Type Analysis of Speaking Performance Assessment Task in English for Nusantara Textbook

Kadek Andre Karisma Dewantara[1]* iD

[1] English Education Postgraduate Program, Ganesha University of Education, Singaraja, Indonesia

A B S T R A K

Salah satu faktor kunci keberhasilan pembelajaran bahasa Inggris adalah penggunaan buku pelajaran. Buku teks bahasa Inggris berjudul "English for Nusantara SMP/MTs Kelas VIII" merupakan salah satu buku teks yang digunakan di banyak sekolah sebagai pedoman bagi guru dan siswa dalam proses belajar mengajar bahasa Inggris. Meskipun buku ajar Bahasa Inggris untuk Nusantara telah banyak digunakan, namun belum ada penelitian yang berfokus pada analisis tugas asesmen berbicara dalam buku ajar ini. Oleh karena itu penelitian ini bertujuan untuk menganalisis tugas penilaian keterampilan berbicara dalam buku teks bahasa Inggris Nusantara. Penelitian ini menggunakan pendekatan kualitatif. Subyek penelitian ini adalah buku teks bahasa Inggris Nusantara yang digunakan dalam konteks pembelajaran bahasa Inggris di Indonesia. Data yang dikumpulkan melalui analisis dokumen akan mencakup deskripsi tugas, jenis penilaian, dan instruksi yang diberikan untuk setiap tugas. Data yang terkumpul akan dianalisis secara deskriptif untuk mengidentifikasi jenis penilaian yang termasuk dalam tugas berbicara. Hasil penelitian ini menunjukkan bahwa tugas penilaian intensif adalah yang paling umum dalam buku ini. Namun, penelitian ini juga menemukan variasi aktivitas yang terbatas dalam tugas penilaian berbicara. Implikasi dari hasil penelitian ini penting dalam pengembangan buku teks dan peningkatan pembelajaran keterampilan berbicara dalam konteks bahasa Inggris di Indonesia.

A B S T R A C T

One of the key factors in the success of learning English is the use of textbooks. The English textbook entitled "English for Nusantara SMP/MTs Class VIII" is one of the textbooks used in many schools as a guide for teachers and students in teaching and learning English. Although English for Nusantara textbooks have been widely used, there is no research has focused on the analysis of speaking assessment tasks in this textbook. Therefore this study aims to analyze the task of assessing speaking skills in Nusantara English textbooks. This study use a qualitative approach. The subject of this research is Nusantara English textbooks used in the context of learning English in Indonesia. Data collected through document analysis will include task descriptions, types of assessment, and instructions given for each task. The collected data will be analyzed descriptively to identify the types of assessment included in the speaking tasks. The results of this study show that intensive assessment tasks are the most common in this book. However, this study also found a limited variety of activities in speaking assessment task. The implications of the results of this research are important in the development of textbooks and the improvement of learning speaking skills in the context of English in Indonesia.

1. INTRODUCTION

Learning English plays an important role in education in Indonesia. English is a global language used in a variety of fields, including international communications, business and technology (Abdurrahmansyah et al., 2022; Frydenberg & Andone, 2011). In the context of education, mastery of English is a skill that is considered essential to face the challenges of the global world. At the junior high school level, students have to focuses on developing four language skills, namely reading, writing, listening, and speaking (Istri Aryani & Rahayuni, 2016; Kurniasih, 2011; Simsek, 2020). Speaking skills are an important aspect of oral communication and enable students to interact effectively in English. Mastering English speaking skills at the junior high school level has great benefits for students (Majid, 2017; Mallia, 2017; Mizbani & Chalak, 2017). Speaking skill helps students to develop confidence in communicating. Speaking skills also improve students' ability to convey ideas, think critically, and expressing their self (Sadiku, 2015; Shanks et al., 2017). Beside the direct benefits in everyday life, good English proficiency at the junior high school level also provides solid preparation for continuing education to a higher level, such as senior high school and university.

One of the key factors in the success of learning English is the use of textbooks. Textbooks are an important source of material for teaching and learning English in schools in Indonesia. Textbooks play an important role in learning English (Arifin, 2020; Mollaei & Riasati, 2013). As a source of structured material, textbooks provide a clear framework for teachers and students in planning and implementing learning process (Charalambous, 2011; Mizbani & Chalak, 2017). Textbooks provide students with well-organized content and learning materials. The textbook refers to the curriculum and standards for learning English that have been set, so that students can study relevant topics and gradually build language skills. The textbook provides exercises and activities designed to develop students' speaking, reading, writing, and listening skills (Damanik & Zainil, 2019; Surtikanti et al., 2020). These activities help students to practice using English actively, improve their understanding of grammar, vocabulary and vocabulary, and hone their communication skills (Dewantara et al., 2022; Fitriah & Muna, 2019).

The English textbook entitled "English for Nusantara SMP/MTs Class VIII" is one of the textbooks used in many schools as a guide for teachers and students in teaching and learning English. This book published by the ministry of education, culture, research and technology in 2022. This book refers to the Merdeka Curriculum, a curriculum that provides flexibility for educational units/programs in implementing the curriculum with the principle of diversification in accordance with the conditions of the educational unit, regional potential, and students (Pendidikan et al., 2022). This book contains 5 chapters which contain different themes with nuances of Indonesian culture. Each chapter of this book contains several units, each of unit provide practices that can increase students' competency in the four English skills. In this study will be more focused on speaking skills assessment.

In Nusantara English textbooks, speaking assessment task are often given to measure students' ability to communicate orally. These tasks can include presentations, conversations, dialogues, and other speaking activities. Although Nusantara English textbooks have been widely used, there is no research has focused on the analysis of speaking assessment tasks in this textbook. Without a deep understanding of the speaking assessment tasks in the textbook, it is difficult to evaluate to what extent the textbook supports the development of students' speaking skills (Damyanov & Tsankov, 2018; Kolesnikov et al., 2019). Additionally, each speaking assessment task in the Nusantara English textbook may have strengths and weaknesses that need to be analyzed. Identifying the components can provide valuable insights for improving the design of existing speaking assessment tasks and developing more effective tasks.

Therefore this study aims to analyze the task of assessing speaking skills in Nusantara English textbooks. This study attempts to identify the types of speaking skills assessment task and their suitability provided in Nusantara English textbooks. This research is expected to provide significant benefits in the context of developing English learning in Indonesia. The results of the analysis of speaking assessment assignments in Nusantara English textbooks will provide a better understanding of the effectiveness of these tasks in developing students' speaking skills.

2. METHOD

This study use a qualitative approach to analyze the task of assessing speaking skills in Nusantara English textbooks. The qualitative approach will enable the researcher to collect and analyze data in depth (Nassaji, 2015), obtaining a more comprehensive understanding of the task of assessing speaking skills in Nusantara English textbooks. The subject of this research is Nusantara English textbooks used in the context of learning English in Indonesia. Data will be collected from speaking assessment tasks contained in the textbook. Data collections obtain through document analysis of the speaking tasks contained in Nusantara English textbooks. Data collected through document analysis will include task descriptions, types of assessment, and instructions given for each task. The collected data will be analyzed descriptively to identify the types of assessment included in the speaking tasks. The analysis was carried out using the theory of previous study who divided the basic types of speaking assessment tasks into 5 types, namely *Imitative, Intensive, Responsive, Interactive, and Extensive* (Brown, 2003). The results of the analysis will be reported descriptively which describes the types of assessment included in the speaking assessment tasks.

3. RESULT AND DISCUSSION

Result

Based on the analysis conducted on the Nusantara English Textbook, all chapters namely chapters 1 to chapter 5 in this book contain speaking performance assessment task. These practices are provided in each unit along with assessment of other language skill such as reading, listening and writing skills. In the results that will be presented in this study, the author only focuses on assessment task of speaking skills contained in the book.

There are several types of speaking performance assessment. These speaking practice contained in the textbook will be grouped according to the types of assessment. The results are shown in Table 1.

Table 1. Types of Speaking Performance Assessment Task in Textbook

No.	Types of Assessment	Chapter					Note
		1	**2**	**3**	**4**	**5**	
1	Imitative						
2	Intensive	v	v	v	v	v	Picture cued test
3	Responsive				v		Ask yes/no question to friends
4	Interactive	v				v	Make conversation with group, Role play actvity
5	Extensive		v				Story telling

Based on Table 1, it is known that there are variations in the types of speaking performance assessment tasks provided in the English for Nusantara book. The type that appears the most is Intensive. The type intensive is found in every chapter of the book. Then Types of Interactive are found in chapters 1 and 5. The responsive type is only found in one chapter, namely chapter 4 and finally the extensive type is only found in chapter 2. A more detailed explanation regarding the activities contained in the book is as follow.

Intensive Types of Speaking Assessment

Intensive type of speaking assessment according to the analysis is found in each chapter of the English for Nusantara book. Intensive type of speaking assessment relates to students' ability to construct short sequences of spoken language designs to demonstrate competency in narrow grammatical, phrasal, lexical, or phonological relationships. This level requires speaker abilities in semantic properties in order to be able to respond to interactions with the interlocutor. The activity related to the intensive type of speaking assessment provided in the book is the picture cued test. One of the picture cued test activity is shown in Figure 1.

Figure 1. Picture Cued Test Assessment

Base on Figure 1 shows the Picture cued test activity found in chapter 1. The Picture cued test is an assessment method or test in learning English that uses pictures as a stimulus to test the test takers' understanding and language skills. This assessment asks students to respond to pictures with the prior knowledge possessed by students. For example, students are asked to convey what they know about the picture. Students can respond by giving a response according to their experience with the picture. The picture cued test belongs to intensive types of speaking assessment because this activity involves students' ability in the semantic properties of language to respond.

Responsive Types of Speaking Assessment

Responsive type of speaking assessment according to the analysis is found only in chapter four of the English for Nusantara book. This type of responsive speaking assessment relates to interactions and comprehension tests limited to very short conversations, which can be small talk, standard greetings, simple requests and commands, and more. Spoken stimulus may only be one or two questions or follow-up answers. The

activity related to the responsive type of speaking assessment provided in the book is asking yes/no question to friends. The activity is shown in Figure 2.
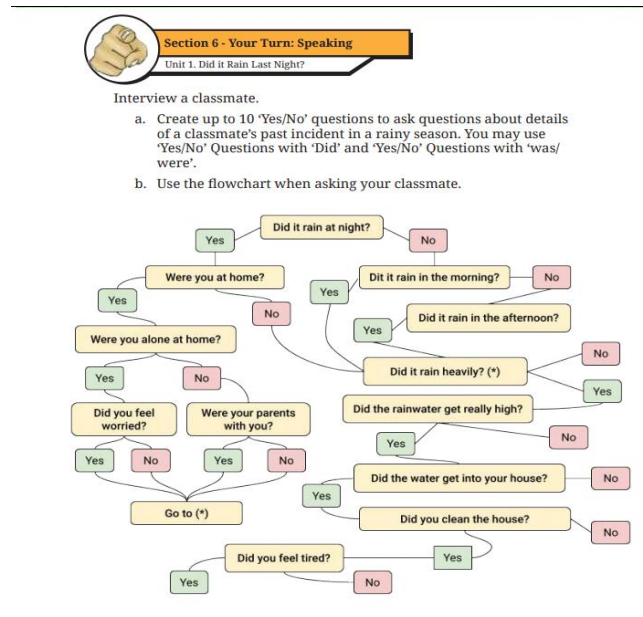

Figure 2. Asking Yes/No Question

Base on Figure 2 shows the activity of asking yes/no question found in chapter 2. Asking yes/no questions is an activity in learning English where students are taught to ask questions with yes or no answers (yes/no). This activity aims to train students in understanding and using interrogative sentence structures and improve their ability to ask questions using the right words. The instructions in this activity support students to ask something orally to their classmates using the topics provided on the flowchart. Then other students will respond according to the question in the form of yes/no. Asking yes/no question belongs to responsive types of speaking assessment because it involves students' ability to create very short conversations.

Interactive Types of Speaking Assessment

Interactive type of speaking assessment according to the analysis is found in chapter one and five of the English for Nusantara book. The type of interactive speaking assessment relates to students ability in produce length and complexity of interaction sometimes with multiple participant. This type is the development of responsiveness that has been discussed previously which requires students' social abilities according to context being discuss. The activity related to the interactive type of speaking assessment provided in the book is role play activity. The activity is shown in Figure 3.

Figure 3. Role Play Activity

Base on Figure 3 shows role play activity found in chapter 5. Role play activity is an activity in which students act as certain characters to deal with simulated situations or scenarios. In learning English, role play activities are often used to involve students actively in communicating in English using predetermined roles and scenarios. The instructions in this activity ask students to create a group and each students in group decide as character in script provided. Then students will conduct the dialogue base on the script. Role play activity belongs to interactive types of speaking assessment because this activity involving student ability in demonstrate complex interaction with multiple participant.

Extensive Types of Speaking Assessment

Extensive type of speaking assessment according to the analysis is found only in chapter two of English for Nusantara book. The type of extensive speaking assessment relates to students ability in monologue. It refers to extensive oral production task include speeches, oral presentations, and storytelling. In this type students must consider language mastery and careful preparation. The activity related to the extensive type of speaking assessment provided in the book is storytelling activity. The activity is shown in Figure 4.
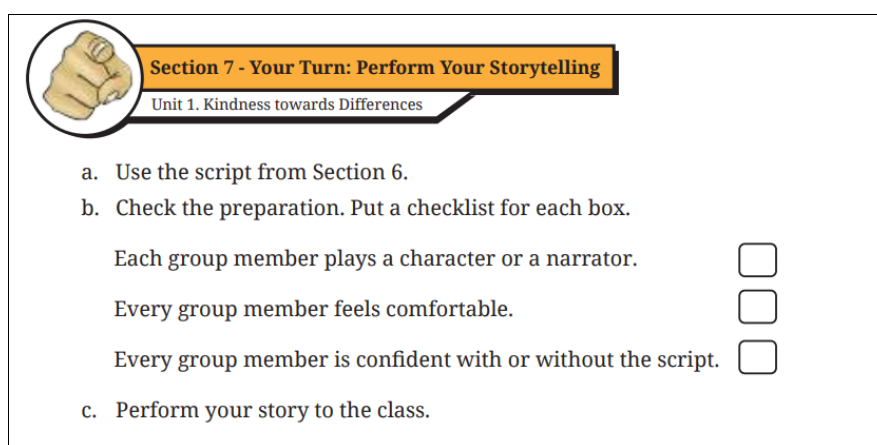

Figure 4. Storytelling Activity

Base on Figure 4 shows storytelling activity found in chapter 2. Storytelling is the process or activity of telling stories orally to listeners. In the context of learning, storytelling is often used to present interesting stories as a means of improving speaking skills, listening skills, and understanding of English. The instructions in this activity ask students to perform the story that have been provided in front of the class. But before that students need to prepare themselves in aspect of understanding, comfortable, and confident with the story that will presented. Storytelling activity belongs to extensive types of speaking assessment because this activity involving students ability in monologue.

Discussion

There are several types of speaking assessment tasks found in the Textbook English for Nusantara. The first type of assessment is an intensive type of speaking assessment using a picture cued test. The second is a responsive type of speaking assessment using role play activities. Then the third is an interactive type of speaking assessment using role play activities. And the last is an extensive type of speaking assessment using story telling activity. Base on the five types of speaking assessment only the imitative type of assessment is not found in the book. Imitative type assessment only involves students' ability to imitate simple sentences. This type of speaking assessment is usually found in elementary school level student textbooks. The imitative type of assessment is more suitable for elementary school level students to provide basic training in learning a foreign language.

The intensive type of speaking assessment with the picture cued test activity is the most common type of assessment found in this textbook. This type of assessment is suitable for junior high school students because it provide benefits for students. Through the Intensive type of speaking assessment with picture cued test activities asking students to express their ideas, opinions or analyzes in detail (Dwigustini et al., 2021; Waluyo, 2019; Waring, 2012). In line with previous study state that the intensive type of speaking assessment encourages students to understand topics more deeply, build strong arguments, and present information in an organized way (Marlenie et al., 2022). This helps improve their understanding of the material and improves critical thinking skills. In addition, the English for Nusantara book also contains several types of responsive, interactive and extensive types of speaking assessments which require higher language mastery. The combination of types of speaking assessment

from low to high level will develop students' language skills and competencies (Chien et al., 2020; Prasetyaningrum et al., 2020; Setyowati & Hastuti, 2021).

However, there are weaknesses in this English for Nusantara book related to the limited variety of speaking assessment practices provided. For example, the intensive type of speaking assessment only uses the picture cued test activity. Limited types of student assessment activity bring negative impact on students (Dopo & Ismaniati, 2016; Dunn & Mulvenon, 2009; Wu & Chen, 2020). The limited variety of assessments makes it difficult to see a complete picture of student abilities. In addition, using one type of assessment activity can be monotonous and less stimulating for students (Binmahboob, 2020; Tse et al., 2021). Students have different learning styles and preferences. Using different types of assessment can create different variations and challenges for students, encourage active involvement, and facilitate student needs (Sailer et al., 2021; Tomak & Bek, 2015).

This research has implications in providing an overview related to speaking assessment tasks and the type which contained in the book English for Nusantara. Through this research the teacher will gain information that can help them in utilize this textbook appropriately to measure students' speaking abilities. Then related to the weaknesses found in this book which only have few variations of activity in the speaking assessment. The author provides recommendations for teachers to provide a more diverse assessment besides what is already available in books to support student learning to be more effective.

Furthermore, this research has several limitations. First, this research only analyzes the speaking assessment tasks in Nusantara English textbooks and does not analyze other assessment tasks such as listening, reading, and writing. Therefore, future research can conduct a more in-depth analysis to gain a more complete understanding of the effectiveness of the assessment practices contained in this textbook. In addition, future research can also compare assessment task in Nusantara English textbooks with other English textbooks to broaden understanding of effective speaking assessment practices in the context of learning English in Indonesia.

4. CONCLUSION

This study analyzes the task of speaking assessment in Nusantara English textbooks. The results of the analysis show that intensive assessment tasks are the most common in this book. However, this study also found a limited variety of activities in speaking assessment task. The implications of the results of this research are important in the development of textbooks and the improvement of learning speaking skills in the context of English in Indonesia. Recommendations have been given to address the issues found.

5. REFERENCES

Abdurrahmansyah, A., Sugilar, H., Ismail, I., & Warna, D. (2022). Online Learning Phenomenon: From the Perspective of Learning Facilities, Curriculum, and Character of Elementary School Students. *Education Sciences*, *12*(8). https://doi.org/10.3390/educsci12080508.

Arifin, S. (2020). The Role of Critical Reading to Promote Students' Critical Thinking and Reading Comprehension. *Jurnal Pendidikan Dan Pengajaran*, *53*(3), 318. https://doi.org/10.23887/jpp.v53i3.29210.

Binmahboob, T. (2020). YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School. *International Journal of Applied Linguistics and English Literature*, *9*(6), 13. https://doi.org/10.7575/aiac.ijalel.v.9n.6p.13.

Brown, D. H. (2003). *Language Assessment Principles and Language Pr*. Longman.

Charalambous, A. C. (2011). The Role and Use of Course Books in EFL. *Online Submission*, *May*.

Chien, S. Y., Hwang, G. J., & Jong, M. S. Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers and Education*, *146*(103751). https://doi.org/10.1016/j.compedu.2019.103751.

Damanik, S. N. H., & Zainil, Y. (2019). The analysis of reading comprehension questions in English textbook by using high order thinking skill at grade X of SMAN 2 Padang. *Journal of English Language Teaching*, *8*(1), 249–258. https://doi.org/10.24036/jelt.v8i1.103501.

Damyanov, I., & Tsankov, N. (2018). The role of infographics for the development of skills for cognitive modeling in education. *International Journal of Emerging Technologies in Learning*, *13*(1), 82–92. https://doi.org/10.3991/ijet.v13i01.7541.

Dewantara, K. A. ., Artini, L. ., & Wahyuni, L. G. . (2022). Reading Related Activities in English Textbook and How the Texts are Exploited in the Classroom. *Journal of Education Research and Evaluation*, *6*(3). https://doi.org/10.23887/jere.v6i3.48583.

Dopo, F. B., & Ismaniati, C. (2016). Persepsi guru tentang digital natives, sumber belajar digital dan motivasi memanfaatkan sumber belajar digital. *Jurnal Inovasi Teknologi Pendidikan*, *3*(1), 13–24. https://doi.org/10.21831/tp.v3i1.8 280.

Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative assessments: The limited scientific evidence of the impact of formative assessments in education. *Practical Assessment, Research, and Evaluation*, *14*(1), 7. https://doi.org/10.7275/jg4h-rb87.

Dwigustini, R., Nisa, B., Susilawati, U. H., & Hodijah, U. (2021). Penggunaan Teknik Picture-Cued Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, *4*(2), 108–117. https://doi.org/10.31258/jta.v4i2.%25p.

Fitriah, F., & Muna, H. (2019). Foreign Language Speaking Anxiety: A Case Study at English Department Students of IAIN Lhokseumawe and Al Muslim University. *Jurnal Ilmiah DIDAKTIKA*, *19*(2), 140–158. https://doi.org/10.22373/jid.v19i2.5030.

Frydenberg, M. E., & Andone, D. (2011). Learning for 21st Century Skills. *IEEE's International Conference on Information Society*, 314–318. https://doi.org/10.1109/i-Society18435.2011.5978460.

Istri Aryani, I. G. A., & Rahayuni, N. K. S. (2016). Innovation of Teaching and Learning English Applied to Animal Sciences' Student with the Combination of Computer Media and Audio Visual. *International Journal of Linguistics, Literature and Culture*, *2*(1). https://doi.org/10.21744/ijllc.v2i1.5.

Kolesnikov, A., Zhai, X., & Beyer, L. (2019). Revisiting self-supervised visual representation learning. *Proceedings of the IEEE Computer Society Conference on Computer Vision and Pattern Recognition*, *2019-June*, 1920–1929. https://doi.org/10.1109/CVPR.2019.00202.

Kurniasih, E. (2011). Teaching the Four Language Skills in Primary EFL Classroom. *JET (Journal of English Teaching)*, *1*(1), 70–81. https://doi.org/10.33541/jet.v1i1.53.

Majid, N. A. (2017). The importance of teachers' interpersonal communication skills in enhancing the quality of teaching and learning. *World Applied Sciences Journal*, *35*(6), 924–929. https://doi.org/10.5829/idosi.wasj.2017.924.929.

Mallia, J. (2017). Strategies for Developing English Academic Writing Skills. *Arab World English Journal*, *8*(2), 3–15. https://doi.org/10.24093/awej/vol8no2.1.

Marlenie, R., Sofyan, D., & Syafryadin, S. (2022). Teachers' Techniques of Assessing English Speaking Skill in Limited Face to Face Learning. *Edu-Ling: Journal of English Education and Linguistics*, *6*(1), 1–10. https://doi.org/10.32663/edu-ling.v6i1%20December.2866.

Mizbani, M., & Chalak, A. (2017). Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 Through Bloom's Revised Taxonomy. *Advances in Language and Literary Studies*, *8*(3), 38. https://doi.org/10.7575/aiac.alls.v.8n.3p.38.

Mollaei, F., & Riasati, M. J. (2013). Teachers' Perceptions of Using Technology in Teaching EFL. *International Journal of Applied Linguistics and English Literature*, *2*(1), 13–22. https://doi.org/10.7575/ijalel.v.2n.1p.13.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19*(2), 129–132. https://doi.org/10.1177/1362168815572747.

Pendidikan, B. S., Asesmen, G., & Panduan, B. (2022). *English for Nusantara*.

Prasetyaningrum, A., Fikni, Z., & Wati, L. (2020). English Foreign Language Students' Strategies in Overcoming Speaking Problems. *VELES Voices of English Language Education Society*, *4*(1), 94–103. https://doi.org/10.29408/veles.v4i1.1914.

Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, *1*(1), 29–31. https://doi.org/10.26417/ejls.v1i1.p29-31.

Sailer, M., Stadler, M., Schultz-Pernice, F., Franke, U., Schöffmann, C., Paniotova, V., Husagic, L., & Fischer, F. (2021). Technology-Related Teaching Skills and Attitudes: Validation of a Scenario-Based Self-Assessment Instrument for Teachers. *Computers in Human Behavior*, *115*(1), 1–12. https://doi.org/10.1016/j.chb.2020.106625.

Setyowati, R., & Hastuti, I. (2021). Understanding on Online Assessments for EFL Learning During Covid-19 Pandemic. *International Conference of Healt, Scievice and Technology 2021*, *2016*, 301–306. https://doi.org/10.47701/icohetech.v1i1.1146.

Shanks, J. D., Izumi, B., Sun, C., Martin, A., & Shanks, C. B. (2017). Teaching undergraduate students to visualize and communicate Public Health data with infographics. *Frontiers in Public Health*, *5*(NOV), 1–6. https://doi.org/10.3389/fpubh.2017.00315.

Simsek, M. R. (2020). Towards emancipatory L2 instruction: exploring significant learning outcomes from collabora-tive digital storytelling. *International Journal of Educational Methodology*, *6*(3), 555–569. https://doi.org/10.12973/ijem.6.3.555.

Surtikanti, M. W., Hertanto, M. A., & Agung, A. S. S. N. (2020). Developing HOTS-Based Critical Reading Textbook for Junior High Schools in Ngabang. *Metathesis: Journal of English Language, Literature, and Teaching*, *4*(2), 205–216. https://doi.org/10.31002/metathesis.v4i2.2784.

Tomak, L., & Bek, Y. (2015). Item analysis and evaluation in the examinations in the faculty of medicine at Ondokuz Mayis University. *Nigerian Journal of Clinical Practice*, *18*(3). https://doi.org/10.4103/1119-

3077.151720.

Tse, J. K. Y., Chan, S. W. Y., & Chu, S. K. W. (2021). Quality Assessment for Digital Stories by Young Authors. *Data and Information Management*, *5*(1), 174–183. https://doi.org/10.2478/dim-2020-0039.

Waluyo, B. (2019). Task-Based Language Teaching and Theme-Based Role-Play: Developing EFL Learners' Communicative Competence. *Electronic Journal of Foreign Language Teaching*, *16*(1), 153–168. https://www.researchgate.net/profile/Budi-Waluyo/publication/334130294.

Waring, H. Z. (2012). Yes-no questions that convey a critical stance in the language classroom. *Language and Education*, *26*(5), 451–469. https://doi.org/10.1080/09500782.2012.656651.

Wu, J., & Chen, D. T. V. (2020). A systematic review of educational digital storytelling. *Computers and Education*, *147*(December 2019), 103786. https://doi.org/10.1016/j.compedu.2019.103786.