers to the GER-European A1 level speaking test issued by the Goethe Institut. The speaking skill test consists of three parts with an accumulation of 15 minutes. In the first part, the examinee must be able to introduce themselves in simple sentences by mentioning names (Name), age (Alter), city/country of origin (Land), place of residence (Wohnort), school (Schule), mastered language (Sprachen) and hobby (Hobby). The aim is to test the learner's ability to introduce themselves by using a simple sentence form.

In the second part of the exam, participants do question and answer with other examinees according to the theme specified. In this section participants are asked to choose two cards that contain vocabulary related to the theme, for example the theme specified is a residence (Wohnen). For this theme there are six cards, each consisting of one vocabulary that relates to a home such as family (Familie), garden (Garten), pet (Haustier) and so on. Test participants are asked to ask questions according to the vocabulary on the card they choose and other participants must answer the question, and vice versa. This section aims to examine the learner's ability to submit and answer questions about a theme he already knows.

In the third part, several cards are provided containing images of objects. Examinees must submit an application (Bitten), order (Aufforderungen) or question (Fragen) and must provide an answer or reaction. This section aims to examine the learner's ability to submit an application

(Bitten), order (Aufforderungen) or question (Fragen) to an object and how the learner reacts to the request (Bitten), command (Aufforderungen) or question (Fragen).

Speaking Assessment Instruments

In the speaking assessment instrument contained in the German A1 level standard test issued by the Goethe Institut-GER in Europe, there are two components of speaking skills which are assessed, namely 1) ability to answer questions (Erfüllung der Aufgabenstellung) and 2) pronunciation (Aussprache). The full value of the ability to answer questions component is given if the participant is able to answer all questions well with little or no error. If the participant is able to answer all questions but with some errors, they will not be given full marks. Participants will not get a score if they are unable to answer all questions and make many mistakes.

The full value of the pronunciation component is given when the participant is able to speak words well so that the sentence can be understood. Participants do not get full marks if the pronunciation is still strongly influenced by mother tongue but can still be understood, whereas if the sentence cannot be understood due to very bad pronunciation, then the participant will not get a score.

The Integration of Attitude Assessment into The Speaking Skill Assessment Instruments

Indicators of attitude assessment (character/soft skills) issued by the State University of Medan are integrated into the instrument of assessment of speaking skills, so that the instruments of assessment of speaking skills not only assess aspects of speaking skills but also assess aspects of character values. Assessment is done using observation techniques and journals. Observations are carried out continuously through direct observation using an instrument that contains a number of indicators of behavior observed. A journal is a note made by a lecturer that contains information from observations about the strengths and weaknesses of learners relating to attitudes and behavior in the classroom.

There are eight attitude assessment indicators that are integrated into the assessment of speaking skills.
1. Communication ethics are norms, values or measures of behavior both in communication activities in a community. The indicators that are assessed are:
   a. Using good words and sentences.
   b. Using language that is easy to understand.
   c. Giving friendly facial expressions.
   d. Using volume, tone, tone of voice and good speech speed.
2. Responsibility is the attitude and behavior of a person to carry out tasks and obligations that should be done to oneself, the community, the environment (nature, social and culture), the state and God Almighty. The indicators of attitude of responsibility are:
   a. Performing individual tasks well.
   b. Perform tasks according to time target.
3. Cooperation is to work together with others to achieve common goals by sharing tasks and helping sincerely. Indicators of cooperation attitude are:
   a. Willingness to carry out tasks according to agreement.
   b. Active in answering questions.
4. Resilience is a force that can cause a person to survive, be strong to suffer or can overcome the burden he is carrying. Resilience also means tenacity, that is an active effort with a strong will in using the ability to achieve goals. Indicators of toughness are:
   a. Not easily discouraged in overcoming difficulties when answering questions.
   b. Sturdy defending his opinion.
   c. Able to answer questions well.
5. Discipline is an act that shows an orderly and obedient behavior to various provisions and regulations. Indicators of discipline attitude are:
   a. Right on time to start and end the exam.
   b. Answer questions at the time of the speaking test according to the time provided.
   c. Comply with the rules of the test.

6. Perseverance is the ability to survive amid pressure and difficulties. Do not stop trying when there are problems and difficulties. Persistence indicators are:
   a. Seriously answering questions during the exam.
   b. Not easy to give up facing difficulties during the exam.
7. Self-reliance is an attitude of capable of acting according to circumstances without asking or dependent on others, committed to decisions taken and able to behave in accordance with the values believed. Indicators of self-reliance are:
   a. A strong desire to answer all questions in the test.
   b. A self confidence in answering all questions in the test without expecting a friend's help.
8. Self initiative is the drive to identify problems or opportunities and be able to take action to solve problems or capture opportunities. Indicators of self initiative are:
   a. Able to take the initiative in answering exam questions.
   b. Able to overcome difficulties in answering questions without waiting for orders.

Each of these indicators is weighted between 1 to 4 with the final values as follows:
Very good   : if you get a score of 3.51 - 4.00
Good   : if you get a score of 2.51 - 3.50
Not good   : if you get a score of 1.51 - 2.50
Very poor   : if you get a score of 0.00 - 1.50

Conclusion

In the speaking assessment instrument of the German A1 level standard test issued by the Goethe Institut-GER in Europe, there are two components of speaking skills that are assessed, namely 1) ability to answer questions (Erfüllung der Aufgabenstellung) and 2) pronunciation (Aussprache). In the assessment rules issued by Medan State University there is an attitude/ character assessment. There are eight indicators of attitude/character that are integrated into the instrument of assessment of speaking skills. Each indicator is given a weight of 1 to 4. The assessment is carried out through observations and journals. The final grade is given according to the rules set by the State University of Medan.

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