

CHAPTER I

INTRODUCTION

This chapter described the reasons for conducting the research and it deals with several points : introduction that concerns with background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, significance of the research, and definition of terms as will be elaborated in the following sections.

1.1 Background of the Research

Foreign language is the language in which the secondary setting is not observed and used by citizens in linguistically foreign cultures (Patel and Jain, 2008, p. 35). EFL is learning English as learned by individuals living in areas where English is not the people's first language (Gebhard, 1996, p. 2). In the educational system, the aim of the EFL is to pass English entrance exams to enter good high schools and suniversities (Surur, 2016). Teachers must assess their students after giving them learning materials in the classroom. The result of the assessment can be helpful information for the teacher. Assessment involves measurement. Measuring can be done by directly observing or testing behaviors or characteristics. Most teachers do this procedure, but they sometimes forget about the basic purpose of assessment. Evaluation is the practice of gathering data on something we are interested in according to processes that are systematic and substantively grounded (Bachman, 2004 p. 6-7). A really score or verbal representation is the product of the assessment (Bachman & Palmer, 2010, p. 20-21).

Evaluation for EFL learners is something complex. The teacher as assessors should considered a lot of aspects such as learners' style in learning the second/foreign language, habit of the language used, sociocultural aspects, and etc. it is a crucial things for the teachers/assessors in designing the most appropriate forms of evaluations

for EFL learners. This suggests that teachers discuss their tasks with their students so that they are more interactive, energetic and responsible for their tasks (Brown, 2001). Scarino (2013) stated that “the influence of sociocultural theories of learning on assessment, especially for second language learners is an elaboration of the teacher’s insight” (p.310). Assessment is a structured compilation of expertise for the purpose of making decisions (Djiwandono, 2008, p. 14). Evaluation is an ongoing method that spans a much broader area than merely evaluating the success of students at identifiable points in a curriculum (Brown, 2004, p. 4). Attention to material assessment and design, which, as the solution of problems, are geared towards realistic outcomes (McGrath, 2002, p. 2).

Evaluation is an evolving process that occupies a much broader area. An instructor should take several things into account in assessing the students' final scores in order to make an evaluation (Brown, 2003, p. 4). In other perspective, Evaluation is a mechanism or method of knowing whether or not teachers have successfully and correctly carried out the teaching and learning processes by knowing whether the metrics, tools, learning techniques and media, evaluation practices, and test items are in compliance with the skills, the learners, and the learning situation (Gultom, 2016, p.190). The learning outcome test is the accomplishment test. This test is used to assess the success of the material taught by the instructor by the student or the material learned by the student. Based on the feature, the learning outcome test was split into four aspects (Purwanto, 20009, p. 66). In the 21st century, education demonstrates greater value in advancing key skills and claimed that for learning and sustaining learning that does not meet the needs of contemporary students, certain skills are required on the basis that the curriculum was not originally designed to meet societal requirements (Bedir, 2019).

Each evaluation is often focused on a collection of assumptions and values that will inspire students to say, do or produce something that demonstrates valuable knowledge and skills about the types of tasks or

situations (Pellegrino, 2014). Learning assessment would recognize the issue that outcomes are supposed to help teachers improve learning in the quality process and enable institutions to further improve facilities and the quality management department. In the curriculum there are 3 important aspects, namely planning, implementation and evaluation. Because of that, the curriculum is an aspect that is very closely related and important to evaluation. The success or failure of learning can be measured through evaluation. Curriculum problems that often occur, such as revisions in formal education, essentially make the reality of English implementation less than optimal. The English curriculum assessment focuses on the complex elements of a language program (Richards, 2001, p.286). There are four curriculum elements in the creation of curriculum content in formal education that often occur particularly for English subjects, namely aims, materials, teaching and learning processes, and assessment / evaluation (Nasution, 2003, p. 18 & Richards, 2001, p. 39). The four elements are used as benchmarks and references regarding the success of the curriculum. If all these elements are achieved, the curriculum can be declared effective in learning activities.

Teachers typically consider two factors when evaluating language skills: the competencies written in the curriculum and the standards of evaluation of language skills (Gultom, 2016, p. 194). The analysis of needs can provide a clear picture of educational needs, so it becomes easier for curriculum developers to analyze these needs, one of which is the English teacher whose role is to plan educational objectives, develop teaching materials, choose teaching methods, and choose the most suitable form of assessment for students (Richards, 2001, p.67).

Some studies have been discussed on the particular issue of assessment in EFL learning and show how the assessment explains this dilemma more thoroughly, it can be extended. A research by Pellegrino (2014) investigates assessment regarded as a positive impact for teaching and learning in the 21st century. Scarino (2013) explore that assessment

literacy is considered as self-awareness for mechanism and teacher itself. Also, Vgot & Tsagari (2014) conducted the research about assessment literacy focused on English foreign language teachers. In addition to, Ayhan & Turkyilmaz (2015) create a rubric and rubric design in particular dimensions to measure the successful learner point in SLA. There is a latest research which conducted by Turnbull (2017) investigate the new standard of foreign language assessment especially for EFL learning education.

Previous research highlights gaps in the study of assessments in the view of EFL learners which show their perspective of assessment in their teaching and learning. Moreover, there is no discussion about what kind of evaluation which compatible in the 21st century. Moreover, they did not discuss about students need evaluation in the 21st century. Therefore, the researcher seeks to fill the void and hopes to have new insights for the readers about forms of assessment (in terms of need analysis especially in the 21st century). Therefore, this research has great importance for the teachers in designing forms of evaluation in appropriate ways by considering the students' need in the 21st century. It is very beneficial in teaching and learning for EFL/Second Language learners.

1.2 Identification of the Phenomenon

In the previous point has been mentioned and identified about the current research which already conducted by some experts with diverse cluster such as literacy by Scarino (2013), theory of diagnosis in language testing and assessment by Alderson, Brunfaut, and Harding (2015). This research specified to the need analysis. It investigates the needs of speaking assessment especially in this 21st century. The teachers also should consider the needs of speaking assessment itself with appropriate materials, sociocultural, learning style, and others aspects. Some teachers in formal school still ignore it and they don't care about the assessment held. There is case appears during pandemic, when the online class was

started, the teachers only share the exercise without any explanations of related materials. The students forced to submit their task with careless feeling. This is the big problem and this research is one of the solutions to solve that problem.

1.3 Limitations and Focus of the Study

There are a lot of aspects in designing the assessment for EFL learners such as following the curriculum, educational system, materials appropriateness and etc. however, this research only investigates the characteristics of assessment in the 21st century. In addition to, this research emphasize in needs of speaking assessments. It is not analyzing all the aspects of the assessment.

1.4 Research Questions

Based on the phenomenon that the researcher has found, it can be got the question. Those are:

1. What are characteristics of 21st century English foreign language assessment?
2. What are the needs of EFL speaking assessment in 21st century?

1.5 Aims of the Research

Based on the question of the research above, the researcher would like to arrange the aims of the researcher as follows:

1. To explore the characteristics of English Foreign Language assessment in the 21st century.
2. To find out the needs of EFL speaking assessment in the 21st century.

1.6 Significance of the Research

This research is insightful for the teachers or pre-service teachers. Not only for the teacher profession, but also for the creator which design the assessment such as questions maker associations or institution. In the 21st century, the assessment is not directly given by the teachers. However, there is some institution that designing assessment based on their own

way/understanding/insight without any consideration about the appropriate things related to the creating assessment. Scarino (2013) has been suggested that there are some aspects which related to designing the appropriate assessment for the EFL learners. This research is one of the solutions for teacher or creator of the assessment (how to design EFL speaking assessment in this 21st century). Based on this significance of research the researcher divided this point into two as follow:

1. Theoretical Significance

This research significantly identifies the students' need in the evaluation/assessment especially to address the skills in this 21st century. In addition to, this research explore the characteristics of English foreign language assessment and the needs of speaking assessment in 21st century. Theoretically, the students' preferences in online learning during covid-19 pandemic are not easy to face the assessment. There are still a lot of considerations about the speaking assessment which address the students need in the 21st century skills. Theoretically, this research is also very useful to increase our knowledge in the field of learning English, especially in the field of assessment. It proposes these theories can be thoroughly explored and offer clear definitions in this field to complete the theory.

2. Practicality Significance

1) Significance for students

Students practically have an assessment that is acceptable and in line with the material and curriculum. The students may indeed attain the skills defined at the beginning of the goals of English learning.

2) Significance for pre-service teachers/ teachers

Practically, by understanding the needs of students in the 21st century, this study help pre-service teachers / teachers decide what type of assessment they should take. Due to the current

pandemic, this study is also very useful for teachers who are teaching online.

3) Significance for researcher

In this theory and practice of research, this study may be involved in further studies for other researchers, discovery and idea creation. For instance, do the research in other some skills of language learning. There will be some extra experiences and improving several skill. The new experience, insight, and understanding after conducting this research and collaborating with other individuals.

4) Significance for institution/association

Practically, this research can be used as one of the reference to designing the evaluation/assessment when arranging the questions and considering the students' need in this 21st century skills.

1.7 Theoretical Foundation

1.7.1 EFL 21st Century Skills

Language is a communication tool that is very important to convey messages in both spoken and written form. The language where the secondary world is not foreign language observed and used by the inhabitants in linguistically foreign cultures (Patel & Jain, 2008 p. 35). Teachers are concerned with ways in EFL settings to get students to speak English in class. In the other words, listening and reading activities used English by EFL students. (Gebhard, 1996, p. 3-4). In some Asia countries, English regarded as second language. However, in Indonesia, English regarded as foreign language beyond society/region/mother tongue language. In order to present an acceptable plan to apply them, the Alliance for 21st Century Skills prepared educational standards for the next generation.

P21's website stated that the 21st century standards are: 1.) Focuses on skills, content awareness, and experience from the 21st century, 2.) Builds awareness across and among core subjects as well as interdisciplinary themes of the 21st century, 3.) Emphasizes deep understanding rather than superficial knowledge, 4.) Engages students with real-world information, resources and experts they can meet in college, work and life. 5.) Encourages several mastery steps. Life and career skills provide key skills required in dynamic, complex environments for students to live and work. This include: leadership; time management; self-directed learning and initiative; and collaborating with other (Ball, Butcher, & Joyce, 2016)

In the sense of core academic topics, a 21st century curriculum should combine awareness, thought, innovation skills, media, information and communication technology (ICT) literacy, and real life experience (Paige, 2009). In the 21st century, there are challenges things which face by the teachers and students in English language learning activities. Ability in the 21st century has become a necessity for students to survive in the future. With the relevant knowledge and life skills, students will be prepared to help them excel in their future careers (Lombardi, 2007). The ability to observe, perceive, assess, summarize, and synthesize knowledge is critical thinking (Trilling & Fadel, 2009).

A 21st century skill is important aspects of the teaching and learning activities which should be achieve. Critical thinking which regarded as the huge role which influence the 21st century skill. To address adversity and achieve success in post-secondary education and the workforce, 21st century skills represent characteristics that students should have (Ball, Butcher, & Joyce, 2016). It means, tools are needed to evaluate these significant characteristics, (Silva, 2009). Moreover, the Organization for Economic Co-operation and Development (OECD) proposed the

21st-century skills as information, communication, and ethics and social influence (Ananiadou & Claro, 2009). It can be present that 21st century skills have a huge role and impact in the human society life. The 21st century skills involve all the skill aspect, not only for the teaching and learning. The main objectives of the 21st century skills are to survive in future life and career.

In the 21st century skills, one of them is learning skill. Learning skills in the 21st century covers creativity & innovation, critical thinking, problem solving, communication, and Collaboration. The explanation about each skill, as follow:

1) Critical Thinking

Critical thinking is the ability to think critically in studying a scientific concept. Using adequate thought and logic, critical thinking usually refers to making educated decisions regarding obtained knowledge and communication (Laar, et al, 2020). Employees need information that is fundamental to the specific field to formulate an independent, well-grounded view or opinion in order to think critically opinion (Van de Oudeweetering & Voogt, 2018). A main 21st century skill is the ability to filter the sum of incoming data to formulate your own point of view. (Dede, 2010). It requires the ability to reflect and judge skillfully in order to assess what data or communication is important in a given context (Gut, 2011).

2) Creativity Skill

To face the 21st century, everyone is required to be creative in order to advance, compete and survive in their careers. Creativity is connected to the development of new and useful ideas about new and potentially useful goods, services or processes (Amabile, 1988; Oldham & Cummings, 1996). Creativity skill has correlation with the critical thinking skill; it means that creativity arises from the critical thinking.

3) Problem – Solving Skill

In the 21st century there are a lot of challenge and obstacles. Complex and unpredictable circumstances which have no precedent involve problem-solving skills (Keane et al., 2016). Problem-solving is also described as the experience and skills needed to deal effectively with complex non-routine situations (Funke et al., 2018).

4) Communication Skill

Communication skills are important and concern the ability to communicate information, ensuring that the meanings are effectively conveyed by taking the audience and media into account (Ananiadou & Claro, 2009; Katz, 2007). To successfully navigate the current social world, one must be able to effectively regulate one's needs and goals with those of the wider society (Voogt et al., 2013).

5) Collaboration Skill

The use of collaboration skill is closely related to communication skill. The way of person conveying the message is the crucial things which influence the collaboration skill. The difficulty of tasks allows learners to work together, as all information and expertise are not available to individuals (Wang, 2010).

1.7.2 EFL Assessment in the 21st century

Assessment of student learning outcomes requires behaviors, expertise and abilities of competence that are carried out in a good manner. It can be used to assess each student's relative position against (Madani, 2019). The global assessment of two skills appropriate for teaching and learning in the 21st century: are collaborative problem solving and digital network learning (Care, Wilson, & Griffin, 2018). According to Ali (2011) argues that Assessment is the process of discovering and gathering information

about students in order to find solutions to meet their needs and overcome learning obstacles.

1.7.2.1 The concept of Assessment

Assessment in formal education in Indonesia focuses the 2013 curriculum which has been revised for the umpteenth time. The evaluation that has been arranged in such a way by the education curriculum in Indonesia aims to measure how successful students are in learning English. The 21st century curriculum should concentrate on knowledge building and enable students to create information that is of importance or relevance to them in order to learn new skills (McGuire & Alismail, 2015). The ATC21S (Assessment and Teaching of 21st Century Skills) conclude that in the 21st century there are 10 skills grouped into four categories: first, ways of thinking which include: creativity and innovation; critical thinking, problem-solving, and decision-making; learning to learn and metacognition. Second, ways of working, which include communication and collaboration skills. Third, tools for work, which include; information literacy and ICT literacy skills. Fourth, living in the world, involve the citizenship (life and career skills) and personal and social responsibility. (As cited in Binkley et al., 2012).

The assessments which have been designed by the curriculum education should represent the achievement of the 21st century skill. The curriculum that has regulated the evaluation of English learning; the syllabus can also be used as a reference for measuring the success of learning English. In the syllabus, there are components that are more specific than the curriculum. The syllabus is a text that explains what will or at least what should be learned, as well as the specification of

the work to be done over a period of time, with a starting point and a final goal that focuses on what is being taught and in what order is being taught, with a clear implication that what is taught is also learned, and both content selection and timing should promote and facilitate (Cunningsworth, 1995, p. 54). Generally, a syllabus specifies the content of a teaching course and the order in which it is to be learned (Richards & Schmidt, 2010, p. 567). Therefore, the teacher must design the syllabus as detailed as possible in order to achieve the goals of learning English.

The goals of learning English must be in line with the components specified in the curriculum. It can also be inferred that a lesson's success or failure can be assessed by assessment. Achieving learning goals requires achieving the success of these learning tasks. Assessment is usually the systematic gathering of information for decision-making purposes (Richards & Schmidt, 2010, p. 204). Assessment is commonly characterized as a systematic approach to collecting information and drawing inferences about the skill of a student or the quality or performance of a course based on various sources of proof (Richards & Schmidt, 2010, p. 35). During the evaluation, teachers subconsciously judge the student's success if the student answers a question, makes a statement, or attempts a new word or structure (Brown, 2004, p. 4). Assessment ensured that learners worked hard and covered and mastered the content in the syllabus (Neusted, 2014, p. 97). Evaluation of student learning outcomes requires behaviors, expertise and abilities of competence that are carried out in a healthy manner. It can be used to assess each student's relative position against (Madani, 2019).

1.7.2.2 The system of Assessment

There are usually two kinds of assessment in the teaching and learning process, which is formal and informal evaluation. According to Brown (2001, p. 402) stated that “Informal assessment is used in both unintentional, unplanned evaluative coaching and input on performance activities, though not for the purpose of recording outcomes and making predetermined decisions on the competence of a student. Informal assessment: assessing students in the process of "forming" their skills and competencies in order to help them continue the process of development. It provides learners with information about how they are working towards objectives and what could be the next step in the learning process. Formal tests, on the other hand, are activities or interactions primarily intended to tap into a storehouse of skills and expertise within a limited period of time. They are systematic planned methods of sampling intended to provide an assessment of student achievement for teachers and students.

In other words, these take place at the end of the lecture, unit, or course and thereby aim to measure/summarize what a student has learned. They are based on the learning result: objectively measurable success that can be measured somewhat independently of the method transferred by a student to achieve the end product. Language Assessment includes listening, speaking, reading and writing in the teaching and learning process. Macro-skills and micro-skills are involved in determining listening. Macro skills include listening to particular details, having an understanding of what is being said, following instructions, and following guidance. The micro-skills include understanding of patterns of intonation and structure feature recognition. Multiple choice, brief response,

knowledge transfer, note taking, partial dictation and recordings and live presentation can be the strategies used in evaluating listening (Hughes, 1989, p. 134).

1.7.2.3 Language Skills Assessment

In the teaching and learning process, the target of language assessment is testing language skills (reading, speaking, listening and writing).

1.) Reading Skill

In reading comprehension, the teacher's job is to set tasks for reading that will result in actions that will show its successful completion (Surur, 2016). The challenge for the language tester is to set tasks that not only allow the applicant to exercise the ability to learn, but also contribute to actions that demonstrates the successful use of this ability (Hughes, 1989, P. 136). The reading comprehension evaluation is used to assess the ability of students to interpret written texts (Gultom, 2016). It is important to do test reading in order to determine the aspects that can be used to establish the best way of evaluating and defining the needs to be taken into account in the reading of concern (Arung, 2013, p. 3). There are some kinds of text to testing reading such as journal, thesis, articles, books, novels, short-story, magazines, newspapers, brochures, etc.

There are reading macro-skills and micro-skills in the reading exam. For Macro-skills reading are scanning text to find relevant evidence, skimming text to get a general idea, identifying argument phases, and identifying examples provided in support of an argument. The micro-skills of reading are the recognition of pronoun references, the use of context to guess the meaning of foreign words,

and the comprehension of relationships between text sections (Surur, 2016). The essential competencies of reading comprehension cover two skills as follows, according to the high school curriculum:

1. Students may understand short, usable written texts and respond to them.
2. Students may comprehend and respond to long functional texts in written monologue.

Harris (1969) stated that “there are some factors that should be evaluated in the evaluation of reading comprehension as follows:

1. Language and graphic symbols to grasp the meanings of vocabulary, grammatical patterns and graphic symbols (punctuation, capitalization, italicization, etc.
2. Ideas that cover defining the intent and core idea of the writer, recognizing the subordinate principles that support the key ideas, and drawing conclusions and inferences.

Tone and style that cover understanding the attitude of the author towards the subject and understanding the tone of writing and defining the techniques and stylistic devices by which his ideas are expressed by the author.

2.) Speaking Skill

The aim of teaching speaking is to successfully improve the ability to communicate in that language, so speaking requires both understanding and development (Hughes, 1989, p. 113). Speaking requires the simultaneous use of various skills because at the same time learners need to use vocabulary, grammar,

pronunciation, intonation, and arrangement of speech content. Speaking capacity is the hardest to test (Gultom, 2016). According to the high school curriculum, the following basic skills must be achieved by students:

1. Be able to articulate the sense of transactional and interpersonal intention.
2. To express the meaning by means of short functional texts.
3. To be able to convey the essence of long functional texts through a monologue.

Harris (1969) in speaking assessment there is principle; there are several aspects to measure the speaking skill, as follow:

1. Pronunciation: segmental and supra segmental features included
2. Grammar: the use of structural syntax
3. Vocabulary: the choices of words (diction) (diction)
4. Fluency: the ease and pace of the flow of expression
5. Understanding: The speech's comprehensibility

3.) Listening Skill

In foreign language learning, listening ability is very important since obtaining language input is the key to learning a language. Listening skill is an essential factor in acquiring understandable input (Krashen, 1985). Listening is a process of receiving what the speaker says, creating and explaining meaning, negotiating meaning with and reacting to the speaker, and producing meaning through engagement, imagination, and empathy (Gilakjani & Sabouri, 2016). Moreover, listening comprehension provides the appropriate situations for the acquisition and

expansion of other language skills (Hasan, 2000 & Hamouda 2013). Listening comprehension is beneficial for the pronunciation of learners (Bouach, 2010). According to Brown, there are two main aspects in assessing the listening skill, namely micro skill and macro skill.

1. Micro Skill items in assessing the listening skill

- 1) Distinguishing between the distinctive English sounds
- 2) The preservation in short-term memory of bits of language at various lengths.
- 3) Understanding patterns of English stress and intonation to signal knowledge.
- 4) Recognizing decreased word types.
- 5) Distinguish the limits of words, understand the core of words, and perceive the order of words.
- 6) Processing speech at various transmission speeds.
- 7) Processing speech with delays, mistakes, corrections and other findings.
- 8) Identifying classes, structures, and sequence laws of grammatical words
- 9) Identification of sentence components and distinction between major and minor components
- 10) The identification of meanings through various grammatical forms
- 11) In spoken conversation, understanding coherent devices

2. Macro Skills items in assessing the listening skill

- 1) Understanding, according to circumstances, the communicative functions of utterances
- 2) Inferring circumstances, priorities, and participants using real-world information

- 3) Predicting effects, inferring ties and links between events
- 4) The distinction between literal and implied meanings
- 5) To decode significance using facial, kinesics, body language
- 6) Designing and using a battery of techniques for listening

4.) Writing Skill

Writing evaluation is supposed to test the ability of students to communicate their emotions and thoughts through written texts (Gultom, 2016). Gultom believes that there are two competencies in high school which must be achieved by the learners; 1.) By writing short functional texts, 2.) Students may convey meaning, and 3.) Students may convey meaning through lengthy practical texts in written monologues. Furthermore, there is a principle of assessing writing by Harris (1996):

1. Content: the writing material, the ideas shared.
2. Form: the arrangement of the contents.
3. Grammar: the use of structural syntactic.
4. Style: the choice of form and lexical elements that offer the writing a specific flavor.
5. Mechanics: The use of conventional graphics.

1.7.3 Speaking Assessment in the 21st Century Skills

According to the Oxford dictionary (2008) talking to someone about something, using voice to communicate something, giving a speech to an audience, and saying or stating something are all examples of speaking (p. 426). According to Johnson and Morrow (Dyah, 2017), speaking, often known as "oral

communication," is an activity involving two or more individuals in which hearers and speakers must react to what they hear and make contributions at a high rate. A series of assessment support materials has also been created to assist teachers in planning and assessing evaluation assignments (Christie & Delaruelle, 1997). A systematic strategy to obtaining information and making assumptions about a student's abilities or the quality or success of a course based on several types of evidence is characterized as assessment (Richards & Schmidt, 2010, p. 35). In line of speaking assessment, the ability to speak (speak) and write (writing) in English lessons are two abilities that are almost as difficult to feel by most students in school. Khademi (2014) stated that the ultimate goal of EFL learners and teachers in language training is to introduce themselves properly and precisely, or to speak fluently while communicating with native or knowledgeable speakers of a second or foreign language. Noput (2009) proposed that there are several aspects in speaking assessments that should be conducted individually namely; pronunciations, grammar, intonation, fluency, and diction. On the other hand, according to Curriculum 2013 there are three aspects in speaking assessment namely; knowledge aspect, attitude aspect, and action aspect. Knowledge aspect involves vocabulary, fluency, accuracy, pronunciation, intonation, understanding, and diction. Attitude aspects involves respect, honest, care, brave, confidence, communicative, social awareness, and curiosity. Lastly, action aspect involves team work and communicative action.

In the education system, learning English using speaking materials which taught by the teacher and usually the teacher uses discussion or dialogue techniques as the first step of teaching. In this speaking ability, one must really have mastered pronunciation well. Hence, there are a lot of difficulties and obstacles in assessing

speaking skill. According to Hughes (2003) stated that in assessing speaking skills, sometimes a teacher is confused (doubtful) because he finds various difficulties in determining the assessment of various students (difficulties commonly found when English is considered a foreign language). For instances, if there is a student who is good at saying every word but in reality he fails to communicate his ideas (not connected) and a student who speaks intermittently but grammar is good and other difficulties. In addition to, Noput (2009) proposed that there are five difficulties in assessing speaking skills: (1) the students are difficult to express their ideas; (2) students have not mastering in vocabulary; (3) limited in grammar skills; (4) Limited ability to pronounce the words correctly; (5) Lack of courage to speak out for fear of being wrong.

Brown (2004:142-143) proposes the following list of micro- and macro-skills in speaking to aid test makers in determining what to assess (whether to assess on smaller bits of language or speaking's bigger elements):

1) Micro skills

1. Make distinctions between English phonemes and allophonic variations.
2. Create language chunks of various lengths.
3. Create stress patterns in English, including stressed and unstressed words, rhythmic structure, and intonation outlines.
4. Create abbreviated versions of words and phrases.
5. Use an appropriate number of lexical units (words) to achieve pragmatic goals.
6. Deliver fluent discourse at a variety of rates.

7. Keep an eye on one's own speech and utilize various strategic techniques to improve the message's clarity, such as pauses, fillers, self-corrections, and backtracking.
8. Make use of grammatical word classes (nouns, verbs, and so on), systems (such as tense, agreement, and pluralization), word order, patterns, rules, and forms.
9. Deliver speech in natural components, such as phrases, pause groups, breath groups, and sentences.
10. Use several grammatical forms to express a certain idea.
11. In spoken speech, use cohesive devices.

2) Macro skills

1. Carry out communicative functions in a manner that is appropriate for the circumstance, participants, and goals.
2. In face-to-face conversations, employ appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and – yielding, interrupting, and other sociolinguistic features.
3. Communicate central and peripheral ideas, events and feelings, fresh knowledge and provided information, generalization and exemplification, as well as links and connections between occurrences.
4. Use facial expressions, kinesics, body language, and other nonverbal indicators in addition to verbal communication.

Brown (2004) proposed that there are 5 types of assessing speaking skills, as follow:

1. Imitative, focusing on pronunciation and repeating a tiny section of language.

2. Intensive involves reading aloud, directed response task, sentence/dialogue completion, translation, and limited picture-cued task
3. Responsive involves question and answer, giving instruction and direction, and paraphrasing.
4. Interactive involves interview, drama-like task, discussion and conversation, and games.
5. Extensive involves speech (oral presentation/oral report), picture-cued storytelling, retelling a story/ news event, translation (extended prose)

1.8 Previous Studies

This part mentions and explore about the several previous study which related with this research. There are several researches with different clusters. The first previous study is conducted to observe “*An evaluation of English textbooks for the eighth graders of junior high school*” by Lathif (2015) from English Language Education Study Program English Language Education Department Faculty of Language and Arts Yogyakarta State University. The aims of this research are to describe: 1.) to examine the appropriateness of textbooks used by English teachers based on the criteria synthesized from ones proposed by Pusat Perbukuan and some ELT experts and in what way they are appropriate based on the preceding criteria, 2.) to discover whether textbooks used by English have fulfilled the criteria of good textbook, and 3.) to give recommendations for English teachers regarding to the further actions which teachers should do with their textbooks.

The results showed that the textbook which entitled “*Let’s talk English for students of grade VIII (SMP/MTS)*” have fulfilled the criteria of a good textbook by achieving the average fulfillment score. There are several criteria which mentioned in this research namely relevancies with the curriculum, material accuracy, supporting learning materials, language

appropriateness, presentation technique, teaching and learning technique, and presentation coverage. In the other hand, this research is only focused on the “content analysis”. Therefore, this research explores the “needs analysis” in language assessment/testing/evaluations.

The second previous study is observing “*English Foreign Language (EFL) Evaluation System by The Teacher in Excellent Class at Mtsn Aryojeding*” by Surur (2016) from English Education Department Faculty of Tarbiyah and Teacher Training State Islamic Institute (IAIN) of Tulungagung. The objectives of this research are: 1.) To investigate the evaluation systems used by EFL teachers in excellent class, and 2.) To investigate the implementation of evaluation systems that used by EFL teacher in excellent class. The result showed that all of the selected teachers used two forms of assessment, formal (traditional evaluation) and informal (alternative assessment) in the evaluation of the method teaching and studying for EFL. The second result showed that informal assessment Teachers use strategies for test-takers, face validity, authenticity, and washback and in formal evaluation, they evaluate the students' skill in listening, speaking, reading and writing. In informal evaluation, almost all the selected teachers apply it by asking their students to exchange homework or task with classmates. In other hand, this research does not involve and mentioned about 21st century skills and the students need.

The third previous study is analyzing “*Assessment as a positive influence on 21st century teaching and learning: A systems approach to progress*” by Pellegrino (2014) from Learning Sciences Research Institute, University of Illinois at Chicago, U.S.A. The researcher believes that assessment may have a positive impact on the achievement of learning goals for the 21st century. The researcher revealed several aspects in several sections related to the assessment and it has different discussion in each section. The researcher mentioned six sections. Section 1 reflects on the educational issues of the 21st century and the types of assessments required promoting the achievement of learning goals applicable to a

global society. The aims and contexts of educational evaluation and three major conceptual frameworks are explored in Sections II and III. The consequences for classroom and large-scale evaluation design are considered in Section IV. Sections V and VI consider the components of a balanced evaluation framework and main quality metrics that we need to hold at the forefront while we work to incorporate coherent evaluation systems as part of the evaluation process. Therefore, this research focuses on the 21st century aspects/skill and the researcher doesn't mention the students' need nor need analysis itself.

The fourth previous research is observing “*Authentic Assessment of Speaking Skills in EFL Class*” by Madani (2019) from English Education Study Program Tarbiyah and Tadris Faculty State Institute of Islamic Studies (IAIN) Bengkulu. The objectives of this research are: 1.) to describe the dominant kind of authentic assessment used by the teachers in speaking EFL class, 2.) to know about the implementation of authentic assessment of speaking Skills in EFL class, and 3.) to know the teacher's perception about applying authentic assessment in EFL class. The result of this research showed that output was the mainly genuine assessment used by the English teacher in evaluating voice. It's only in pre-assessment and formative evaluation was the authentic evaluation carried out but the instructor used a written examination in summative evaluation. In addition to, the teacher's interpretation of true evaluation: on the one hand, authentic evaluation was really successful at enhancing the ability of students to speak because the students demonstrated their real speech outcome. This research very beneficial for the teachers considered about the authentic assessment when applied it in teaching and learning evaluation.

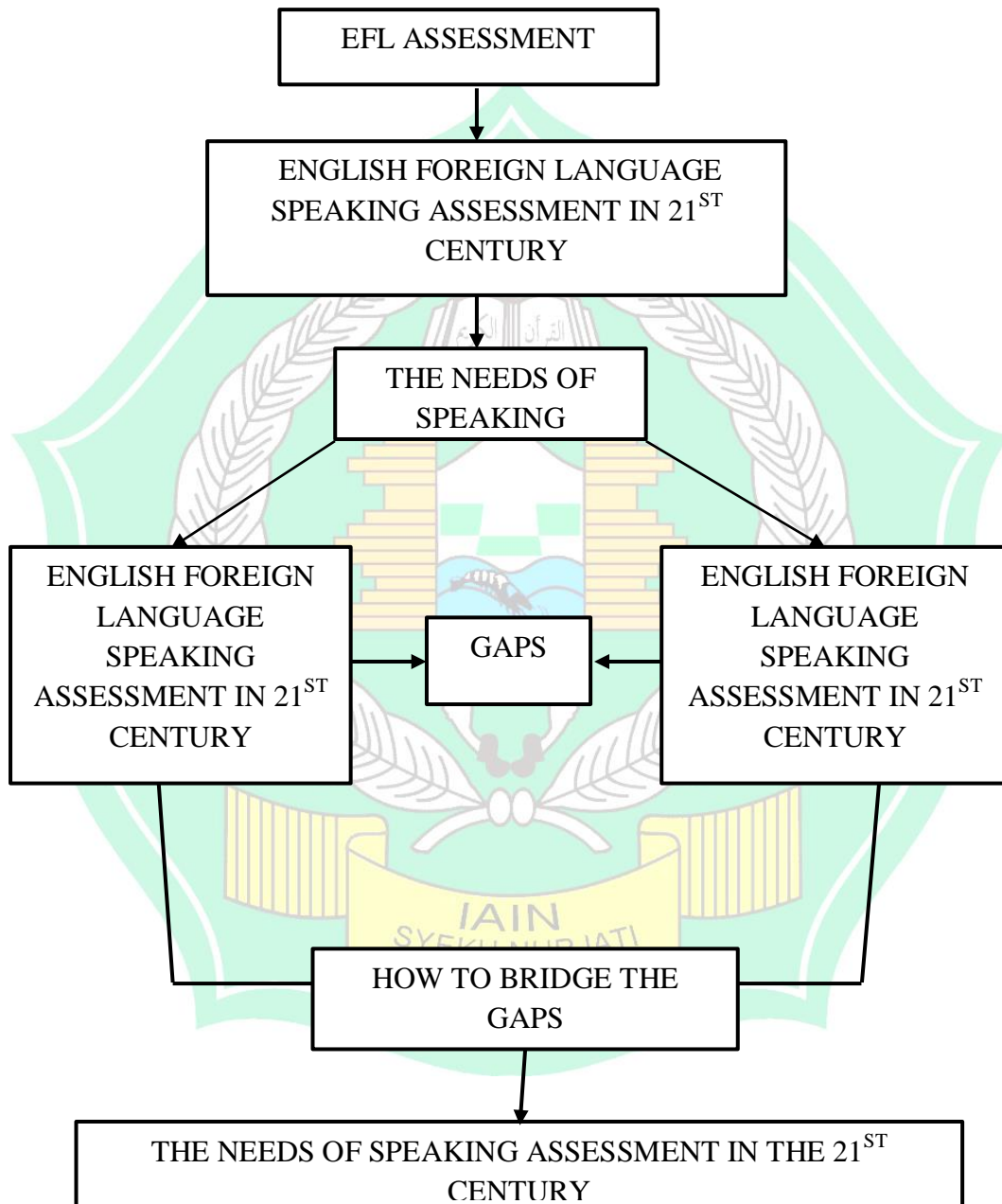
The fifth previous study observe “*Assessment and Evaluation in EFL Teaching and Learning*” by Gultom (2016) from Department of English Language Teaching, the University of Riau, Pekanbaru, Indonesia. The researcher believes that English teachers have to make assessments

concerning their English teaching Assessment of the English learning process can be done at every class session. Teachers need to assess the students' participation during the English teaching and learning process. The evaluation of the learning process leads to the development of a master's level of basic competence. This appraisal can be achieved by evaluation by concentrating on the students. Teachers must know whether students have had competence through the English learning process. The competence can be grouped into three domains: cognitive, affective, and psychomotor. The assessment must be based on the general objective containing basic competence. In addition to, affective domain assessment should occur in every lesson. It provides formative evaluation data to use for grading. The final score is based on the percentage of the assessment given through the daily, mid-semester, semester, and final test. Therefore, English teachers can determine the students' mastery level by doing an assessment. The students who have not reached the mastery level are given remedial teaching.

Based on the previous study, the study has similarities and differences. The previous research was also similar in defining evaluation system in teaching and learning process and used descriptive qualitative method. The differences were about the object of analysis. The previous study was conducted in a large field of science. This meant that the field, like the current study, was not only in one area. Moreover, this research will use need analysis. This study only focused on students' need assessment/evaluation of listening skills in the 21st century.

1.9 Frame of Thought

The researcher illustrates the frame of thought of the research by showing the figure of concept below:



(Figure 1.1 Assessment in 21st century)

The basic concept of conducting this research is emphasizing in the need analysis of assessment. The starting point of this research is come from the EFL learners in teaching and learning activities. Then the researcher investigates the theory of language learning which regarded as fundamental theory. Furthermore, the researcher investigates the theory of assessment in EFL. The special things in this research are involving the consideration of the 21st century skills and explain about the students' need in the evaluation system for EFL teaching and learning.

1.10 Research Method

In this point of research methodology, the researcher referred to the point concerning the approach and also how the data could define this study as follows:

1.10.1 Research design and steps of the research

Ary (2010) instead of numbers and statistics, the qualitative investigator deals with data that is in the form of words or images (p.424). In qualitative approach, the researcher seeks to establish the meaning of a phenomenon from the views of participants (Creswell, 2014). Research design is the strategy of the researcher on how to develop an understanding of some group or phenomenon in its context, on the basis of that principle, descriptive design with a qualitative approach is the research design of this report (Ary, 2010, p.426). In this research, descriptive research was done in the classroom. The focus of this research is to find out the most appropriate evaluation mechanism in the 21st century based on the students' needs. The design of this research is using a case study. Lodico, Spaulding, & Voegtle (2006) stated that "case study research is a form of qualitative research that seeks to discover meaning" (p.269). By presenting comprehensive data and details, the researcher attempted to obtain deep data and information about the object.

1.10.2 Sources and types of data

Two aspects can be distinguished from the source of this research, namely the primary source and the secondary source. The primary sources are publications in which researchers Reporting explicitly to the reader the results of their research (Fraenkel, 1993). Primary data can be described as data that has not been further processed and obtained directly from the object being studied that is affected. Data can be collected through critical literature review.

On the other hand, Secondary sources refer to publications where the work of others is identified by the authors (Fraenkel, 1993). Secondary data is data that has been processed, including published research, web materials, media reports, scholarly research or reports from particular industries (ACAPS, 2012). In this case, through an open-ended question and an in-depth interview, the key data obtained. Information obtained from 8th grade students in the English Language Teaching Department, Because students at 8th semester already have teaching experience and also already know the problems that exist in the field. During this research, the secondary data taken from previous researchers, journals, articles, and internet materials, as well as information.

1.10.3 Data collection techniques and instruments

Lincoln and Guba said in Sugiyono (2013; 306) that the researcher herself is the foundation of the qualitative research instrument. Because of the researcher who has important roles in determining the research process, this study's correspondents collect the data and analyze the data. The method and instrument for data collection are required to obtain data in this study research. An interview is oral, in-person, administration of a questionnaire to any sample participant (Gay, 2010 p.231). The data collection

instrument is a method that researchers use to help them collect data in order to make it simpler and more organized by Arikunto (as cited in Agustin, et al, 2015). Here the research instrument is the researcher, students, and instructor themselves. In this report, data for analysis was gathered from critical examination, evaluation, interview, and questionnaire literature. The data collection method as follow;

1.10.3.1 Critical literature

A critical literature review is a procedure utilizing a systematic study design (Nashrudin & mustaqimah, 2020, p. 4). According to Jesson and Lacey (as cited in Nashrudin & Mustaqimah, 2020, p. 4), critical literature reviews include existing perspectives of key scholars in their subject field, clarify up-to-date methodological information, identify the strengths and weaknesses of previous research, and encourage you to follow up on the work you cite, use reliable and detailed methodological knowledge, identify the strengths and weaknesses of previous study, and encourage you to follow up on the work you cite. Critical literature review is not like other forms of literature review conducted by writing notes and using a bibliographic reference software search engine, but by examining the meaning of theory and documents, assumptions and the availability of papers with a logical structure, based on the structure of a decision (Gheondea- Eladi as cited in Nashrudin & mustaqimah, 2020, p. 5). Jesson, Matheson, and Lacey (as quoted in Nashrudin & Mustaqimah, 2020, p. 5) there are several procedures that can be conducted to make a critical literature review, namely:

- a. Formulate a draft study question.

- b. Searching, searching, using keywords for results.
- c. Identifying core values, skim, search, read, reflect and browse some more.
- d. Collect and read some more of the papers.
- e. Get a reassessment of your problem.
- f. Formulate the final research query for the study.

A critical literature review is used by the researcher so it can critically analyze and improve the current state of knowledge of the topic under review as a way to identify information gaps that could be attempted by resolving a new report (Carnwell & Daly as cited in Nashrudin & mustaqimah, 2020, p. 5).

1.10.4 Data analysis techniques

The data analysis of this research adopted from Lodico et.al (2010) technique. He noted that throughout the report, data analysis and interpretation are continuous in all qualitative research, therefore, that insights gained in initial data analysis that direct future collection of data. After collecting the data, the researcher analyzes the data. Data processing includes the organization of the data for analysis, the execution of various analyses, the further and deeper interpretation of the data, the representation of the data and the description of the wider significance of the data (Creswell, 2009).

1.10.4.1 Critical Literature Review

The steps process of critical literature review adapted from Efron & Ravid (as cited in Nashrudin & mustaqimah, 2020, p. 7)

1. Choosing a review topic and formulating a research question
2. Locating and organizing research sources
3. Selecting, analyzing, and keeping notes of sources

	chapter II (answer question no. 1)																		
8	Consultation related chapter II and writing chapter III (answer question no. 2)																		
9	Consultation related to the chapter III																		
10	Sorting data from chapter II and chapter III																		
11	Making data conclusion for chapter IV																		
12	Making data conclusion IV revision																		
13	Finalisation of research																		

Table 1.2 *Research timeline*

 The logo of IAIN SYEKH NURJATI CIREBON is located at the bottom center of the page. It features a yellow banner with the text "IAIN SYEKH NURJATI CIREBON" in black capital letters, set against a green and white background with a shield-like shape.

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