Exploring Indonesian EFL Teachers' Perception on Students' Speaking Assessment in Distance Learning

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ARTICLE INFO	ABSTRACT
	This study is aimed at exploring the teachers' perception on students' speaking assessment amidst distance learning especially the speaking assessment in senior high schools. The outbreak of Covid-19 pandemic situation has brought impact to the education system in many countries including Indonesia. One of the impact is the physical distancing that is aimed to reduce direct contact among people to keep the spread of the Corona Virus. In this regard, the Indonesian government determines temporary closure for schools starting from primary until university level and has all educational institutions implement distance learning. This leads to the question of how speaking, as productive skill is being assessed within pandemic situation. Within the scope of the general aims, two research questions are asserted as follows: 1) What are the EFL teachers' perception on speaking assessment amidst distance learning? 2) What kinds of speaking basic performance applied in assessing students' speaking skill amidst distance learning? The information gathered are differentiated in three parts; how teachers define Distance Learning, how teachers perceive the importance of speaking assessment amidst Distance Learning, and what types of speaking performance applied. The participants include four English teachers teaching at two Senior High Schools. In exploring this topic, a semi-structured interview was used to gather data from the respondents. Document analysis was also applied to support the obtained data. The results reveal that all teachers have the same perceptions related to the definition of distance learning and perceive the importance of conducting speaking assessments during distance learning. Some types of speaking performance were applied.

INTRODUCTION

The outbreak of Covid-19 pandemic situation has brought impact to the education system in many countries including Indonesia. One of the impact is the physical distancing that is aimed to reduce direct contact among people to keep the spread of the Corona Virus away. In this regard, the Indonesian government determines temporary closure for schools starting from primary until university level. Since so, this condition recently leads to shift of education system to online platforms (Ataman,2020; Karagoz,2021; Lipomi, 2020). Besides, this condition also has teachers to prepare themselves to provide instruction from a distance and no longer in the classroom (Lagunoff& Billings, 2020). In fact, learning in distance plays an important role in recent education system including the study of foreign languages (Zi- Yu, 2020). Nevertheless, Blake (2008) wonders if this new learning context could provide L2 learners with a way to reach linguistic proficiency, especially with respect to oral language skills since speaking skill is considered the most difficult than the others (Diaz, 2017). Accordingly, Gert& Hans (2008) defines speaking as utterances with the intention of being recognized by the receiver. As a productive skill, it can be directly and empirically observed (Brown, 2004). In the context of language learning, it is said that speaking is the skill which is perceived as the product of verbal interaction between learners and instructors and is considered the most difficult skill to teach, practice, and evaluate by the use of technology (Diaz, 2017). Since oral skill is related to communication skill, having good verbal communication is required by students in order to transfer message within a real communicative context (Diaz &Miy, 2017).

In language teaching, assessing students' language skill including speaking is an important part. Assessment is a range of ways used to collect information on students' ability. It is employed to know how far students master the oral skill and find out their achievement on particular skill. Recently, assessing students' speaking skill has been challenging because of the enforcement of distance learning during the pandemic. In assessing students' oral performance, teachers are supposed to comprehend four basic types of speaking skill as pointed out by Brown (2004) such as: 1) Imitative.

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This skill is simply done by imitating a word or a phrase or sentence. 2) Intensive. This skill is related to grammatical, phrasal, lexical, or phonological relationship for instance intonation, stress, rhythm, and juncture. Some examples of activities for this skill are response tasks, reading aloud, sentence and dialogue completion, and limited picture-cued tasks. 3) Responsive. This speaking assessment involves interaction and test-comprehension such as very short conversations, standard greetings and small talk, simple requests and comments, and the like. 4) Interactive. It includes multiple participants or more complex exchange of interaction among the speakers. There are two kinds of interactive communication; transactional and interpersonal where each has different purpose. In order to find out the students' achievement or outcome in speaking skill, teachers are supposed to select the appropriate instruments especially in this current distance learning because the quality of assessment influences the students' speaking performance.

The demands on the use of the internet access have been increasing during this distance learning caused by the pandemic situation. The use of the Internet has becomes the crucial indicator to keep the distance learning going (Negash et al., 2008). Moreover, adequate information and communication technology with high-speed internet becomes a demand in making the distance learning becomes more effective (Billing & Lagunoff, 2020). Furthermore, the fulfilment of Online Information Resources brings substantial contribution to the process of distance learning (Oladipo & Okiki, 2020). Respectively, teaching speaking amidst distance learning has become new challenge. Besides the high demands on the use of the internet access, it is also because oral skill, when taught in distance, tends to be weakened. Further stated, speaking practice during distance learning is limited to repetition only and students' progress is rarely followed up on.

However, the process of English teaching and learning in distant cannot be separated from the teachers' decision on what and how assessment is applied. It is commonly called as teachers' perception. Perception significantly influences how teachers think, behave, and do. It is an active process that does not merely involve sets of past events but also what human beings are trying to make meaning of what is going on around and within them (Hartanto, 2010).There are three key aspects of perception as proposed by Walgitu (1993), i.e. cognition, affection, and psychomotor. However, two aspects are used in this research namely the aspect of cognition and psychomotor.

Related to the importance of making decision on what to assess in students' speaking amidst the implementation of distance learning, this research is generally aimed at exploring the teachers' perception on students' speaking assessment amidst distance learning in Senior High Schools. In line with the purpose, the following research questions are determined:
1) What are the EFL teachers' perception on speaking assessment amidst distance learning?
2) What kinds of speaking performance applied in assessing students' speaking skill amidst distance learning?

METHOD

Type of Research

This is a qualitative research design in the form of case study. Case study describes social phenomena as they occur naturally. This design is used to find out particular case or thing. Interview as well as document analysis were applied for collecting the data. The obtained data from the interview was in the form of interview transcripts. Meanwhile, the document analysis taken from lesson plan was in the form of checklist.

Research group

The respondents of this research involved four English teachers from two Senior High Schools who are aged between 30-40 years old. All respondents are coming from the same ethnics; Javanese. The schools chosen for this research are those located in two different areas. The details about participants are presented in the following table.

Table 1. Participant in the Research

Gender		School Type		School Area	
Male	3	Public	2	Rural	1
Female	1	Private	0	Urban	1

Besides, document in the form of Lesson Plan as well as scoring rubric was also applied to support the data from the interview.

Data collection tool

In data collection, the main instrument utilized was an interview guideline adapted from Walgitu (1993) as well as document analysis checklist. The interview was distinguished into two parts based on the aspect of perception: cognition and psychomotor. It was used to seek the answers of these questions namely: how teachers define distance learning, how teachers perceive the importance of speaking assessment amidst distance learning, and types of speaking performance applied. The following is the questions of the interview.

Table 2. Questions for the Interview Guideline

Aspect of Perception	Questions
Cognition	• How do you define Distance Learning? • To what extent speaking assessment amidst distance learning is important?
Psychomotor	• What kinds of speaking performance do you apply in assessing students' speaking skill amidst distance learning?

For supporting the data form the interview, document analysis checklist was applied as presented in Table 3 as follows.

Table 3. Document Analysis Checklist

INDICATORS	WHAT MIGHT BE SEEN IN THE DOCUMENT	YES	NO	FURTHER NOTES
Types of Assessment **(Orlando, 2011)**	Formative			
	Summative			
	Diagnostic			
Basic types of speaking performance (**Brown, 2001**)	Imitative			
	Intensive			
	Responsive			
	Interactive			
	Extensive			
Design of the assessment test (**Brown, 2001**)	Word/phrase,/sentence repetition task			
	Directed response task			
	Read aloud task			
	Sentence and dialogue completion			
	Questions and Answers			
	Giving instruction and direction			
	Interview			
	Role-play			
	Discussion			
	Games			
	Oral Presentation			
	Picture-cued story telling			
	Retelling story, news event			
The aspects of speaking to assess(**Burkart, 1998**)	Mechanics (pronunciation, vocabulary, grammar)			
	Language function (interaction and transaction)			
	The aspect of social, cultural, and norms			
Teaching/learning resources used to support the speaking class and assessment (modified from **Brown, 2001:141**)	Teacher resource book			
	Students textbook			
	Audiotapes			
	Videotapes			
	PowerPoint/eBook/pdf file			
	Website			

Validity and Reliability

In order to make sure the findings and the interpretations of the study accurate, data validity was conducted. Validity refers to the appropriateness, meaningfulness, and usefulness of the interferences researcher made based on the collected data. Meanwhile, reliability means as the consistency of the inferences over time, location, and circumstances (Fraenkel, 2011). Qualitative research itself has strategies for setting up the authenticity and trustworthiness of a research. Merriam (2015) confirms that *credibility, transferability, dependability*, and *conformability* can be used as substitutes for *internal validity, external validity, reliability*, and *objectivity*.

According to Merriam (2015), internal validity or credibility deals with the question of how research finding matches the reality. Further, it is said that strategy which is considered the best one to prop up the

internal validity of a study is triangulation. The best known discussion of triangulation is Dezin's (1978) in Merriam (2015), that proposes four types of triangulation such as the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm the emerging findings. Triangulation is the process of validating evidence from different individuals, types of data, or methods of data collection (Creswell, 2009). Besides, some other sources can also be used as proposed by Gall et al. (2003) such as multiple data-collection methods, data sources analysts, or theories to check the validity of case study findings. Respectively, multiple methods and sources of data triangulation will be used to check the credibility of data. This research applied triangulation in the type of multiple sources of data such as participants and documents to confirm the findings. The researcher interviews the English teachers to get the data related to teachers' perception on assessing students' speaking skill amidst the distance learning and also students to support the obtained data. Meanwhile, documents such as lesson plan, learning materials, and students' work will also be used to make the data of the research become more valid and clearer. Afterwards, researcher checked the trustworthiness of the data by comparing the data from the interview as well as the documents used. Those multiple data were used to confirm the findings. Moreover, methods in data triangulation were applied to check the data credibility that was done by checking the data to some sources using different methods for instance interview and also documents checking.

Data collection technique

The data in this research were in the form of semi-structured interview and document analysis checklist. The questions of the interview were arranged by adapting the theory proposed by Walgitu (1993).

Data analysis

The next step after collecting the data was to analyzing the obtained data using data analysis method of qualitative research as recommended by Miles & Huberman (2014). The method includes three flows of activity such as (1) data condensation, (2) data display, and (3) conclusion drawing/verification. Data Condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data which appear in the full body of written-up field notes, interview transcript, documents, and other empirical materials (Miles & Huberman, 2014). It is done with the purpose of making the data becomes stronger. Here, the researcher focuses on the important aspects of the data that gives clear picture and facilitates the researcher to conduct further data collection if necessary. Data Display is was the second major flow of activity. This step includes the process of assembling the compressed information that leads to conclusion drawing and action. Data display helps the researcher to understand what is happening and what to do either analyze further or take an action. Data display might include various types such as graphs, matrices, charts, or networks. Drawing Conclusion is the final step of analyzing the data. It included the process of drawing conclusion. The researcher summarizes and interprets the findings of the research.

Results

This section presents the findings and the interpretation concerning teachers' perception on students' speaking assessment amidst distance learning particularly to seek the information of the two Research Questions. The first one is the result of the interview while the second part is the result of document analysis.
a) The Result of the Interview

Table 4. The Result of Interview based on Cognition Aspect

Concerns	Participants' Responses

	R1	R2	R3	R4
How do you define Distance Learning?	It is the process of teaching and learning where teachers and students are in the different places. In other words, they do not meet each other directly.	For me, there is slightly different between in-person and distance learning in the aspect of speaking. In in-person learning, teachers can see directly the students' performance in speaking English, while in distance learning, we cannot.	Well, the process of distance learning is actually different to in-person process. The difference is that distance learning depends much on the use of teaching media.To summarize, this is the process of teaching where the lesson is delivered by using the internet	Distance learning refers to the process of independent learning.
To what extent speaking assessment amidst distance learning is important?	As we know, assessment takes an ultimate role. We had formative assessment to find out how far students understand the materials given. Meanwhile, we conducted summative assessment to see how far the materials are understood by students in one semester.	It is very important. As listed in the Basic Competence, it is said that students are expected to be able to express themselves both in the form of verbal and written. So that, based on the Basic Competence, students' speaking skill can be measured in the end.	It is very important since it is used to know how far students understand the materials given, to know the students' ability, to know the accomplishment of the English language skills, as well as to know the students' weaknesses to decide follow-up action so it becomes the measurement of making an improvement.	It is surely important. I found some problems regarding the implementation of assessment amidst distance learning since I cannot meet them directly.

Based on the aspect of cognition, respondents' perception were sought. This includes two points of concerns such as the definition or basic concept of distance learning and the perception on the importance of distance learning within pandemic. The next table presents the results of the interview based on psychomotor aspect.

Table 5. The Result of Interview based on Psychomotor Aspect

	Participants' Responses			
Concerns	**R1**	**R2**	**R3**	**R4**
What kinds of speaking performance do you apply in assessing students' speaking skill amidst distance learning?	For speaking performance, I always consider three things that students are expected to possess; 1) students recognize the function of an expression. It is related to awareness, 2) students understand the intended meaning of an expression. It is related to knowledge, and 3) students are able to apply the expression. It is related to performance. For speaking assessment, I usually ask my students to do speaking practice such as using dialogue and monologue (story telling).	Since it is distance learning, students study from home. I use monologue to express their speaking skill amidst distance learning. I take an example, I asked my students to repeat dialogue of suggestion and conditional topic. So, one student took two roles of speaker to utter the dialogue.	There are three types; first by direct presentation using Google Meet. It will probably take for seconds or minutes. Here, I will see their fluency in speaking practice. Second, by using voice note. So, students record their voice or performance then send it to me, for example singing. The last one, by sending me a video.	Students practice speaking. They send video or audio to me then I give feedbacks.

The above table shows the results of the interview based on respondents' psychomotor perception. It deals with what speaking performance or activity applied by the teachers in assessing students' oral skill amidst distance learning.

After obtaining raw data of the four participants who were interviewed, the data was then being displayed in order to find out specific answer from the results of the interview. Below is the display of the obtained data.

Table 6. Display of the Obtained Data

Respondents	Aspects of Perception		
	Cognition		Psychomotor
	How do you define Distance Learning?	To what extent speaking assessment amidst distance learning is important?	What kinds of speaking performance do you apply in assessing students' speaking skill amidst distance learning?
R1	DL is the process of teaching and learning where teachers and students are in different places.	It takes an ultimate role. By doing assessment, we can see any feedbacks as well as reflection to do to the future.	Students do speaking practice such as using dialogue and monologue, story telling, and introducing themselves using video recording and send it to Google Classroom platform.
R2	DL is the process of learning independently at home.	It is very important.	Using monologue to express students' speaking skill for example, asked students to repeat dialogue of suggestion and conditional topic. So, one student took two roles of speaker to utter the dialogue.
R3	It is the process of teaching and learning which is actually different to in-person process where depends much on the use of teaching and learning media such as technology.	It is very crucial since it is used to know how far students understand the materials given, to know the students' ability, to know the accomplishment of the English language skills	Students practice direct presentation using Google Meet. Second, by using voice note. So, students record their voice or performance then send it to the teacher, for example singing. The last one, by sending a video.
R4	Distance learning refers to the process of independent learning.	It is surely important.	Students practice speaking, for example singing. They send video or audio to the teacher then teacher gives feedbacks.

b) The Result of the Document Analysis

Data related to teachers' perception on assessing students' speaking skill is also obtained from the document analysis in the form of lesson plan. The result of the analysis of lesson plan in three different topics is summarized below.

Table 7. Document Analysis Checklist

INDICATORS	WHAT MIGHT BE SEEN IN THE DOCUMENT	YES
Types of Assessment (**Orlando, 2011**)	Formative	√
	Summative	√
Basic types of speaking performance (**Brown, 2001**)	Imitative	√
	Intensive	
	Responsive	
	Interactive	
	Extensive	√
Design of the assessment test (**Brown, 2001**)	Word/phrase/sentence repetition task	√
	Read aloud task	√
	Oral Presentation	√
	Retelling story	
The aspects of speaking to assess(**Burkart, 1998**)	Mechanics (pronunciation, vocabulary, grammar)	√
	Language function (interaction and transaction)	√
Teaching/learning resources used to support the speaking class and assessment (modified from **Brown, 2001:141**)	Teacher resource book	
	Students textbook	√
	Audiotapes	
	Videotapes	√
	PowerPoint/eBook/pdf file	√
	Website	√

The table above shows the results of the document analysis in the form of checklist. The documents used in this research are lesson plan and scoring rubric for speaking skill. Three topics were taken namely: Introduction, Conditional and Suggestion, and Song Lyric. This is used is to support the data from the interview. Several points were highlighted such as kind of the assessment, what basic type of the speaking performance for speaking assessment applied by the teachers, design of the assessment test, aspects of speaking to be assessed, and the teaching and learning resources utilized to support the process of teaching and learning in distant.

Conclusion, Discussion, and Suggestions

The findings of the interview reveal the importance of speaking assessment amidst distance learning for students. Participants' view related to the concept of Distance Learning is nearly the same. Even though its implementation in Indonesia seems new, they have the same sight on distance learning. In defining distance learning, all participants see that distance learning is different to in-person teaching and learning. Distance Learning occurswhen teachers and students are in different places. Besides, they also view that there is no

face-to-face interaction between them. This process gets the students to study independently at home. The use of digital information and communication technology is a demand during this process. The concept of Distance Learning that is viewed by the participants confirms the characteristics of distance learning as mentioned by some experts for example according to an article of UoP (2020). It is said there are three basic features of distance learning; location, interaction, and intention. In terms of location, the process of teaching and learning in distance learning does not occur in regular classroom. However, where distance learning process takes places becomes more flexible for both teacher and students. Regarding the interaction aspect, expert stated that distance learning does not include in-person interaction between teachers and students. Related to intention, instructions become so important. Besides, distance learning is also seen as the process that depends much on the use of online teaching and learning resources such as interactive video, email, etc. as explained by Oladipo & Okiki (2020).

All participants perceive that speaking assessment is significant to conduct during distance learning although the time allocation is limited. It is to see that speaking assessment is very important in teaching and learning process either in in-person or distance learning since it is used to know how far students master the lesson especially in the form of verbal language. Besides, it is also used to help the teachers to decide what action to take for the forthcoming teaching and learning process.

Related to the forms of activity that is used by teachers in assessing their students' speaking skill amidst distance learning, there are some mentioned by the teachers. Those , referring to the examples of speaking performance as proposed by Brown (2001) are such as: a) intensive speaking in the form of reading dialogue aloud and singing practice, and b) extensive speaking in the form of self-introduction, storytelling and presentation.

The obtained data is also supported by the result of the document analysis. The document used is in the form of lesson plan as well as speaking scoring rubric. There are three topics of the lesson plan taken; Introduction, Conditional and Suggestion, and Song Lyric. The data is divided into five parts. Related to type of the assessment, it is showed that assessment used by the teachers are formative and summative. Formative assessment is used to find out students' ability in every topic of lesson while the summative assessment helps teachers to find out the students' ability in the whole semester. Regarding the basic types of speaking performance, teachers use intensive and extensive speaking. These are based on the types of basic speaking proposed by Brown (2001). Intensive speaking activity is in the form of sentence repetition and read dialogue aloud for instance in conditional and suggestion topic. Meanwhile, the extensive speaking activity is realized in the form of oral presentation for example in self-introduction and song. In terms of the aspects of speaking to be assessed, there two aspects to highlight. First, mechanics. It consists of pronunciation, vocabulary, and grammar. Second, language function that comprises interaction and transaction. Those aspects stated in the scoring rubric are the basis that teachers used to measure the students' oral skill. To support the process of teaching and learning in distant, teachers used several kinds of resources such as students' textbook, videotapes, E-book, and website. Since the use of the internet was highly demanded, teachers used minimal printed sources except students' textbook published by the Ministry of Education of Republic of Indonesia. To help the process of teaching and learning run more effectively, students are required to prepare the lesson previously before joining the online meting via Google Meet.

Based on this study, researcher concluded that the way teachers perceive, especially referring to the two aspects of perception about the concept of Distance Learning as well as the importance of conducting speaking assessment amidst distance learning influences their actions and decision of what kinds of speaking performances apply within the process of teaching and learning during this pandemic situation. Further said, the use of digital technology was a demand in order to keep the distance learning going.

As one of its limitation, this research involved a small sample of teachers. Further study is recommended to deal with a larger sample of teachers to support and obtain more rigorous data. Moreover, investigation of teachers' perception should be conducted in seeking the whole aspects of perceptions such as cognition, affection, and psychomotor.

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