

SPEAKING SKILL ASSESSMENT ON ENGLISH TEACHERS AND THEIR INNOVATION IN TEACHING AT THREE SENIOR HIGH SCHOOLS WITH DIFFERENT BACKGROUND IN TELUK KUANTAN

Yoffie Kharisma Dewi

Polytechnic of Bintan Cakrawala, Indonesia
Coreponding author: yoffie@pbc.ac.id

ABSTRACT

The competency in speaking English should be owned and mastered by all English teachers. They should become the appropriate model for their students in and outside the classroom. Students generally expect their English teacher to be good mostly at speaking. They tend to imitate and learn from their teachers, particularly in the level of speaking. Speaking English, as one of the productive skills, cannot be assessed directly and objectively by unqualified and inexperienced assessor. Therefore, there are scoring guide of speaking assessment and scale criteria used in assessing. Data were obtained from nine English teachers from three different high schools in Teluk Kuantan; MAN Teluk Kuantan (a state Islamic high school), SMAN Pintar Kuansing (a superior state boarding school funded by government), and SMAN 1 Teluk Kuantan (a state senior high school). The assessments of English teachers' speaking skill were undertaken from the records of daily conversation, their interaction in the classroom, interview, and the questionnaire sheet given to the students. The result shows that those teachers generally had good speaking skill but there were some aspects in speaking assessment not fulfilled. Those aspects are pronunciation, grammar accuracy, vocabulary, and fluency. The highest score went to Mr. S from MAN Teluk Kuantan, with his teaching innovations were student-centred-learning, project-based-learning, and social network-based-learning. Ms. D (SMAN 1 Teluk Kuantan) and Ms. Ar (SMAN Pintar Kuansing) were in the second and third ranking. Here shown that the superior school could not guarantee its teachers had speaking skill better than other schools' teachers.

Keywords: Assessment, English speaking skill, English teaching innovation, Teluk Kuantan

INTRODUCTION

Speaking as important step to master English

English is an international language that spoken by 'international people' for 'international purpose'. It means people who is able to speak English, as a foreign language, has life achievement higher than others who are not. In particular environment, such as at school, English is a foreign language subject. It is always on the list in all school in Indonesia. Studying English as a foreign language requires qualified and professional ones to teach it in all spheres, not only in reading or writing, but also in speaking and listening.

Reading, writing, listening, and speaking are the most important aspects of any language. The same is true for English. Mostly learns reading and writing is not enough for the students. They will easily get confused. They will just read it without knowing the meaning even how to spell and pronounce it. Unfortunately, that is happening in learning English. Schools across the world teach reading first, then writing, then listening, and finally speaking. The reason is because when you learn a second language, you need to read material to understand and learn it. So even though the natural order is listening, speaking, reading, then writing, the order for ESL students is reading, listening, speaking, and then writing. It is as if punished by situation, in which, it actually can be changed and replaced with another rule and learning process that more effective. Beside that, English can be

mastered by doing practice all the time. Keep practice means the learners should be in the environment which can motivate them to always speak English and eager to master English. They can endeavour it by creating English environment for themselves, for instance, by making rules with your existing friends that you will only speak English, or by carrying around an iPod and constantly listen to English sentences, by watching English movie with English subtitle, or by listening English song. By surrounding and submerging self in English, the learners will be able to speak English.

Teacher's speaking skill implies the professionalism

At school, the person who has responsibility to teach English is an English teacher. For some teachers, teaching English may be such a challenge. It is because not all students will easily understand and master English in the first meeting. They should do some approaching and have methods to make the students interest to learn English, and finally eager to know and master English. The problem is 'Do the teachers have good speaking skill in English?' If not, how do they teach and motivate the students to master English? Here we can see that speaking as a parameter of English teachers to be worthy called good teachers. According to Harmer (2009) and Davies with Pearse (2000), there are some characters of good English language teacher:

- 1) An English teacher should make his/her lessons interesting, so his/her students do not fall asleep.
- 2) An English teacher should love his/her job.
- 3) An English teacher shares his/her personality with the class.
- 4) An English teacher has lots of knowledge, not only for his/her subject.
- 5) An English teacher is an entertainer.
- 6) An English teacher considers students who are quiet and talkative.
- 7) An English teacher corrects people without offending.
- 8) An English teacher is a helper.
- 9) An English teacher knows students' name.
- 10) An English teacher has a practical command of English, not just knowledge and grammatical rules.
- 11) An English teacher uses English most of the time in every class.
- 12) An English teacher thinks mostly in terms of learner practice, not teacher explanation.
- 13) An English teacher finds times for really communicative activities, not just practice of language forms.
- 14) An English teacher focuses his/her teaching on learners' need, not just on finishing the syllabus or course-book.
- 15) An English teacher establishes the goal of teaching English; to enable learners to communicate effectively and accurately.

From points stated above, all deal with speaking skill. Students can interest to the lessons may be caused by the teachers' performance, either physical or utterances. If the teachers are good in speaking, the students will imitate and consider them to be followed. Oinstein and Levine (2008) states that to empower the students, teachers must first empower themselves as professional educators. This statement implies two things. First, the English teachers cannot hope much from their students if they do not develop as a good educator. In other word, they should prepare everything related to their profession well before present it to the students. Second, the English teachers cannot hope much from the students if they never change. Expectation toward the students will become a realization if they empower themselves. Therefore, becoming English teachers should be professional. They have to conduct the development related to their knowledge and competence as educators.

Brain role in speaking skill

Brain has important role in language. There are two parts in brain dealing with language; those are left hemisphere and right hemisphere. Between those both hemispheres, left hemisphere has big role related to language, because central of language is in left hemisphere. Although these two hemispheres have different function related to language, but both complete each other. Left hemisphere deals with language competency, or grammatical structure, but language will not be meaningful without supra-segmental component such as intonation, meaning, feeling, and another activities uttered by someone. It means, the emotional intellectuality of a person can be seized from his/her utterance, is a role of right hemisphere. Left hemisphere plays role as the monitor of grammatical ability of someone (having conversation, understanding others' conversation, naming a thing, repeating something, reading, and writing), while right hemisphere plays role in using language well (intonation, tone, stress, body motion, hand, and face expression) in order to make listeners can comprehend the things communicated more clearly (Sastra, 2011).

In left hemisphere, there are wernicke and broca that are two important parts in having language. Wernicke has function to understand language, while broca is to produce language. If there is something wrong with one of these two parts, the disorder on language or speech will be occurred (Sastra, 2011). Language disorder or speech disorder are two kinds disorder caused by the damage happened to left hemisphere. Speech disorder is the difficulty in producing speech fluently. It relates to the articulation's matter. If there are matters on articulations, the person cannot speak clearly. It may cause him/her less to speak and feel less confident to utter something. It may happen to English teachers. If they have matters with articulations, they will not be able to speak clearly and fluently. That may become one factor which causes English teachers less in speaking.

Three Senior High School with different background in Teluk Kuantan

There were three schools that became place the data collected; they were MAN Teluk Kuantan, SMAN Pintar Kuantan Singingi, and SMAN 1 Teluk Kuantan. Those schools have different background.

1) MAN Teluk Kuantan

It is a state Islamic high school. It is under Ministry of Religious Affairs. As its name, this school deals with Islamic policy and different with other high schools. This school was established in 1984, and it has well prestigious especially in English. This school is also known as English school because of many prestigious achieved in English sphere. There are many endeavors undertaken by this school to improve its teachers and students skill in English, especially. In 2012, seven teachers and forty five students were sent to Pare for six months to learn English. It gave good result and progress in English language learning. The teachers started teaching subjects non English by using English. The students became more active in practicing English, mostly at speaking. It obviously showed that school played role in improving English skill for teachers and students. Seen from students' prestigious, there were many records in English achieved, some of them are: (1) 3rd Champion in English Debate on Province level in 2012, and (2) 1st Champion in English Speech contest on Province level in 2013. There was also English club in this school. It is one extracurricular liked by most students. Here students will do everything about English, such as English play performance, English speech contest, English debate, and all things about English. It showed that this school is so eager to make all students to master English.

2) SMAN 1 Model Teluk Kuantan

SMAN 1 Teluk Kuantan is a favourite high school in Kuantan Singingi. This school is famous with its prestigious in many spheres of education. This school was established in 1974. In English sphere, this school also has great prestigious. Some students have ever represented the county in English debate on province level. It showed that English

competency of the students cannot be underestimated. In this school, there is subject called Skill & Interest. Students are allowed to choose what subject they like and learn it out of study time. Mostly students choose English as subject they want to learn. It shows that English has important role and becomes favourite subject for students. The number of students who take English implies their eager to know and master English. It can be inferred as school endeavour in improving students' ability in English.

3) SMAN Pintar Kuantan Singingi

Different from two schools before, SMAN Pintar Kuantan Singingi is known as a superior state boarding school. It was established in 2007. This is the only one state boarding in Kuantan Singingi and funded by government. All students and teachers facilities are guaranteed by the government. The students in this school are selected students. They are top five graduates from all sub-district in this county. If seen from the name of the school, SMAN Pintar means the senior high school that occupied by smart people in the county. "Pintar" is Indonesian language, in which, in English means "Smart". The name implies the quality of the school. Since the first year it was established, this school have always tried to prove the greatness by presenting prestigious in all sphere of education. As its name, this school will always create and give smart graduates for all years.

Research Question

This research is intended to answer the following questions:

- (1) What is assessment?
- (2) What are the purposes of assessment undertaken?
- (3) How does the result of speaking skill assessment on English teachers from three schools in Teluk Kuantan?
- (4) What innovation used by English teachers in the class?.

Research Purpose

The purposes of this research are:

- (1) To be able defining the assessment
- (2) To know the purposes of assessment undertaken by language teachers
- (3) To know the result of speaking skill assessment on English teachers from three schools (with different background) in Teluk Kuantan
- (4) To know what innovation used by teachers in teaching English in order to attract and motivate the students to master English

The main purpose in assessing of speaking skill on English teacher, itself, is for developing sustainable quality in English language education, in which, the quality and qualified English teachers will deliver and transfer the quality knowledge and create the qualified students in English lesson. The more proficient speaking ability of an English teacher means the more interactive teacher to communicate, motivate, and teach the students. It develops the sustainable quality in English language education.

METHODOLOGY

This research was undertaken by using qualitative approach. It is said as qualitative if the data presentation is more dominant delivered and written in sort of narrative words. This research was undertaken on January 2014, in Teluk Kuantan, Riau. The subjects of this research were English teachers from three different senior high schools. Each three teachers were from MAN Teluk Kuantan (a state Islamic high school), SMAN Pintar Kuantan Singingi (a superior state boarding school funded by government and which only accepts the top five students from each sub-district), and SMAN 1

Teluk Kuantan (a state senior high school). The teachers in each school taught in first, second, and third grade. Before doing research, the researcher asked the allowance from the schools to do research on those schools and to use the school names in this paper.

The techniques used in collecting data were questionnaire, interview, and recording. Questionnaire was chosen to direct the information obtained relevantly, help the respondents to answer in short time and fasten the collecting data. The respondents here were the students from first to third grade in each school. Interview was undertaken on all English teachers to do triangulation towards information obtained through questionnaire. Recording was undertaken as a material and reference for the researcher in analyzing data and it was also to get “natural data” in case of English teachers speaking skills. According to De Vos (2002, in Pillusa, 2006), the researcher should do recording in systematic way, and suitable, in order to ease the analysis. Collecting of data was undertaken by recording the conversations and interview between the researcher and the subject of research audio-visually, and to record the learning process in the class. In this research, analysis of data is a process in designation the message, structure, and meaning on data collection (De Vos, 2002 in Pilusa, 2006). Here, the researcher used all data collected to be analyzed by using theory of assessment by Puhl (1997) and the scoring guide of speaking assessment by Mukmination (2000).

DISCUSISON

SPEAKING SKILL ASSESSMENT OF ENGLISH TEACHERS AND THEIR INOVATION IN TEACHING

Assessment and its purpose

According to Puhl (1997: 3), assessment is the process in collecting and integrating information about learners from various sources to help us understand these students and describe them. In the other hand, Richards and Platt (1992: 23) define assessment as the measurement of the ability of a person or the quality or success of a teaching course, etc. The general purpose of the assessment as described by Cohen (1994: 23) can be categorized into administrative, instructional, and research functions. Firstly, for administrative, the specific reasons for the assessment are general assessment, placement, exemption, certification, and promotion. Secondly, for instructional, the specific reasons for the assessment are diagnosis, evidence of progress, feedback to respondent, and evaluation of teaching or curriculum. Thirdly, for research, the specific reasons for the assessment are evaluation, experimentation, and knowledge about language learning and language use.

English teacher absolutely deals with teaching English. Teaching, here, is not only giving material, explaining, and asking students to do exercise, but giving motivation, attracting the students to like and adore English, changing students' mind set that English is easy and interesting, and supporting them to practice English more and more in and outside the classroom. It means teaching English is not only academic demand. It is a responsibility of English teachers in making their students good and master English. According to Brown (1987: 7), teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It implies that teacher, especially English teacher, has function in guiding, facilitating, and enabling students to learn English in order to get knowledge, skill, and experience. Learning in broad sense can be stated as the change of students' behaviour because of reinforced practice. Learning can be done by students with or without a teacher. For students, teacher is the appropriate person that can give correct and absolute learning. In other words, students do not believe on their own skills and cannot apply their learning style how to acquire or get knowledge of a subject or skill by study, experience, and instruction. This is not in line with the definition stated by Knight *et al* (1992: 430). They describe learning ‘as gaining knowledge of or acquiring skill in (something) by study, practice, and teaching.’

Speaking skills of each English teacher are different. As non-native speaker who teaches English, there is possibility in making mistakes deals with grammar. The teacher needs to assess the

speaking skill. They need to know their scores in English speaking skill so that it can be self-introspection and motivation for them to be much better. Speaking in this paper is described as the ability of a person to express his feelings, ideas, and opinions in spoken communication or in oral form. Speaking English, as one of the productive skills, cannot be assessed directly and objectively by unqualified and inexperienced assessor. Therefore, there are scoring guide of speaking assessment and scale criteria used in assessing.

Speaking English, as one of the productive skills, cannot be assessed directly and objectively by unqualified and inexperienced assessor. In this paper, speaking is described as the ability of a person to express his feelings, ideas, and opinions in spoken communication or in oral form. Generally, English teachers have difficulty in assessing speaking. They need clear criteria to assess this skill known as rubric as suggested by Mukminatien (2000). To help teachers assess speaking skill, they can use Tables 1 and 2. In the table, there are some aspects to be considered in assessing speaking such as pronunciation, grammar accuracy/control, vocabulary, fluency, and interactive communication. The scoring guide consists of two parts; (1) a description of the aspects of speaking ability to be assessed, and (2) the scale criteria as shown in Table 2.

Table 1: The Scoring Guide of Speaking Assessment

Aspects to be evaluated	Description
1. Pronunciation	1. Pronunciation of individuals sounds and words 2. Pronunciation of sentences: the right intonation and stress
2. Grammar Accuracy	Accurate use of structure and grammar, or how the learner get his/her utterance correct.
3. Vocabulary	The learner's ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word.
4. Fluency	1. The ability to keep the conversation going 2. Read a text smoothly without hesitation, or inappropriate pause, or repeating words or lines
5. Interactive communication	The ability to get the meaning across the listener

Table 2: Scale Criteria

Scale	Proficiency	Category	Description of Criteria
0	10-39	Very poor	P: Many wrong pronunciation G: No mastery of sentence construction V: Little knowledge of English words F: Dominated by hesitation I: Message unclear
1	40-50	Poor	P: Many wrong pronunciation G: No mastery of sentence construction V: Little knowledge of English words F: Dominated by hesitation I: Message unclear
2	60-70	Average	P: Occasional errors in pronunciation G: Several errors in structure and grammar V: Occasional in word choice F: Occasional hesitation I: Ideas stand but loosely organized
3	75-80	Good	P: Some errors in pronunciation G: Minor problem in structure and grammar V: Minor errors in word choice F: Minor hesitation I: Clear and organized ideas
4	85-100	Very Good	P: No errors/ minor errors G: demonstrate mastery of structures (few errors)

			V: Effective/appropriate word choice F: No hesitation I: Well organized and clear ideas
--	--	--	---

The result of speaking skill assessment on English teachers from three schools in Teluk Kuantan

Based on Table 1 and 2 above, here are the assessment results of English speaking skill on English teachers in MAN Teluk Kuantan, SMAN Pintar Kuantan Singingi, and SMAN 1 Teluk Kuantan:

	MAN Teluk Kuantan			SMAN Pintar Kuansing			SMAN 1 Teluk Kuantan		
	1 st gr T	2 nd gr T	3 rd gr T	1 st gr T	2 nd gr T	3 rd gr T	1 st gr T	2 nd gr T	3 rd gr T
P	70	85	65	75	70	70	85	70	75
G	70	85	75	75	70	70	85	68	70
V	68	85	70	75	70	70	85	68	70
F	70	90	70	75	70	70	85	68	75
I	75	95	70	75	70	70	85	68	70
PS	70.6	88	70	75	70	70	85	68.4	72
C	Average	Very Good	Average	Good	Average	Average	Very Good	Average	Average

P : Pronunciation;

G : Grammar Accuracy/Control

V : Vocabulary

F : Fluency

I : Interactive Communication

PS : Proficiency's Score

C : Category

gr : Grade

T : Teacher

From the result above, we can see that most teachers are in average category, one teacher is in good category, but only two teachers are in very good category. It is clearly shown by their scores for each criterion (Pronunciation, Grammar Accuracy, Vocabulary, Fluency, and Interactive communication), above 85. It proves their speaking skills are on high progress and worthy to be English teachers. In other words, they can be categorized as professional teachers.

MAN Teluk Kuantan

In MAN Teluk Kuantan, there were three English teachers being subjects of the research, they were: (1) Mr. G, who taught in the first grade (Class X.4), (2) Mr. S, who taught in the second grade (XI Science 1), and Ms. S, who taught in the third grade (XII Science 2). As seen from assessment result above, the teacher in second grade got the highest score. It is supported by the way he taught in the class, in which he always used English in delivering and explaining the lesson. He also taught English course outside the school. He owns the English course and always active to speak English with his daughters. It shows that to master English, practice is the main key. It is proven by result obtained if compared with two other teachers in MAN Teluk Kuantan. Seen from the questionnaire results, more than 90% students in second grade (XI Science 1) admitted that Mr. S was active to use English in learning process in the classroom. They liked and enjoyed the teacher's way in teaching. It was proven by 90% students agreed, 5% very agreed, and only 5% less agreed. It can be concluded that active in speaking English in front of the class can attract and motivate the students to enjoy and like English, so that they can improve their ability in English.

In case of motivation, Mr. S has his own way in motivating his students to be good in English and to keep practicing English inside and outside the classroom. He applied some methods in teaching

such as student-centered-learning, project-based-learning, and social network-based-learning. He taught in different way, by always speaking in English and interacting actively and attractively, and also always making jokes when he saw some students began less attention. He always gave homework in every meeting, but he made it in exclusive package. In learning process, he tended to always ask the students' point of view and opinions related to some phenomena or cases that discussed in the class. As example, he gave the students final project related to the tourism. In that project, the students should make a video about promoting Indonesian tourism; and the best result were published in his website. In this case, he applied social network-based-learning to attract and motivate the students to adore and master English.

SMAN Pintar Kuantan Singingi

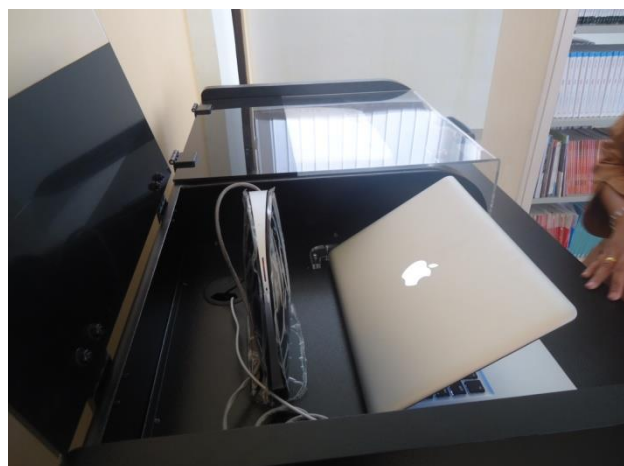
In SMAN Pintar Kuantan Singingi, the three English teachers who became subjects of the research were Ms. Ar, Ms. A, and Ms. T. Ms. Ar taught in the first grade (Class X Science 2), Ms. A taught in the second grade (Class XI Science 2), and Ms. T taught in the third grade (Class XII Science 1). The result of assessment above shows that the teacher in the first grade got the highest score. It proved that experience in teaching at school is not a guarantee for the teachers to master English and have good speaking skill. If teachers only use English when they are teaching, their speaking skill may lower than others who keep practicing English in and out of teaching. It, again, proves that practice is the main key for getting excellent speaking skill.

The teacher, Ms. Ar, is still green in teaching in the class, she has less experience compared with two other teachers but her speaking skill is better. It was also proven by students' opinion in questionnaire sheet that they mostly like the way she teaches because she delivered and explained the lesson by using English and that motivated them to be good in English. There was more than 85% agreed that they can quickly and easily understand the lessons learned, 90% students agreed that they were motivated by the teacher to apply and use English all the time inside and outside the classroom, and more than 90% students admitted that they were attracted to know more and master English because of Ms. Ar's way in teaching.

In learning process, Ms. Ar combined teacher-centered-learning and student-centered-learning in teaching. She tended to invite her students to speak more than writing or reading. She emphasized listening and speaking skills than writing and reading, because to make the students adore English is by giving model. Model in this case is the teacher, herself. By giving attractive model, it will attract the students' interest. The way she gave motivation to students is by always speaking English in learning process. She also attracted her students by giving interactive game related to the lesson. It always worked, and if seen from the questionnaire result, there were 95% students very agreed and 5% students agreed that game can attract them to eager, know more and understand the lessons. Beside that, she also used mobile lab to support English language learning process. In this school, there is mobile lab that equipped by complete equipment for learning language, especially English. As information, this is the only one school which have mobile lab in this county. Here are the pictures for mobile lab in this school.

Picture. 1: Mobile Lab





SMAN 1 Teluk Kuantan

In SMAN 1 Teluk Kuantan, three teachers who became subjects of the research were Ms. D (taught in the first grade, class X Science 4), Ms. Az (taught in the second grade, class XI Science 3), and Ms. G (taught in the third grade, class XII Science 1). From the assessment result above, the teacher in the first grade got the highest score. That is Ms. D. She is a senior teacher who has taught more than 10 years in this school.

In learning process, she had her own styles to make her students good in English and motivate them to master English. It was proven by her teaching style in the class. She had regulation that when she came into the class the students should be ready with all things about the English lesson, and in every meeting there would be one student did storytelling in front of the class before the lesson was started. All were scored. She started introducing the lesson by giving the clues and a game relating to the lesson would be learned. It was agreeable with the questionnaire result that 90% students agreed she gave motivation to students by mostly speaking English in the class, giving interactive games, and using media in teaching. The media she used was like pictures, headphone, laptop, projector, and English lab. She also gave final project for the students, such as drama performance. Here she expected the students to have correct pronunciation, grammar, and great performance. In the class, she also admonished some students who did not speak English and gave “silly name” for them. All students enjoyed the way she taught, because she always stimulated her students to be active in speaking English in the class. Practice in speaking is the important rule should be obeyed by all students. By practicing, the speaking skill will be trained and become better. Student-centered-learning and teacher-centered-learning were applied here.

Innovation used in teaching

According to academic research, linguists have demonstrated that there is nothing single best method for everyone in all contexts, and that is no teaching method is inherently superior to the others. It is not always possible or appropriate to apply the same methodology to all learners, who have

different objectives, environments, and learning needs. An experienced professional language teacher always adopts the Principled Eclecticism approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style, and context. Methods of teaching English have developed rapidly, especially in the previous 40 years. It is important that language learners and training managers, as well as teachers, understand the various methods and techniques so you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language. The main methodologies are Grammar Translation, Direct Method, Audio-lingualism, Humanistic Approaches, Communicative Language Teaching, and Principled Eclecticism. From those methodologies, principle eclecticism is mostly used by modern language teacher, because it fits the method to the learner, not vice versa. Direct method is also good method tan can be used by English teacher, because this method focuses on speaking. It means everyday spoken language.

There are many innovations in teaching, especially in teaching English in three senior high schools in Teluk Kuantan. Related to the result of speaking skill assessment, the highest score was achieved by Mr. S from MAN Teluk Kuantan. In teaching, he applied student-centred-learning, project-based-learning, and social network-based-learning. Here can be said as innovation when he succeeded to make his students finish the projects he gave and to make them adore English and master English. As stated before, he gave the students final project related to the tourism. In that project, the students should make a video about promoting Indonesian tourism; and the best result were published in his website. In this case, he applied social network-based-learning to attract and motivate the students to adore and master English. Something can be said as innovation if it has succeeded giving great positive impact for others.

CONCLUSION

Speaking skill on each English teacher may not be the same. It depends on their “flight time” in using English. For them who always practice English all the time, their speaking skill will be much better than others who just use English in certain occasion. To master English, a speaker should set aside his times to keep practicing English. They should speak intensively at least 6 hours per day, or practice at least 2 hours per day. For non-native English speakers, who have mastered in English, have used and spoken English intensively 10.000 hours in their life. There are three words that can help speaker to master English; those are practice, practice, and practice.

In related to the research findings, the English teachers generally had good speaking skill but there were some aspects in speaking assessment not fulfilled. The highest score is owned by Mr. S. It is clearly seen in the way he teaches the students. There are many innovations he applied in order to motivate their students to keep practice English and to master them in English. The innovations are student-centred-learning, project-based-learning, and social network-based-learning. Learning will never end, even practicing to master English. Teachers should keep practicing English all the time. The assessment result of English speaking skill should be motivation for the English teachers to keep moving forward, keep learning, keep practicing in English, and grow their professionalism as English teachers. Thus, the developing sustainable quality in English language education will always be accomplished.

REFERENCES

- Brown, HD. 1987. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- Cohen, Andrew D. 1994. *Assessing Language Ability in the Classroom*. Second Edition. Boston: Heinle & Heinle Publishers.

- Davis, P., and Pearse. 2000. *Success in English Teaching*. Oxford: Oxford University Press.
- Harmer, J. 2002. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Longman: Person Educational Limited.
- Knight, Lorna *et al.* 1992. *Collins Concise Dictionary and Thesaurus*. Great Britain: Harper Collins Publishers.
- Mukmination, Nur. 2000. The Advantages of Using an Analytic Scoring Procedure in Speaking assessment in *TEFLIN*. Volume XI Number 1 August 2000.
- Oinstein, A.C., and Levine, D.U. 2008. *Foundation of Education*. Boston: Houghton Mifflin Company.
- Pilusa, Ngoakoana Emma. 2006. “The Impact of Mental Retardation on Family Functioning”. Master’s Thesis. *Department of Social Work*. University of Pretoria.
- Puhl, Carol A. 1997. Develop, Not Judge Continuous Assessment in the ESL Classroom in *English Teaching Forum*. April 1997.
- Richards, Jack C., Platt, John and Platt, Heidi. 1992. *Longman Dictionary of Language Teaching and Applied Linguistics*. Longman: Longman Group UK Limited.
- Sastra, Gusdi. 2011. *Neurolinguistik: Suatu Pengantar*. Bandung: Penerbit Alfabeta.