CHAPTER I
INTRODUCTION

This chapter explains the background of the research. It includes the identification of the issues/phenomena, delimitations and focuses of the study, research questions consisting of two questions, aims of the research consisting of two, and significance of the research namely theoretical and practical significance. In addition, it also informs the theoretical foundation covering several topics related to this research, previous studies, and frame of thought. Finally, it delivers the research method, including research design and stages, sources and types of data, data collection techniques and instruments using questionnaires and interviews, data analysis techniques, and research timeline.

1.1 Background of the Research

The implementation of learning assessment during the pandemic of COVID-19 is considered chaotic. It is due to the adjustment in the emergency condition in education where face to face teaching and learning at schools is not possible. Learning activities and assessment of learning outcomes are adjusted by reducing its quality and intensity for limited access to learning (Siregar, 2020, p. 61). The issue has a significant impact on teachers' objectivity to assess the students. Moreover, the teachers have difficulties assessing students' soft skills (e.g. honesty) during quizzes, assignments, exams, and other types of assessment because teachers cannot observe a student's learning process from beginning to end unless faced with the task documents and student learning outcomes (Tamami 2021, p. 1340). It creates some dilemmas for the teachers. The dilemmas include connectivity issues and internet data availability, not all teachers can use technology properly, teachers are unable to evaluate students' seriousness when participating in learning, students are less motivated during online learning, and schools do not promote distance learning (Fitrawati, 2021). As a result, the learning assessment during a pandemic is not as valid as face-to-face learning.

Perfunctory assessments become a real phenomenon at school, where teachers create assessments recklessly. The teachers just employ activities based on the given material and take it as an assessment without considering the compatibility of indicators and KKO (*Kata Kerja Operasional*) or operational verbs. For instance, a speaking assessment instrument developed by Dewi and Zunianti (2021) failed to demonstrate what indicators are being evaluated. In the instrument, the operational verbs also were not described during the assessment development. In each assessment, the indicators of activities need to be involved (Jannah & Muslimah 2021, p. 26). This is evident that teachers, therefore, should be encouraged to develop appropriate assessments. Forms of assessment is also an issue.

In Indonesia, mostly language assessment is conducted at the end of a period of learning. The assessment form of it is commonly multiple choice. It occurs due to "many pros and cons about using Multiple-Choice Question as a summative assessment yet lots of teachers in Indonesia still use Multiple-Choice Question as a summative assessment" (Rachmat & Arfiandhani, 2019 p. 175). It triggered a question "How do the teachers assess student speaking skill while there is no such oral assessment?". For that phenomenon, some people speculate that speaking skill is not assessed in teaching and learning. However, in fact, the speaking assessment in a practical classroom mostly occurs in formative assessment. This problem occurs because the teacher does not employ the proper assessment and its instrument clearly. In the area of English language teaching, this is not an exception. For example, the problem occurs at the most critical skill in English learning that is speaking skills.

English speaking skill is the most highlighted ability for its learners. Speaking is a skill that should be emphasized in both the first and second languages (Leong & Ahmadi, 2017, p. 34). Moreover, when a speaker masters speaking skill, the person becomes a well-rounded communicator who is fluent in all four language skills (Zarifa, 2020, p. 4). People will be judged as good English learners when they

can speak fluently. However, the complexity in practicing speaking is being concerned by all of the people in the world.

The complexity in English speaking is influenced by some matters. These issues are spread over many years among the learners. It appears mainly for non-native learners who have language backgrounds. It causes interference when people learn a new language. Interference occurs when two languages are engaged at the same time, either by blocking the language that is being used inappropriately or by increasing the activation of the language they wish to employ (Subandowo, 2017, p. 205). The learners are somehow difficult to accept some rules and pronunciation that they do not find in the first language.

The other common problem in English speaking is the anxiety factor. Anxiety among students is a serious issue that many students confront when learning English as a foreign language (Mahdalena & Muslem, 2021, p. 10). It disadvantages the learners due to facing so much stress, nervousness, and lack of confidence. Many researchers tried to offer some methods and strategies. However, this phenomenon is still ingrained and not completely solved. In addition, besides teaching the language, English language teaching is expected to prepare students living in the 21st century.

Nowadays, teaching and learning English needs the implementation of 21st century skills. Twelve skills that need to be mastered that is (1) critical thinking, (2) creativity, (3) collaboration, (4) communication, (5) information literacy, (6) media literacy, (7) technology literacy, (8) flexibility, (9) leadership, (10) initiative, (11) productivity, and (12) social skills (Urbani, Roshandel, Michaels, & Truesdell, 2017). These skills will help the student to face global challenges. To reach the goals of implementing the skills, all of the processes in teaching and learning should involve the 21st skills in the assessment. The involvement of 21st century skills in the assessment is carried out to measure learning that applies the skills. It is the "21st century skills should be integrated across and within core subjects" (Voogt & Roblin, 2010, p. 30) in each learning process. Mainly, for senior high schools that

have to support their students with the most demanding skills in the 21st century (Tunkham, Donpudsa, Dornbundit, 2016, p. 219). Thus, the 21st century should be applied in the teaching and learning process, including its assessment. When people have a basic understanding of learning, teaching, and assessment, a guideline is required to guide what will be done in all of these areas to guide them in a given situation.

A guideline is a critical component in English teaching and learning assessment. Without guidance, people can do whatever they want. Designing a set of guidelines could be an excellent way to help EFL teachers (Al-Zahrani, 2017, p. 1) in doing their jobs, including doing assessments. This guidance is essential for not all teachers to understand how to formulate good and right questions for assessment (Pratiwi, 2015). This is probably because the teachers are just interested in the job that has been done and neglect balancing students' situations to the queries. Thus, an assessment guideline development needs attention.

As the importance of research in developing an English speaking assessment guideline, the researcher shows areas of interest to scrutinize. These include the evaluation for English speaking learning. General views in speaking evaluation (Liu & Xu 2017; Saeed, Ismail, & Eng, 2018; Jannah &Hartono, 2018; Ounis, 2017; Luruk, Kamlasi, & Bouk, 2017; and Desfitranita & Senjahari, 2019, and Xu 2018), the types of speaking assessment (Sahyoni & Zaim, 2017; Zaim, Refnaldi,& Arsyad, 2017; Himawan & Purwati, 2020; Fahmi, Pratolo, & Zahruni, 2020; Khodabakhsh, Abbasian, & Rashtchi, 2018; Musa, 2021; and Köroğlu 2021), speaking evaluation technique (Nisa & Helmada, 2018 and Namaziandost & Ahmadi, 2019), speaking assessment approach (Duque-Aguilar, 2021; Seong, 2017; and Darmuki, Andayani, Nurkamto, & Saddhono 2018), media for assessing English learning (Cam & Tran, 2017; Yustina & Zaim, 2017, Zhang, 2020; and Ockey, Timpe-Laughlin, Davis, & Gu, 2019), and scoring system in speaking assessment (Metruk, 2018 and Sihombing, 2017).

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The need for proper tasks to assess a student's achievement in speaking should be considered for effective assessment. From the research findings, none of the researchers explained how to make assignments that could accommodate the needs of students in detail. The implementation of English speaking assessment should be appropriately applied. The tasks used in such an assessment should enable students to talk, participate in a conversation, or communicate in another context that exists in real life (Srikaew, Tangdhanakanond, and Kanjanawasee, 2014, p. 765) students in detail, for an assessment to determine the next step and decision to treat them. The matter leads people to provide proper English speaking tasks.

Based on the previous research, the researcher did not find the guideline on how to choose the proper type, method, and technique to conduct an English speaking assessment. The findings just propose the types, methods and techniques without mentioning any objective adjustment to the needs of students. However, the existing assessment methods must align with the curriculum goals and objectives (Griffin & Care, 2021, p. 9). Some teachers sometimes ignore this objective in applying certain methods or techniques. That is the reason why the selection of types, methods, techniques, media and scoring in assessing students' English speaking skills must be adjusted to the needs and targets of student achievement.

From the findings of the research, none of the researchers mentioned how proper English assessment involves 21st century skills is. Meanwhile, individuals must bring 21st century skills to bear in today's realms of education and employment to perform effectively as students, workers, and citizens (Griffin, McGraw, & Care 2012, p. 5). The involvement of methods, strategies, techniques and media in the assessment of English learning must be applied by considering the 21st century skills that must be mastered by students. Definitely, in implementing a learning assessment that uses 21st century skills, a demand lies in how to achieve learning objectives and how teachers can provide learning evaluations that can accommodate these abilities.

Those findings showed that none of the researchers figured out the importance of an assessment guideline. The researchers did not conduct more profound research, mostly they just explore the field that was already obvious to prove. Thus, the need to create a guideline for English speaking evaluation is required to accommodate student needs.

1.2 Identification of the Issues/Phenomena

The need for proper assessment in English speaking learning becomes the concern in this study. Some findings showed many things should be fixed in English assessment It will be more confusing when people allow it to be ingrained in English learning and teaching.

According to the background of the study above, some problems can be identified as follows;

1. English learning assessment is made carelessly, not referring to achievement indicators

2. English learning assessment does not involve 21st century skills

3. The teacher has an unclear assessment tool

4. The teacher does not provide the assessment based on the student's need

5. The teacher just follow the last assessment instrument without updating it

6. The teacher just copied the assessment instrument from Google instead of making it by themselves

7. The teacher does not assess the student objectively

8. The teachers only conduct assessments for administrative needs, not for student learning monitoring achievement

9. The teachers are only concerned with strategies and methods in the assessment without considering the suitability of the application of these strategies and methods

10. The teachers only conduct assessments for administrative needs, not for student learning monitoring achievement

From the identification above, the researcher is interested in taking issues about (1) English learning assessment is made carelessly, not referring to learning achievement indicators, (2) English learning assessment does not involve 21st century skills, and (3) The teachers only conduct assessments for administrative needs, not for student learning monitoring achievement.

The researcher is willing to take the first issue: English learning assessment is made carelessly, without referring to learning achievement indicators. This case is a crucial problem in an assessment. A teacher should be able to create an assessment that considers the learning achievement indicator and not just do what the teachers want. It is because the ability of teachers to prepare plans in the form of preparing lesson plans, student activity sheets, and assessment instruments are very important for the successful implementation of learning (Palobo & Tembang, 2019, p. 308). The discrepancies in making assessments will impact the development of student comprehension.

The second issue concerned by the researcher is that English learning assessment does not involve 21st century skills. The researcher's main reason is that teachers' first problem in teaching and assessing 21st century skills is a lack of understanding of 21st century areas (Care, Kim, Vista, & Anderson, 2018). Many teachers out there are still confused about applying 21st century skills in the teaching and learning process. As the impact, the English assessment learning is stuck in the traditional process which just emphasizes students' comprehension achievement.

The last issue that has attracted the researcher's attention is that teachers only conduct assessments for administrative needs, not for student learning monitoring achievement. The cause of the researcher chose the issue is assessment is the primary motivator for student learning as well as a means of determining the extent and quality of student learning (Wanner & Palmer, 2018 p. 2). The key to student learning is to align learning activities and outcomes with assessment (Biggs, 2011). The primary purpose of the assessment is to measure students' abilities by providing tests and questions that can improve student understanding. Thus, assessment is not just a teacher's administrative needs that will be reported at the end of each learning period.

1.3 Delimitations and Focus of the Study

The researcher delimited this study only for developing an English speaking assessment guideline for 21st century senior high school students. This study tries to create a guideline on speaking skill only. The researcher just keeps up in the assessment for English speaking. The target of the learning assessment is senior high school students by applying 21st century skills.

The researcher does not work in other fields related to this study. The researcher does not concentrate on one method, strategy, technique, or media to carry out a speaking assessment. There have been many studies in those fields and previous researchers show it has a limited possibility for communication ability development (Harris, 2009, p. 139) and only focus on delivering good results without explaining the matching problems to their students. The study will not be discussed in this research.

This study is not intended to discuss tactics or tips in achieving high assessment standard scores such as the national exam. The national exam is cancelled for schools (Djalante et al, 2020, p. 4), and authorities, including English subjects, no longer hold it. Based on the reason, the researcher does not mention the problem in this research.

This study is not concerned with overcoming such a problem that can make students fear speaking in English. This study is only provided and develops the assessment activities in a guideline to make students engaged with the assessment. Developing a guideline is important in English learning as the necessity to develop some guidelines for language educational goals (Harada 2017 cited in Suzuki et al, 2018, p. 12). The goal of the guide is to produce something more complete and correct based on the processes and current ideas to achieve a genuine level of truth (Edy & Rimadanti, 2018, p. 75). The guideline will make the learning and assessment more structured. As the reason above, developing a guideline in the assessment will be the main concern of researcher.

The researcher asserts that this study only discusses developing an assessment guideline. In this research, it is reaffirmed that speaking skill is the skill which assessment guideline will be made. This study emphasized the involvement of 21st century skills in senior high school students. The research does not concern other topics except what is mentioned above.

1.4 Research Questions

1. What are the characteristics of English speaking assessment involving the needs of senior high school students in the 21st century skills?
2. How is the development of English speaking assessment guideline for senior high school students that supports the development of 21st century skills?

1.5 Aims of the Research

1. To analyze the characteristics of English speaking assessment involving the needs of senior high school students in the 21st century skills
2. To obtain an English speaking assessment guideline for senior high school students that support the development of the 21st century skills

1.6 Significances of the research

a. Theoretical contributions

The benefits of this research, in theory, are expected to be able to provide benefits to the world of education, both as a source of information and reference in carrying out research and creating English speaking assessments for students. The benefit of this study is also for the ELT field is to broaden the knowledge of educators and students specifically in the world of education to make the right English speaking assessment in the 21st-century.

b. Practical contribution

This research is expected to be a guideline for all educators in creating English speaking assessments. Mainly, this study is expected to be a guideline for all educators and students in creating English speaking assessments for senior high school students in ELT that support 21st-century skills.

1.7 Literature Review

1.7.1 Theoretical Foundation

1.7.1.1 English Speaking

Speaking is the ability to utter an idea or message orally to others. This activity is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney 1998 cited in Maulidar, Ghani, and Samad 2019, p. 83). It defines "speaking is the productive, oral skill" (Bailey, 2005, p. 1) and "it is often spontaneous, open-ended, and evolving" (Florez, 1999, p. 1). It involves the utterance of a person to deliver a message to others. This skill is primarily an interactive process that is defined by interactivity and takes place in real time (Hughes, 2009, p. 153). On the question of the importance of the skill, speaking is also the most difficult skill to accurately analyze. An interlocutor and a candidate's speaking ability is usually assessed in real-time during a face-to-face discussion (Louma, 2004, p. ix). For assessing a real-time speaking discussion, it is necessary to understand what aspects of this skill will be evaluated.

Speaking skill has some aspects to be considered. It leads the people to be comprehensively knowledgeable to master the skill. Those aspects are pronunciation, fluency, grammar, vocabulary and comprehension (Wipf, 1998 cited in Sudarmati & Prasida, 2020 p. 11). In contrast, Rismayanti (2021) involves accuracy after fluency, pronunciation, grammar, vocabulary, accuracy, instead of comprehension for the speaking aspects (p. 58). In addition, there are also main socio-cultural aspects that interfere with speaking, those are social distance in English learning, cultural confrontation, linguistic background, and socio-economic background of English learners (Avendaño, Calderón, and Meléndez, 2019, p. 8). Five language aspects and six socio-cultural aspects above direct the learner to be comprehended. In fact, the speaking aspects come from the features.

In generating speaking skill, the language learner should know the characteristics of the skill. The characteristics of speaking are (1) connected speech, it shows that a good speaker can correctly pronounce not only individual words but also the sounds of words in relation to one another, (2) expressive device, which indicates that speakers can express their feelings through pitch and the stress of specific parts of utterances, (3) lexis and grammar, it implies that, based on the linguistic function, such as a formal interview, the speaker should employ the proper terms, (4) negotiation language, it denotes that a speaker can construct excellent speaking from negotiation language to obtain clarification and to demonstrate the structure of the conversation (Harmer, 2001, p. 289). On the other hand, Leong and Ahmadi (2017) involved fluency and accuracy as speaking characteristics (p. 36). These characters elicit a variety of responses, yet they all point to the same conclusion. Several types of speaking will increase as a result of this difference.

In addition to the above-mentioned information, several types of speaking appear to complete the variety. The types of speaking put focus on six genres based on Harmer (2007), speaking in the transactional function is concerned with communicating information and facilitating the exchange of goods and services, whereas the interpersonal function is concerned with maintaining and sustaining

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positive interpersonal relationships. People can categorize a speaking event as interactive or non-interactive depending on its goal. When people buy a newspaper at a news kiosk, we have an interactive dialogue, whereas leaving a message on an answering machine is non-interactive. Finally, the two people between planned speaking such as a lecture or wedding speech and unplanned speaking such as a chat that occurs unexpectedly. In contrast, there are only two types of speaking according to Brown and Lee (2015), that is, monologue and dialogue (p. 321). From those components, a learner should be well informed to better English learning. The students also have to figure out the process of speech production in the brain. Thus, the students can learn how to maximize their potential to improve their skill.

In language production, human beings use two parts of the hemisphere in the brain: the right hemisphere and the left hemisphere. The two hemispheres integrate with processing language in spoken and written language (Ariffudin, 2010, p. 55). However, the dominant hemisphere for producing language is placed in the left hemisphere, specifically when it comes to the production and processing of syntax (Oluladea et al., 2020, p. 23477) and semantic meaning (Harms, Cochran, & Elias, 2014, p. 2). There are Broca's and Wernicke's areas that are significantly crucial in producing a language within the left hemisphere. The Broca's area is in charge of language production (Horwitz, et al, 2003, p. 1869), meanwhile, Wernicke's area is responsible for language comprehension. Those parts of the hemisphere are caused by the speaking occurring towards a human. However, speech production needs stimulation.

There are two stimuli when a human decides to speak. The first is stimulated by listening to others, and the second is stimulated by reading or seeing something. To begin with, listening stimulation, when a human listens to another, the brain produces signals to indicate what is being heard. Afterwards, the signs are sent to the primary auditory cortex and then sent to Wernicke's area for getting comprehension (Nasios, Dardiotis, and Messinis, 2019, p. 2). The Wernicke's area will send the alerts to Broca's area via the arcuate fasciculus (Nasios, Dardiotis, and Messinis, 2019, p. 2). Eventually, the Broca's area is connected to the primary

motor cortex to respond. Meanwhile, after a human gets information from reading stimulation, the information is sent to the primary visual cortex, then forwarded to the angular gyrus for an auditory signal to auditory transmission (acoustic) and perception characteristics (Sönmez & Varol, 2020, p. 3). The following process is similar to that of listening stimulation. The Wernicke's area will send the signals to Broca's area via the arcuate fasciculus. Finally, the Broca's area is connected to the primary motor cortex to generate a response that will be assisted by another body part.

In addition, speech production involves many organs besides the brain. After those stimuli are decoded by Wernicke's area and connected to Broca's area, Broca's area will fire off in a particular patterned way. Consequently, the motor cortex is associated with the lips, tongue, pharynx, larynx, and trachea (Sönmez & Varol, 2020) due to the motor orders that move muscles (Binder, 2015, p. 1). Next, the motor neurons are firing off, sending their neurons down to their upper neurons. Afterwards, the upper neurons will be down in the brainstem where the cranial nerve is located, near the brain and pons region. The midbrain and pons will thereafter activate, along with some cranial nerves. Those cranial nerves innervate the muscle of the jaw, face, tongue, neck, pharynx and larynx (Chandel, Kumar, Suryanarayana, & Suryanarayana, 2016, p. 101). Those are called an articulation process for speech.

In sum, speaking is the utterance of person to deliver a message to others and interactive process that is defined by interactivity and takes place in real-time with the features connected speech, expressive device, lexis and grammar, negotiation language and the types transactional, interpersonal, interactive, non-interactive, planned, and unplanned. It is the whole process of building meanings, generating utterances, and confidently receiving and information processing. The skill is assessed in real-time during a face-to-face discussion. Speaking characterized connected speech, expressive devices, lexis, and grammar, and negotiation language, as well as monologue and dialogue types that implicate the function of the brain in the left hemisphere dominant that employs Broca's and

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Wernicke's to produce a comprehensive utterance and stimulated by hearing and watching process. It is the whole process of building meanings, generating utterances, and confidently receiving and information processing.

1.7.1.2 Assessment

The need for results at the end of each learning is a crucial stage. A teacher has to know how to obtain information regarding student language skills to describe their learning progress. The process is called an assessment. Moreover, assessment is the process of gathering information in order to monitor progress and make educational decisions as required (Overton 2006 cited in Kizlik 2012, p. 3). In practical education, "assessment is an ongoing process that encompasses a wide range of methodological techniques" (Brown & Abeywickrama, 2019, p. 3). The assessment is an important element of teaching and learning, not something that is done after the fact to monitor student progress (McMillan, 2017, p. 11). It allows teachers to track student learning and use the information to improve students' comprehension (Tosuncuoglu, 2018, p. 163). For those facts, the stage in language learning is seen as a benchmark of how far the student observes learning.

For gaining information on whether an assessment test is being effective, fit to the administration constraints, accurate, and dependable or not, the assessment should be adjusted to some principles. In language assessment, there are five principles that will answer those questions. Brown (2003) generates five language assessment principles and the idea supported by McMillan (2017) to complete high-quality classroom assessment, those principles are as follows:

a. Practicality

Practicality refers to the logistical, down-to-earth administrative challenges involved in creating, giving, and scoring an assessment instrument. An assessment can be considered as a high-quality assessment when the assessment is practical and efficient. The things to consider are personal experience with the assessment method, the time students need to complete the assessments, the complexity of

administering the assessments, the ease of scoring, the ease of interpretation, and the cost.

b. Reliability

Reliability/precision is the degree to which the scores are error-free (noise). A reliable test is one that is repeatable and dependable. When teachers administer the same test to the same student or a group of students two separate times, the results should be identical. A number of factors that may contribute to a test's unreliability should be considered when addressing the issue of test reliability.

c. Validity

Validity is defined as the appropriateness of the inferences, uses, and consequences that result from the assessment. It is concerned with the validity, trustworthiness, or soundness of the statements or conclusions made based on collected scores. A test must exactly assess the skill or knowledge it is designed to measure to achieve the validity requirement.

d. Authenticity

Authenticity is the degree to which products represent real-life or are contextualized rather than isolated and feature significant, relevant, and interesting topics. The nature of the completed activity and the environment of the task (e.g., the options available, limits, and access to resources) is used to determine authenticity.

e. Washback

Washback is defined as the impact of tests on instruction in terms of how students prepare for the test. Washback can have a variety of beneficial effects, ranging from the advantages of studying and revising for an exam to the learning that occurs as a result of feedback.

In assessment, there are two major types of it. They are formative and summative. Formative assessment involves assessing students as they are

"forming" their competencies and skills to assist them in continuing their progression. On the other hand, summative assessment, which occurs at the end of a course or unit of teaching, tries to measure or summarize what a student has learned (Brown & Abeywickrama, 2019, p. 7). Moreover, the formative assessment occurs concurrently with the teaching and learning process, and the summative assessment occurs after the process has been completed to check the learners' progress (Mahshanian, Shoghi, & Bahrami, 2019, p. 1056). Those assessments have clear purposes, the main purpose of formative assessment is to aid learning, while summative assessment is to offer information about what has been learned at a certain period (Dolin, Black, Harlen, & Tiberghien, 2018, p. 55). Thus, the formative assessment is assessing student progress in classroom practice to help their learning improvement. Meanwhile, summative assessment represents what students observed at the end of period learning to make such educational decisions.

In sum, assessment is an ongoing process that encompasses a wide range of methodological techniques of gathering data that aligns with the curriculum goals and objectives to monitor student progress and to frame and differentiate instruction and classroom activities for reinforcing and creating productive learning which principled practicality, reliability, validity, authenticity, and washback for language, which has a formative and summative form that being educational decisions as required. In detail, the two major types of assessment, formative assessment functions monitoring student improvement during the learning process and summative assessment that summarizes what students learned through the end of each period test. For conducting the efficient and beneficial assessment, the five principles such as practicality, reliability, validity, authenticity, and washback should be employed properly.

1.7.1.3 Guideline

A guideline is a set of rules that can guide people to take any action. The term also means a strategy or explanation for establishing standards or deciding on an action to take. In the teaching and learning context, the guideline functions to

prepare or choose sights that will help students learn more effectively when the student follows the guideline (Clark & Lyons, 2011, p. 12). These recommendations will need to be modified to adjust a specific group of students, learning objectives, and lesson content.

Those sets of rules will lead teachers or instructors to design the types of learning process till the evaluation of learning. It refers to the guideline that enables teachers and instructors to gain the knowledge and abilities that are required (Keshavarz, 2021, p. 1). When the teachers have a guideline, it will be easier to determine what action or step should be taken. The rules are useful to tidy the system of given teaching and learning to be more organized.

In a guideline for the teaching and learning process, it is required to have relevant and clear rules which can be a standard in applying the setting. It is necessary to set and clearly state standards for an accepted guideline for both student and teacher (Gould, 2011, p. 170). Another requirement of guideline in learning context is "guideline can apply to any learning setting" (Clark & Lyons, 2011, p. xvi). The two requirements above aim to determine whether a guideline is suitable or not to be applied in the context of teaching and learning.

To conclude the three thoughts of experts above, A guideline is a complete and accurate collection of clearly stated standards on how to act in a given situation based on current theories that enable teachers and instructors to gain the knowledge and abilities to apply any learning setting that is required for effective learning and help students learn more effectively when they follow the guidelines. The guideline in teaching and learning should have set and clearly stated standards for an accepted guideline for both student and teacher. It's a tool that makes it easier for teachers in doing some academic activity to arrange a plan for a learning process.

1.7.1.4 21st Senior High School Student

Senior high school student is a group of middle adolescent people. In Indonesia, the age range of senior high school student is 15-18 years old (Swadnyana & Tobing

2019 p. 12), while some researchers state the age range between 15-17 years old (Yuliantoa, et al, 2021 & Ramadhani et al, 2019). Nowadays, those students live in the era that people call as 21st century. According to the Gregorian calendar, the twenty-first century is the current century of the Anno Domini era, also known as the Common Era. It started on January 1, 2001 and will last through December 31, 2100. The year is the first of the third millennium. It is not to be confused with the twentieth century, which began on January 1, 2000 and will expire on December 31, 2099 (Wikipedia, 2021).

The teaching and learning process at this age has to increase their interest. It's a unique opportunity to build a classroom environment that reflects the teacher's personality, aesthetics, interests, passions, knowledge, and expectations (Kidd & Czerniawski, 2011, p. 14).). In the range of that age, the teenager has salient characteristics: "(a) Adolescent thought is intertwined with the realm of possibilities (b) His scientific reasoning aptitude stems from his ability to test theories (c) Capable of thinking about the future, making plans, and exploring numerous options for achieving it (d) Capable of recognizing cognitive activity as well as the mechanisms that make them efficient or inefficient (e) His intellectual horizon is expanding" (Yusuf, 2004 cited in Anggraini, 2018).

The 21st century students are demanded to fulfill some criteria to keep up the era. In the twenty-first century, three sets of abilities are in high demand such as life and career skills, learning and innovation skills, information, media, and technology skills (Trilling & Fadel, 2009, p. 48). In addition, there are twelve skills that must be mastered by people in the 21st century, those are, (1) critical thinking, (2) creativity, (3) collaboration, (4) communication, (5) information literacy, (6) media literacy, (7) technology literacy, (8) flexibility, (9) leadership, (10) initiative, (11) productivity, and (12) social skills (Urbani, Roshandel, Michaels, & Truesdell, 2017). Thus, the student in the learning process must be engaged with the abilities and skills.

In sum, 21st-century senior high student are a group of people who have age range 15-18 years old who have sets of abilities in high demand such as life and career skills, learning and innovation skills, information, media, and technology skills. In the teaching and learning at this age has to increase their interest. The student also has to mastered twelve skills that must be mastered by people in the 21st century, those are, (1) critical thinking, (2) creativity, (3) collaboration, (4) communication, (5) information literacy, (6) media literacy, (7) technology literacy, (8) flexibility, (9) leadership, (10) initiative, (11) productivity, and (12) social skills.

The teacher should have guidelines in assessing student speaking skill. A guideline will generate the process and create the aimed result of the assessment. The assessment in the process of speaking learning must be considered as the important thing that needs to be organized. Moreover, the complexity of the demand in the 21st century forces students to be able to master twelve skills. Mainly, for the senior high school student who is directed to be a more independent and initiative English learner. Thus, the students have to be prepared as the people who are really aware and are able to apply the demand.

1.7.2 Previous Study

In the area of speaking assessment techniques, there are many things that are not considered in detail. The research of Helmanda and Nisa in the year 2018 entitled "Speaking Skill Assessment Techniques in Improving English Ability Students of Universitas Muhammadiyah Aceh" only presented the assessment techniques used by lecturers in assessing or measuring the oral abilities of students speaking, as well as the value rubrics used by the lecturer's supervisor and the impact of their use on the students' oral skills improvement as measured by the lecturer. However, the researcher only presented certain techniques without considering the need, interest, and appropriateness for students. This case will make students confused and forced to engage with what they do not need.

The other research was conducted by Namaziandost & Ahmadi in the year 2019 with the title "The Assessment of Oral Proficiency through Holistic and

Analytic Techniques of Scoring: A Comparative Study". The study discussed holistic and analytic techniques of scoring speaking categories within comprised of content and organization, pronunciation, vocabulary, and grammar. The researchers compare the two techniques with its merits and drawbacks and conclude that using two scoring techniques in the assessment process could be considered appropriate because both appear to complement one other and help to provide a more comprehensive assessment. However, this study did not mention the principle of learning evaluation completely. The researcher just alluded to objectivity and does not involve other principles like continuity and comprehensiveness. This case causes the implementation of those techniques will not be durable.

Another problem is those previous studies did not involve 21st century skills in the process of evaluating. Surely, the techniques are not supporting the improvement of student skills. It will make the speaking assessment stagnant and outdated. In this study, the researcher will consider the need, interest, and appropriateness of some techniques to evaluate speaking learning involving 21st century. Then this study will involve the three principles of learning evaluation, objectivity, continuity, and comprehensively. Thus, the student is being more engaged with what the student already knows.

In the area of speaking assessment approach, the researcher found some highlighted things to those previous research. A research with the title "Teachers' Assessment Approaches Regarding EFL Students' Speaking Skill" that was conducted by Duque-Aguilar in the year 2021 describes the teachers' statement regarding assessment approaches, as well as the links between what teachers' say that they will do and what teacher really do in practice. However, the research only emphasizes the cognitive element and neglects other aspects. In other words, 21st century skills are not really considered in this study.

The second research was done with the title "Assessing L2 Academic Speaking Ability: The Need for a Scenario-based Assessment Approach" by Seong in the year 2017. The research explains the disadvantages regarding the Scenario-

based assessment approach as a viable way to create language assessment that can provide a more thorough analysis of one's L2 speaking abilities. However, the study does not explain what teachers must prepare to apply the assessment approach to gain the merits.

The last research was conducted by Darmuki, Andayani, Nurkamto, & Saddhono in the year 2018 entitled "The Development and Evaluation of Speaking Learning Model by Cooperative Approach". The researchers claimed cooperative approach is proven to be effective in reaching the learning objectives. This study appears to endorse this approach. Notwithstanding, when it is reviewed, the cooperative approach probably not be able to fit all types of students' diverse intelligence.

Those previous studies neglect the crucial thing that should be involved. The third of it does not carry out trivia even has a big impact on the assessment process. Thus, this study will improve to involve neglected things, such as how the preparation should be, involving other aspects besides cognitive, and considered 21st century skills in every process of speaking evaluation.

In the field of types of speaking assessment, the researcher found some highlighted things to those previous research. The first research was done by Zaim, Refnaldi,& Arsyad in the year 2017 entitled "Authentic Assessment of Speaking Skill for Grade I Junior High School". The study revealed six types of authentic assessment models such as role-play, information gap, picture talks, brief question and answer, narrating sequences, and pair dialogue. Researchers claimed those models as the recommended model to apply in a classroom. Notwithstanding, this study did not mention whether the model is effective or not for student assessment and how is the way to assess students authentically through the six models.

The second research was done with the title "Dynamic assessment effect on speaking performance of Indonesian EFL learners" in the year 2020 by Fahmi, Pratolo, & Zahruni. The study found that learners had favorable experiences and attitudes toward dynamic assessment because it provided them with a comfortable,

structured, practical, and meaningful platform to recognize their speaking behavior, flaws, strengths, and needs. However, this research does not show how to determine a student's various talents. To use this exam, you must first understand the different types of intelligence that students have in order to assign kids to the appropriate component of the evaluation based on their skills.

The last research was conducted by Köroğlu in the year 2021 with the title "Using Digital Formative Assessment to Evaluate EFL Learners' English Speaking Skills". The study showed that students are satisfied with the digital formative assessments in terms of peer participation during exams, richer test materials, and speaking test preparation time. Participants are dissatisfied with digital formative assessment in terms of technical problems encountered during administration, despite their positive views on it. However, the study does not address how to anticipate using this assessment in the event of an unanticipated difficulty. When the digital formative speaking assessment method hits an issue, the researcher should provide numerous options.

The previous research above indicated an assessment has to be detailed to include all things that are considered as components in assessing English speaking. Thus, this study will improve to figure out the needs of students and teachers in deciding on an assessment speaking type. Furthermore, this study will provide some alternatives when the type does not work as a plan.

Based on those areas, a guideline is required for English speaking assessment for solving the gaps of evaluating English speaking in the 21st century. The gaps are caused by there is none of guideline to guide a teacher or instructor to generate the evaluation and assessment. Procurement of a guideline will have an impact on the assessment of speaking becomes clearer and ordered. Furthermore, there is no study that specified educational level in common for guiding how the assessment is arranged. Thus, this research will provide a product that is an English speaking assessment guideline for 21st century senior high school students.

1.8 Frame of Thought

The teaching and learning process must require a final process to find out whether the learning has been going well or not. This process is used to measure how far students understand a lesson, including English speaking learning. The complexity of speaking evaluation has been found in several cases. Obviously, a guideline in the progress is required to make it more organized. The speaking assessment process, which is impacted by measurement and non-measurement, will become more objective and directed with a guideline. Please see Figure 1.1 for Frame of thought.

Figure 1.1 Frame of thought
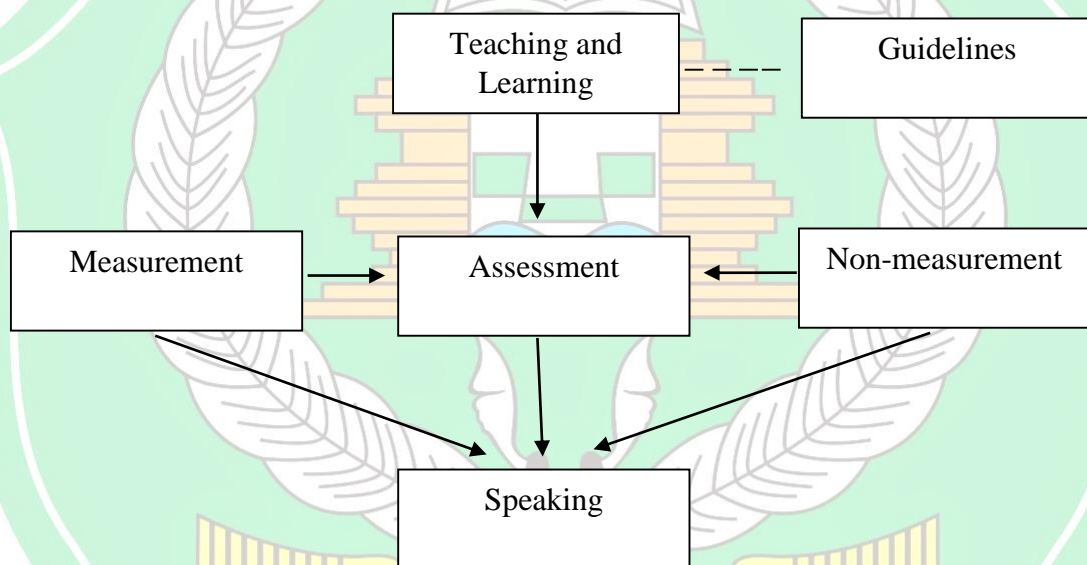
1.9 Research method

1.9.1 Research Design and Steps of the Research

The researcher adopted qualitative research in this current study. Qualitative research finds answers to issues by investigating various social environments and the people that occupy them (Berg, 2001, p. 6). Any perception of the research participants' experiences will be influenced by the researcher's cultural, social, and personal identity (Vanderstoep & Johnston, 2009, p. 167). In addition, the qualitative approach is considered as non-statics data display research. The data

gathering in a natural context-sensitive to the people and places under investigation, and inductive data processing reveals patterns or themes (Creswelll, 2007, p. 37). It can be deduced that qualitative research is the methodical application of problems, where data can be spoken or written with no calculations or numeration.

The design of this study is Research and Development (R&D). The researcher employs this research to develop a product through the result of the research itself, because in Research and Development research design "the findings of the research are used to design new products and procedures" (Gall, Borg, & Gall 2003, p. 569) which makes it easier for this study to create a product. For gaining the new product, there are some stages of the system approach model of educational Research and Development (R&D) according to Gall, Borg, and Gall 2003, namely:

    a. Needs analysis
    b. Research planning
    c. Develop a preliminary form of product (prototyping)
    d. Preliminary field testing
    e. Main product revision
    f. Main field testing
    g. Revision of product
    h. Operational field testing
    i. Final product revision
    j. Dissemination and implementation

On the other hand, The Institute of Education Science, U.S Department of Education and The National Science Foundation (IES & NSF 2013) divided six stages of Research and Development, that is,

    a. Foundational Research
    b. Early-Stage or Exploratory Research
    c. Design and Development Research
    d. Efficacy Research studies
    e. Effectiveness Research

f. Scale-up Research

However, from all the above stages, this study will be conducted only in three steps, they are:

1) Needs analysis

This stage includes literature study, creating indicators for instrument, conducting survey and interview, analyzing the data, and interpreting and displaying the data.

2) Research planning

In this stage, the researcher conducting the process of formulating research objectives, estimating all stuff that required in research, formulating research qualifications and forms of participation in research.

3) Developing a preliminary form of product

In this stage, the researcher conducting the process of making a concept and designing the product, gathering material for content and of the product, and creating the product.

This study only conduct three stages due to the time allocation of this research. A researcher may anticipate all four stages to be accomplished in a single project in some situations; in others, Design and Development Projects may require many projects (IES&NSF, 2003, p. 47). Thus, the researcher chooses the adaptation of the stages which only employ three stages for this study.

1.9.2 Sources and Types of Data
1.9.2.1 Sources of Data

In order to make an investigation about English speaking assessment, the researcher investigates the process and result of the area through questionnaires and interviews to collect the main data. The questionnaire is collected from some students meanwhile, the interview is gained from the two experts from a university and two English teachers from a school.

In addition, for the questionnaire, the researcher can find any problems and gaps which occur among students. Standardized questioning methods are considered to produce answers which can be compared and potentially quantified among participants through questionnaires (Denzin & Lincoln, 2018, p.1001). After the researcher gains the answer, this study continues to interview two English teachers and two experts. The interview provides a level of insight into people's experiences, beliefs, perceptions, and motives that questionnaires cannot convey. It does not provide the breadth of information that surveys filled out by a large number of people can, nor does it show the complexities of behavior that observation or video records may reveal, but it does give the prospect of insight (Ricards, 2009, p. 187). The facts are caused by this study take through questionnaires and interviews as the data source.

1.9.2.2 Types of Data

The type of data in this study is qualitative. The inductive and flexible nature of practically all types of qualitative research is a consistent theme. One of this design's key advantages is how straightforward it is (Creswell, 2009, p. 195). This research aims to apply this type of data for gaining naturalistic findings.

1.9.3 Data Collection Techniques and Instrument

There are two techniques for collecting data in this research. The two techniques of collecting data are questionnaires and interviews.

1.8.3.1 Questionnaire

This study considered using survey techniques to observe deeper the student's thoughts in the process and result of English speaking assessment. Survey researchers place a high value on selecting a sample from a population from which they may extrapolate conclusions; they collect data through a variety of questionnaires and interviews (Creswell, 2012, p. 405). For the instrument, this study employs a questionnaire as the instrument in this survey technique. Questionnaire studies in which the investigators' aims are explicitly defined

(Creswell, 2012, p. 122). Thus, the questionnaire is required to obtain the real data for this study.

In a questionnaire, the clearer the question means the more researcher can obtain the real problems and its solutions. It is because the questionnaire measures three types of data of the respondent, such as, factual, behavioral, and attitudinal. However, the researcher will only focus on the third one, which is attitudinal data. People are asked attitudinal questions in order to find out what individuals believe such as attitudes, opinions, beliefs, interests, and values are all included in this broad category (Dörnyei & Taguchi, 2010, p. 5). For those facts, this study will provide the data through attitudinal questions.

For conducting the survey, the semi-close-ended type is used in this study. It provides "the typical response categories to the question, but it also allows respondents to write in answers that may not fit to the response choices. While it also provides limited open-ended information to encourage responses" (Creswell, 2012, p. 387). The respondents will choose some options and can add the other responses according to their capacity.

The respondents in this study are students at SMA Negeri 1 Sumberjaya. The researcher will question the 30 students of class XI-MIPA-2 as the main respondents due to the students are categorized as cooperative. This study also collects the data from others students randomly to other regular classes for considering additional information. The questionnaires are in specific ways regarding their preferred assessment methods and techniques, their interest in English speaking assessment, and their belief in their English speaking assessment results. For the obvious questions, the form can be seen in Appendix I on page 85.

1.8.3.2 Interview

The other technique in this study that will be used is an interview. The interview is the next data collecting technique in this study to investigate teachers' and experts' views and experience in assessing the English speaking of students. The

concern for understanding other people's lived experiences and the meaning people make of those experiences is at the heart of in-depth interviewing (Seidman, 2006, p. 9). Meanwhile, the instrument in the technique is the interview guide. It provides a concentrated structure for the interview discussion, although it need not be rigorously followed (Kallio, Pietilä, Johnson, & Kangasniemi, 2016, p. 6). The researcher will interview two English teachers and two experts as the participants of instrument. It will lead the researcher to comprehend in understanding the phenomenon. The obvious questions form can be seen in Appendix II on page 88.

1.9.4 Data Analysis Techniques

1.8.4.1 Questionnaire

The researcher will collect the data from the questionnaire for the first stages. The next analysis technique stages, the data is reduced to find the exact answer that has relationship of this study. It is due to "the potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research questions, cases, and instruments" (Huberman and Miles, 1994 as cited in Mezmir, 2020, p. 18). Afterwards, the data will be classified and specified it into some classification. The classification aims to compare the given response of the student to know the sort of answers. Classification will help people understand the many sorts of variables and how they are used in purpose statements, and research questions (Creswell, 2012, p. 114). In sum, the data will be gathered and specified into some predefined category.

1.8.4.2 Interview

This study will have original data through an interview. The researcher desired to record the conversation during an interview with the teacher. After the researcher gains the tape interview record, the next step is to transcript the interview into a document with denaturalized transcription. Denaturalized transcription to transcribe the recorded interview was chosen for the classiness and practicality of the interview content. Denaturalized transcription emphasizes verbal speech while

ignoring distinctive speech features including stutters, pauses, involuntary vocalizations, and non-verbal communications, resulting in a more polished and selective transcription (Azeveedo, et al, 2017 p. 161). The transcription only provides the important answers of the interviewee regarding the given question without considering other responses.

Furthermore, this study uses thematic analysis for qualitative research in interview. It is a procedure for "identifying, analyzing, organizing, describing, and reporting themes found within a data set" (Braun & Clarke, 2006 as cited in Nowell, Norris, White, & Moules, 2017, p. 2). The most generally used methodology for conducting thematic analysis is a six-step procedure that includes familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and labeling themes, and presenting the report (Kiger & Varpio, 2020, p.2). The stages are used by researcher to analyze the data from interview.

The stages to answer question 1

1. Study the literature related to the issue
2. Determining the appropriate characteristics

The stages to answer question 2

1. Creating indicators for instrument
2. Conducting survey and interview

The researcher will give the questionnaire to the some students and interview two English teachers, and two expert of a university.

2. Analyzing the data

After obtaining the data from the students, teachers, and experts, the researcher will classify the data into some categories.

3. Interpreting data and displaying data

Researchers will interpret the data and try to connect with the phenomenon of the study and the result of all processes will be displayed in the research report.

4. Creating the concept of product

Researcher will create a concept of product based on some given data and literature study.

5. Designing the product

Designing the product of data will be completed by researcher with the help of product specification table according to the data.

6. Gathering materials for the content of the product

After obtaining the design, researcher will collect materials from the literature to complete the product.

7. Creating a guideline

The materials will be used in this step as a prototyping a product of this study.
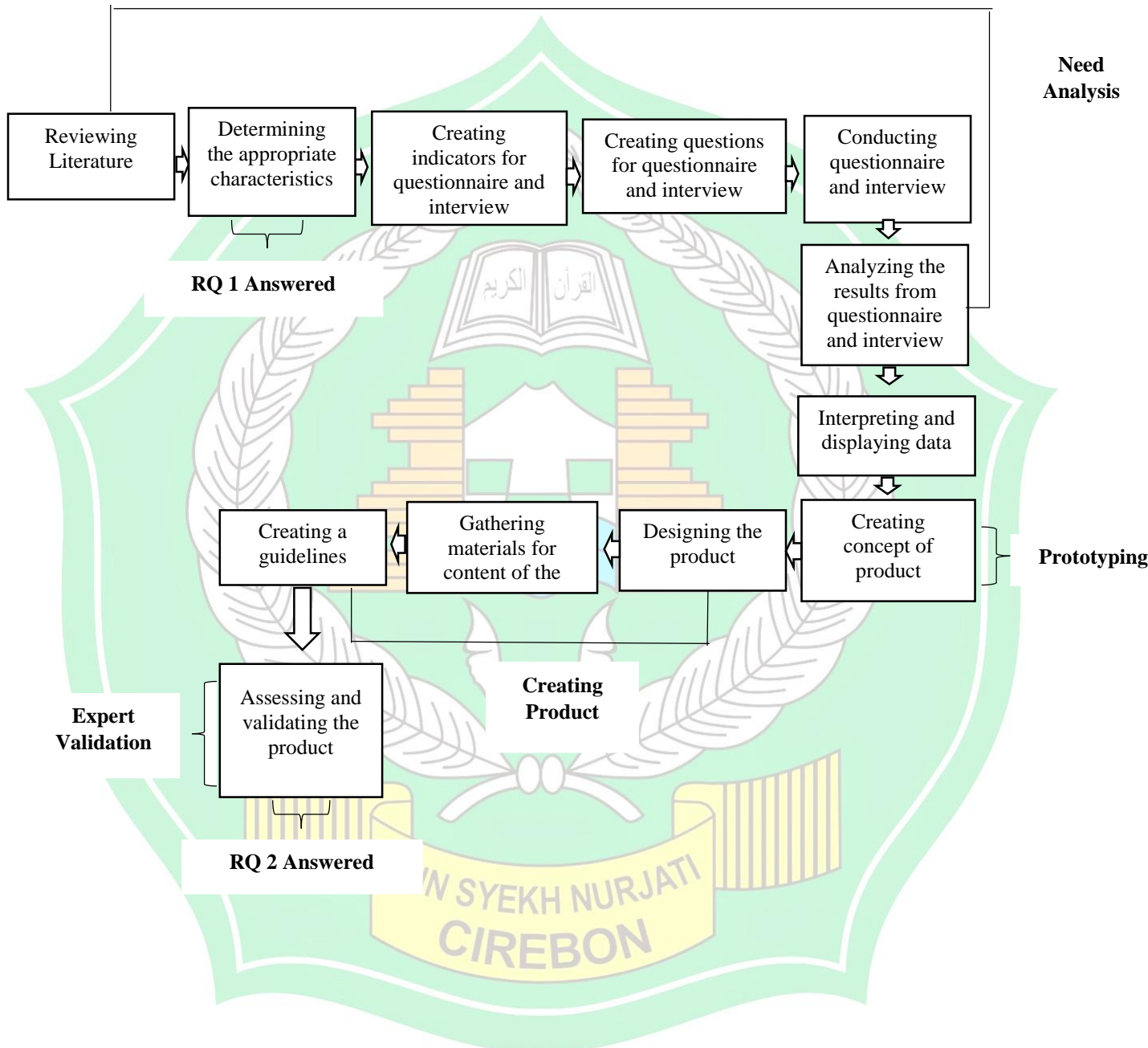
8. Assessing and validating the product

Researcher will submit the final product to be assessed and judged by an expert.

Figure 1.2

Research Stages (adapted from Nurazizah, 2022, p. 28)

1.10 Research Timeline

Table 1.1 Research Timeline

Time		Activity
Month	**Week**	
February 2022	1	Research Preparation
	2	Method, Technique, and Instrument Research Selection
	3	Creating Instrument Research And Informant Selection And Seeking Permission
March 2022	1	Data Collection Through Interview
	2	Data Collection Through Questionnaire
	3	Data Analysis of Interview
	4	Data Analysis of Questionnaire
April 2022	1	Data Interpreting and Displaying
	2	Designing Product And Gathering Materials
	3	Designing Product And Gathering Materials
May 2022	1	Creating product
	2	Creating product
	3	Finalization
	4	Expert validation