EFL PROSPECTIVE TEACHERS UNDERSTANDING OF ASSESSING ENGLISH SPEAKING SKILL

THESIS

This Thesis Is Submitted To Fulfill The Requirement

For "Sarjana" Degree in English Study Program

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2025

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di

Curup

Assalammualaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat skripsi saudara Yudis Awang Prayoga mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris yang bejudul **"EFL Prospective Teachers Understanding of Assesing English Speaking Skill"** Sudah dapat diajukan dalam sidang skripsi Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. terima kasih.

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PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title **"EFL PROSPECTIVE TEACHERS UNDERSTANDING OF ASSESING ENGLISH SPEAKING SKILL".**

This Thesis is submitted to fulfil the requirement for "Sarjana" degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore, the researcher hopes and appreciates some criticism that inteneded for this research. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup,   February 2025
The Researcher

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18551068

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The researcher finished this thesis entitled **"EFL PROSPECTIVE TEACHERS UNDERSTANDING OF ASSESING ENGLISH SPEAKING SKILL"**. This thesis is submitted to fulfil the requirement for "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher got support, guidance, assistance, contribution and motivation from the other. Because of those, the researcher would like to present deepest appreciation to:

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Curup,   February 2025
The Researcher

Yudis Awang Prayoga
18551068

MOTTO

"Jika kau menungguku untuk menyerah, kau kana menungguku selamanya.

Takdir setiap manusia telah ditentukan sejak mereka lahir, tetapi dengan kerja keras kita dapat mengubah takdir.

Berhentilah mengeluh pada nasib buruk, mulailah berusaha untuk mengubahnya. Sampai mati pun aku akan mengejar cita – citaku!.

Benar juga, dibandingkan dengan dunia ini. Aku hanyalah bagian kecil, apapun yang kulakukan aku tetaplah aku, inilah aku!.

Aku tak pernah menyia – nyiakan waktu untuk merakasan kesedihan, aku ingin memaksa semua orang untuk mengakuiku. Jadi, orang – orang akhirnya menjadi temanku."

-Uzumaki Naruto-

ABSTRACT

Yudis Awang Prayoga (18551068) **:** **EFL Prospective Teachers Understanding of Assessing English Speaking Skill.**
Advisor **:** **Jumatul Hidayah, M. Pd**
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English Study Program of IAIN Curup

This study explores the understanding and challenges faced by EFL prospective teachers at TBI IAIN Curup in assessing students' English-speaking skills during their teaching practicum (PPL). Using a qualitative research method with a descriptive approach, semi-structured interviews were conducted to examine how pre-service teachers perceive speaking assessment and the difficulties they encounter in its implementation. The findings reveal that while prospective teachers recognize the importance of assessing fluency, accuracy, pronunciation, coherence, and interaction, their theoretical knowledge remains limited. Many relied on practical teaching experiences rather than formal assessment frameworks, leading to inconsistencies in evaluation methods. The study also identifies several challenges, including a lack of confidence in assessment, subjectivity in scoring, time constraints, large class sizes, and student-related factors such as anxiety and reluctance to speak. These challenges highlight the need for more structured training in speaking assessment to enhance pre-service teachers' competence and confidence. The study suggests that teacher education programs should integrate more hands-on practice and provide clear guidelines for assessing speaking skills. Future research could explore the development of targeted assessment training modules to better equip EFL teachers for real classroom settings.

Keywords : *Prospective Teacher, EFL, Understanding, Assessment, Speaking Skills, Methods, Rubrics.*

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

The ability to communicate effectively in English is increasingly recognized as a crucial skill in today's interconnected world. English, as the most widely spoken international language, plays a significant role in education, business, and global communication. In the context of English as a Foreign Language (EFL) learning, speaking is considered one of the most challenging skills to acquire, yet it is fundamental for learners to achieve communicative competence. According to Goh and Burns, speaking is not merely about producing grammatically correct sentences; it also involves fluency, pronunciation, coherence, and interactional competence[1]. Due to its complexity, assessing speaking skills remains a major challenge, especially for pre-service teachers who are still developing their teaching abilities.

Assessment plays a critical role in language learning, as it provides valuable insights into students' progress, strengths, and areas that need improvement. However, assessing speaking is particularly complex due to its subjective nature, variability, and real-time processing requirements[2]. Unlike reading or writing assessments, which rely on tangible outputs, speaking assessments require evaluators to make judgments on multiple components,

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[1] Goh, C., & Burns, A. *Teaching speaking: A holistic approach*. Cambridge University Press. (2019).

[2] Fulcher, G. *Assessing second language speaking*. Routledge. (2018).

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including fluency, accuracy, pronunciation, and pragmatic competence. Brown and Abeywickrama emphasize that speaking assessments should not only focus on linguistic accuracy but also on students' ability to engage in meaningful communication[3]. For prospective EFL teachers, developing a solid understanding of effective speaking assessment practices is crucial to ensure fair, reliable, and valid evaluation of students' oral proficiency.

Despite the importance of assessing speaking skills, many pre-service teachers struggle with this aspect of teaching. Research indicates that many EFL teacher trainees lack a clear understanding of assessment criteria and methodologies, often relying on personal intuition rather than standardized assessment frameworks[4]. This issue is particularly evident in contexts where pre-service teachers do not receive sufficient training in classroom-based assessment. The challenge is further amplified by the subjective nature of speaking assessment, as different evaluators may have different perceptions of what constitutes "good" speaking skills. Prospective teachers, therefore, need proper guidance and training to develop assessment literacy, which includes knowledge of assessment techniques, criteria, and feedback strategies.

A significant challenge faced by EFL pre-service teachers in assessing speaking skills is the lack of exposure to real-world assessment practices. Many teacher training programs focus on theoretical knowledge but

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[3] Brown, H. D., & Abeywickrama, P. *Language assessment: Principles and classroom practices* (3rd ed.). Pearson. (2019).

[4] McKay, P. *Assessing young language learners: Principles and practices*. Cambridge University Press. (2020).

provide limited opportunities for hands-on assessment experience[5]. This gap between theory and practice makes it difficult for pre-service teachers to apply assessment principles effectively in actual classroom settings. In the case of students of Tadris Bahasa Inggris (TBI) IAIN Curup, who participate in Praktik Pengalaman Lapangan (PPL) as pre-service teachers, these challenges become particularly evident. During PPL, these prospective teachers are required to teach English in real classrooms, including assessing students' speaking skills. However, without adequate training and clear assessment guidelines, many struggle to design, implement, and evaluate speaking assessments effectively.

Furthermore, the Indonesian EFL context presents additional challenges in speaking assessment. English is not widely used in daily communication, which limits students' exposure to authentic speaking opportunities[6]. As a result, EFL learners often struggle with fluency and confidence in speaking English. This poses a dilemma for pre-service teachers: how can they accurately assess students' speaking skills when speaking practice itself is limited? Moreover, many Indonesian EFL classrooms still emphasize grammar-based learning and written assessments, leaving speaking skills underdeveloped. This means that prospective teachers may not have experienced effective speaking assessments as learners themselves, making it even harder for them to assess speaking effectively as teachers.

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[5] Toscu, S., & Coskun, A. The assessment literacy of pre-service EFL teachers: A focus on speaking skills evaluation. *TESOL Quarterly, 56*(3), 459-475. (2022).

[6] Sari, Y., & Wahyudin, A. Challenges in assessing speaking skills in EFL classrooms: A case study in Indonesian secondary schools. *Journal of Language Teaching and Research, 11*(2), 178-190. (2020).

Another key issue in speaking assessment is the choice of appropriate assessment methods. Research suggests that effective speaking assessments should include a mix of structured tasks and spontaneous speaking activities.[7] Common speaking assessment methods include role-plays, oral presentations, interviews, and peer discussions, each with its own advantages and limitations. However, many pre-service teachers lack the knowledge and confidence to design effective speaking assessment tasks. They often rely on traditional oral tests, which may not fully capture students' communicative competence. Additionally, the use of rubrics and scoring criteria is often inconsistent, leading to unreliable assessment outcomes.

The role of feedback in speaking assessment is also crucial. Yang and Dai highlight that providing constructive feedback is essential for helping students improve their speaking skills[8]. Effective feedback should go beyond error correction and should motivate students to enhance their fluency, pronunciation, and confidence in speaking. However, many pre-service teachers struggle with giving meaningful and balanced feedback, either focusing too much on grammatical errors or being too lenient in their evaluation. This indicates a need for teacher training programs to equip prospective teachers with better feedback strategies to support students' speaking development effectively.

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[7] Luoma, S. *Assessing speaking*. Cambridge University Press. (2019).
[8] Yang, W., & Dai, W. Effective feedback strategies in speaking assessment: A comparative study of EFL teachers' practices. *Journal of Second Language Studies, 4*(1), 98-115. (2021).

Moreover, technology is increasingly playing a role in language assessment, offering innovative ways to evaluate speaking skills. Digital tools such as automated speech recognition (ASR), AI-based speaking assessments, and language learning apps provide objective evaluation methods and reduce subjectivity in grading[9]. However, many pre-service teachers are unfamiliar with these technological advancements and continue to rely on traditional face-to-face assessments. Integrating technology into teacher training programs could help future educators develop more effective and efficient speaking assessment strategies.

Given the challenges outlined above, this study aims to investigate the understanding of EFL prospective teachers regarding speaking skill assessment, focusing on students of TBI IAIN Curup who conducted PPL as pre-service teachers. By examining their perceptions, challenges, and assessment practices, this research seeks to identify gaps in their assessment knowledge and suggest improvements for teacher training programs. Understanding how prospective teachers conceptualize and implement speaking assessments will provide valuable insights into the effectiveness of current EFL teacher education curricula.

At IAIN Curup, students enrolled in the Tadris Bahasa Inggris (TBI) program undergo Praktik Pengalaman Lapangan (PPL) as part of their teacher training. This teaching practicum is a critical stage in their preparation, as it

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[9] McCarthy, M. *Spoken language and applied linguistics*. Cambridge University Press. (2021).

provides real classroom experience where they transition from theory to practice. During PPL, these pre-service teachers are required to assess students' English proficiency, including speaking skills, which presents several challenges.

Firstly, many TBI IAIN Curup students conducting PPL have limited experience in assessing speaking skills, as much of their previous academic training has focused on English language proficiency, teaching methodologies, and theoretical aspects of assessment rather than practical application in real classrooms. This gap between theoretical knowledge and hands-on practice means that pre-service teachers may feel unprepared or uncertain when evaluating students' speaking abilities.

Secondly, the schools where PPL takes place often lack standardized assessment guidelines for speaking. Many pre-service teachers are left to develop their own rubrics, scoring methods, and feedback strategies without adequate support or training. Without a clear framework, assessment becomes inconsistent and may not accurately reflect students' communicative competence. According to Toscu and Coskun, pre-service teachers need explicit guidance in implementing fair and effective speaking assessments to ensure valid language evaluation[10].

Given these challenges, this research is essential to investigate how EFL prospective teachers at TBI IAIN Curup understand and implement

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[10] Toscu, S., & Coskun, A. "The assessment literacy of pre-service EFL teachers: A focus on speaking skills evaluation". *TESOL Quarterly, 56*(3), 459-475. (2022).

speaking assessments during their PPL experiences. By examining their perceptions, difficulties, and strategies, this study will provide valuable insights into the effectiveness of current teacher education programs and highlight areas for improvement. Understanding the realities faced by pre-service teachers in assessing speaking skills will help teacher training institutions design better training modules, workshops, and practical exercises to equip future teachers with the necessary skills to assess speaking effectively.

In conclusion, assessing speaking skills is a complex but essential component of EFL teaching. Ensuring that prospective teachers possess the necessary assessment literacy will not only enhance their teaching effectiveness but also improve learning outcomes for students. By focusing on the perspectives of pre-service teachers at IAIN Curup, this study hopes to contribute to the ongoing discourse on language assessment and teacher training in EFL contexts. The findings will provide recommendations for improving speaking assessment training in teacher education programs, ultimately leading to better-prepared English teachers in the future.

1.2 Research Question

Based on the background above, the researcher formulated the problem as follows:

1. How is EFL prospective teachers at TBI IAIN Curup understanding the assessment of English-speaking skills during their PPL experience?

2. What challenges do EFL prospective teachers at TBI IAIN Curup face in assessing students' English-speaking skills during their teaching practicum?

1.3 Objective of Research

Based on the research questions above, the objectives of this research are:

1. To Investigate EFL prospective teachers at TBI IAIN Curup understand the assessment of English-speaking skills during their PPL experience.

2. To Investigate the challenges faced by EFL prospective teachers at TBI IAIN Curup in assessing students' English-speaking skills during their teaching practicum.

1.4 Limitation of the Research

This study focuses on EFL prospective teachers' understanding of assessing English speaking skills, specifically targeting students of Tadris Bahasa Inggris (TBI) at IAIN Curup who have participated in Praktik Pengalaman Lapangan (PPL) as pre-service teachers. The research is limited to exploring their knowledge, perceptions, and challenges in assessing speaking skills in real classroom settings during their teaching practicum. The study is delimited to TBI IAIN Curup students who have undergone PPL. It does not include other students outside this program or in-service teachers with full teaching experience. Additionally, the research solely focuses on assessing English speaking skills, meaning that other language skills such as reading, writing, or listening assessments are beyond the scope of this study. The research primarily investigates prospective teachers' understanding of

assessment criteria, methods, rubrics, and feedback strategies for speaking skills. It does not focus on students' actual speaking proficiency or their learning outcomes.

1.5 Significances of the Research

This study holds both theoretical and practical significance in the field of English language teaching, particularly in the area of speaking skill assessment. By examining EFL prospective teachers' understanding of assessing speaking skills during their Praktik Pengalaman Lapangan (PPL) at TBI IAIN Curup, this research contributes valuable insights for teacher education, classroom assessment practices, and future research in language assessment, including as follows:

1. **Theoretical benefits**

   Theoretically, this study contributes to the existing body of knowledge on speaking skill assessment in the EFL teacher education context. Research on pre-service teachers' assessment literacy—especially regarding oral proficiency assessment—remains relatively limited, particularly in Indonesian EFL contexts. By investigating how prospective teachers conceptualize and implement speaking assessments, this study adds to the theoretical discussions on language assessment literacy (LAL) for pre-service teachers.

2. **Practical benefits**

   Practically, this research contributes for:

   a. For Pre-Service Teachers

For Pre-Service Teachers – This research provides practical insights into the challenges and strategies involved in assessing speaking skills. By understanding the common difficulties faced during PPL, prospective teachers can better prepare for real classroom situations, improve their assessment techniques, and develop more effective feedback strategies for students' speaking development

b. For Schools and Mentor Teachers

For Schools and Mentor Teachers – Schools that receive PPL students can benefit from this research by understanding the difficulties faced by pre-service teachers in assessing speaking. This knowledge can help mentor teachers and school administrators provide better guidance, standardized assessment rubrics, and supportive environments for PPL students

c. For other researchers

For Future Research – The study lays the foundation for further research on EFL speaking assessment practices, particularly in pre-service teacher education. Future studies can expand on this work by exploring long-term impacts of speaking assessment training, comparing different assessment approaches, or integrating technology-driven speaking assessments into pre-service teacher education.

1.6 Definitions of Key Terms

There are many terms that play an important role in this research. The terms below must be detailed to avoid misunderstandings regarding the terms used:

a. EFL Prospective Teachers

EFL prospective teachers refer to students of Tadris Bahasa Inggris (TBI) at IAIN Curup who are undergoing their teaching practicum (PPL) as part of their teacher training program. These individuals are in the process of developing their teaching competencies and gaining practical classroom experience before becoming full-time English teachers. According to Farrell, prospective teachers experience a transitional phase where they bridge the gap between theoretical knowledge and practical teaching skills[11]. This period is crucial for shaping their teaching beliefs, strategies, and assessment practices.

b. Assessing Speaking Skill

Assessing speaking skill refers to the process of evaluating learners' oral proficiency in English, including pronunciation, fluency, accuracy, coherence, and communicative competence[12]. This involves various assessment techniques such as performance-based tasks, oral presentations, interviews, role-plays, and standardized speaking tests. As stated by Goh and Burns, assessing speaking is a complex process because it requires

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[11] Farrell, T. S. C. *Reflective practice in ELT*. Equinox. (2019).
[12] Luoma, S. *Assessing speaking*. Cambridge University Press. (2019).

teachers to consider both linguistic and interactional aspects of spoken language[13]. Effective speaking assessment should align with real-world communicative needs and encourage students to develop their oral proficiency.

c. Teacher Training Program (PPL)

PPL (Praktik Pengalaman Lapangan) is a teaching practicum program conducted by TBI IAIN Curup students as part of their teacher education curriculum. During PPL, prospective teachers are placed in real school settings, where they practice teaching, assess students, and gain hands-on experience in managing classrooms. According to Richards and Farrell, teaching practicum is a vital stage in teacher education as it helps prospective teachers develop their classroom management skills, instructional strategies, and assessment competencies[14]. The challenges and experiences during PPL significantly shape their teaching confidence and pedagogical approaches.

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[13] Goh, C., & Burns, A. *Teaching speaking: A holistic approach*. Cambridge University Press. (2019).

[14] Richards, J. C., & Farrell, T. S. C. *Practice teaching: A reflective approach*. Cambridge University Press. (2020).

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of relevant literature on EFL prospective teachers' understanding of assessing English speaking skills. It discusses key concepts, theories, and previous studies related to speaking skill assessment, teacher assessment literacy, pre-service teacher education, and the role of PPL in shaping assessment practices. This literature review provides a theoretical foundation for understanding how prospective teachers at TBI IAIN Curup develop and apply their assessment knowledge in real teaching contexts.

2.1 Speaking Skill in English Language Learning

a. Definition of Speaking Skill

Speaking is one of the four essential language skills, which involves verbal communication between speakers and listeners. According to Goh and Burns, speaking is a complex skill that integrates linguistic, cognitive, and social processes [1]. It requires fluency, accuracy, coherence, and interactional competence. Without the ability to speak effectively, language learners may struggle to engage in meaningful communication.

In the context of EFL learning, speaking is often regarded as the most difficult skill to master. This is because speaking requires spontaneous

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[1] Goh, C. C. M., & Burns, A. (2019). Teaching speaking: A holistic approach. Cambridge University Press.

production of language while maintaining grammatical accuracy and appropriate vocabulary use. Moreover, speaking is often influenced by psychological factors such as anxiety and confidence, which can affect learners' performance in oral communication tasks. Another important aspect of speaking is its role in real-world communication. Unlike other language skills such as reading and writing, which can be revised and edited, speaking happens in real time. As a result, speakers must develop the ability to think quickly, construct coherent sentences, and respond appropriately to different communicative situations.

Therefore, teaching and assessing speaking skills requires a deep understanding of its components and challenges. Teachers must be equipped with effective assessment techniques to evaluate students' oral proficiency and provide meaningful feedback for improvement.

b. **Components of Speaking Skill Assessment**

Assessing speaking skill involves evaluating multiple components[2]:

1) Pronunciation: Clarity and accuracy of speech sounds

2) Fluency: Ability to speak smoothly and without unnatural pauses.

3) Grammar and Accuracy: Proper use of grammatical structures

4) Vocabulary: Appropriateness and variety of word choice.

5) Coherence and Cohesion: Logical structuring of spoken discourse

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[2] McNamara, T. (2019). Language testing. Oxford University Press

6) Interactional Competence: Ability to engage in meaningful conversations.

Each of these components plays a significant role in determining a speaker's overall proficiency. Pronunciation, for example, affects intelligibility and comprehension. If a speaker's pronunciation is unclear, it can lead to misunderstandings, even if their grammar and vocabulary are strong. Fluency, on the other hand, is essential for natural communication. A speaker who frequently hesitates or pauses may struggle to convey their message effectively.

Grammar and vocabulary also contribute to speaking proficiency. A speaker who uses appropriate grammatical structures and a wide range of vocabulary is more likely to be understood and appreciated in communication. Additionally, coherence and cohesion ensure that speech is logically organized, making it easier for listeners to follow the conversation. Finally, interactional competence is a key element in speaking assessment. This refers to a speaker's ability to engage in dialogues, respond appropriately, and manage conversations effectively. A communicatively competent speaker not only speaks accurately but also listens actively and interacts meaningfully with others.

According to Luoma, speaking assessment should be based on specific criteria that align with communicative language teaching (CLT)

principles, ensuring that students are evaluated on their ability to use language effectively in real-world interactions[3].

c. Assessing Speaking Skills

Assessment is an activity that engages both students and teachers in judgment about the quality of student achievement or performance, and inferences about the learning that has taken place. Second language assessment is done either to gauge a participant. actual level of competence/proficiency or to assess language development over a period of time.[4] Assessment does have an impact on the students approach to learning. The nature of the assessment determines the learning behaviour of the students as well as the teaching behaviour of teachers. Strong impact of assessment on the language learning process has been noted by a large number of researchers like[5].

1) Principles of Speaking Assessment

Assessing speaking skills requires careful consideration of validity, reliability, and practicality. Effective speaking assessments should[6]:

a) Be communicative: Tasks should reflect real-life speaking situations.

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[3] Luoma, S. (2019). Assessing speaking. Cambridge University Press

[4] Alam, M. "Assessment of Oral Skills Development among the Students of Master in Education in the Public Sector Universities of Punjab". University of Sargodha Sargodha: Master of Philosophy. (2012). p. 10-15

[5] Crooks, T. "The impact of classroom evaluation practices on students". Review of Educational Research 58. No.4 (1988). p. 438–481

[6] Fulcher, G. (2018). Practical language testing. Routledge.

b) Ensure reliability: Use clear rubrics and criteria.

c) Be valid: Measure what they are intended to assess.

d) Provide constructive feedback: Support learners' speaking development

One of the biggest challenges in speaking assessment is ensuring validity—that is, making sure the test actually measures a student's ability to speak in a real communicative situation. Some tests might focus too much on isolated grammar or vocabulary without assessing how well students use these elements in conversation. Therefore, a good speaking assessment should reflect real-life language use.

Reliability is another critical factor. Teachers must ensure that their assessments produce consistent results across different students and contexts. This can be achieved by using well-defined rubrics and clear evaluation criteria. If assessment criteria are too vague, different teachers might score the same student differently, leading to inconsistent results. Lastly, practicality must be considered. Speaking assessments can be time-consuming, especially in large classes. Teachers need to balance the depth of assessment with the resources available to them. For example, oral presentations and structured interviews may provide detailed insights into students' speaking abilities, but they may not be practical in time-constrained classroom settings.

In summary, speaking assessments should be communicative, reliable, valid, and practical. By following these principles, teachers can

create meaningful and effective assessments that help students develop their oral proficiency.

2) **Types of Speaking Assessments**

Several methods are commonly used in assessing speaking skills[7]:

    a) Performance-based assessments: Role-plays, presentations, storytelling.

    b) Structured interviews: One-on-one questioning.

    c) Oral proficiency tests: Standardized assessments like IELTS speaking tests

    d) Peer and self-assessments: Students evaluating themselves or peers

    e) Rubric-based scoring: Using pre-determined assessment criteria

Each of these methods has its advantages and challenges. Performance-based assessments, for example, allow students to demonstrate their speaking ability in context, but they require clear rubrics and careful observation by teachers. Structured interviews provide direct insights into a student's proficiency, but they can be time-consuming for teachers to conduct.

Oral proficiency tests, such as IELTS and TOEFL speaking tests, are widely recognized and provide standardized ways to assess speaking skills. However, they may not always reflect classroom communication

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[7] Xu, Y., & Brown, G. T. L. (2021). Teacher assessment literacy in practice: A mixed-methods study. Routledge.

needs. Peer and self-assessments encourage student reflection and engagement, but they require training to ensure students provide fair evaluations.

Rubric-based scoring is one of the most effective ways to assess speaking skills, as it provides clear guidelines for both teachers and students. A well-designed rubric ensures consistency in grading and helps students understand what is expected in their speaking performance. According to Brown and Abeywickrama, teachers need training to effectively implement these assessment types and provide accurate evaluations of students' speaking abilities[8].

3) **Methods and Procedures of Assessing Speaking Skill**

This study is descriptive in nature as it describes and interprets conditions and relationships that exist. The purpose of the study was to assess the development in oral proficiency in English language among prospective teachers undertaking one year teacher education program in Punjab, Pakistan, takes place or not in case the medium instruction and examination is English- and English-speaking skills are neither assessed/evaluated nor given any credit in terms marks. Moreover, the purpose of the study was to assess whether prospective teachers of one year teacher education program improve their level of proficiency in English speaking skills without the inclusion of any Speaking Module/

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[8] Brown, H. D. (2018). Language assessment: Principles and classroom practices (3rd ed.). Pearson

course in the syllabus, despite the fact that all courses are taught and assessed in English.

Assessment studies include surveys, educational assessment, activity analysis and trend studies[9]. The present study could be conducted using cross- sectional and longitudinal designs. Research design is the plan and structure of investigation, which expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence. In cross-sectional design data are collected from selected individuals at a single point in time while longitudinal design involves multiple measures over an extended period of time. Keeping the limited time for completion of the study cross-sectional deign was selected. This study offers a snapshot of a single moment in time; it does not consider what happens before or after the snapshot is taken. Oral proficiency can be assessed by the use of rubrics. Rubrics are of two types: holistic and analytic. Analytic rubrics are preferred when more accuracy is required. Most of the international assessment of speaking skills makes use of analytic rubrics. The European Common Framework for Language Testing, IELTS, TOEFL etc. measure the speaking proficiency through analytic rubrics.[10]

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[9] Alam, M. "Assessment of Oral Skills Development among the Students of Master in Education in the Public Sector Universities of Punjab". University of Sargodha Sargodha: Master of Philosophy. (2012). p. 20-25

[10] Montgomery, K. "Authentic tasks and rubrics: Going beyond traditional assessments in college teaching". College Teaching 50. No. 1 (2002). p. 34–40

Assessing speaking ability in learning English as a Foreign Language (EFL) is an important aspect that must be mastered by prospective teachers. Based on various studies, here are some methods used by prospective teachers to assess students' speaking ability:

a) Performance-Based Assessment: Pre-service teachers often use tasks such as oral presentations, dialogues, or dramas to assess students' speaking skills. This method allows for assessment of aspects such as fluency, accuracy, pronunciation, and vocabulary usage. For example, in a study published in Jurnal Teknodik, oral presentations were used as a method to improve and assess students' English language skills[11]

b) Use of Assessment Rubrics: Prospective teachers develop assessment rubrics that include specific criteria for assessing the various components of speaking skills. These rubrics help provide objective and consistent assessments. According to an article in the Journal of Education and Culture, assessments should include discourse competency, which involves the ability to communicate orally and in writing in specific communication situations.

c) Self-Assessment: Encouraging students to conduct self-assessment can help them identify strengths and weaknesses in

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[11] Zaitun, Z., & Mutiarani, M. "MENINGKATKAN KECAKAPANAN BERBAHASA INGGRIS MELALUI PRESENTASI ORAL". Jurnal Teknodik. (2015). p. 326 – 333

their speaking skills. A study published in Neliti developed a self-assessment instrument for grade VIII junior high school students, covering both language and non-language aspects, to improve their speaking skills.

d) Observations and Anecdotal Notes: The preservice teacher make direct observations during speaking activities and notes specific behaviors or skills demonstrated by the students. These notes are used to provide constructive feedback to the students.

e) Structured Oral Test: Using oral tests with predetermined questions or tasks to assess individual students' speaking ability. This method allows for more focused assessment of specific aspects of speaking ability.

f) Portfolio: Collecting examples of student work that demonstrate the development of their speaking skills over time. This portfolio can include audio or video recordings, transcripts of conversations, and student self-reflections.[12]

It is important for prospective teachers to choose assessment methods that are appropriate to the learning objectives and characteristics of students. Combining several of the above methods can provide a more comprehensive picture of students' speaking abilities and help in designing effective teaching strategies.

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[12] Panjaitan, M. O. "Penilaian Mata Pelajaran Bahasa Inggris. Jurnal Pendidikan Dan Kebudayaan". No. 3 (2010). p. 311-324

4) Speaking Assessment in Junior and Senior High School

Speaking assessments in junior and senior high schools play a crucial role in developing students' communicative competence. In junior high schools, assessments often focus on fundamental speaking skills such as pronunciation, vocabulary, and basic conversational abilities. Students are typically assessed through activities like role-plays, short speeches, and interactive dialogues. These assessments aim to build students' confidence and ability to use English in everyday contexts.

In senior high schools, speaking assessments become more advanced, requiring students to engage in complex discussions, debates, and academic presentations. According to Brown and Abeywickrama, high school speaking assessments should reflect real-world communication needs and integrate both linguistic accuracy and pragmatic competence[13]. Teachers often use rubrics that assess fluency, coherence, and critical thinking skills in spoken interactions.

However, challenges exist in implementing effective speaking assessments in schools. Large class sizes, limited instructional time, and students' reluctance to speak in English are common obstacles. Teachers must adopt innovative strategies, such as peer assessments and technology-enhanced speaking tests, to ensure that students receive adequate feedback and opportunities for improvement. By

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[13] Ibid P.27

understanding how speaking assessments are conducted in junior and senior high schools, prospective teachers can develop more effective strategies during their PPL experiences. This knowledge helps them design appropriate assessment tasks that align with students' proficiency levels and communicative needs

5) Understanding the Assessment of English-Speaking Skills

Understanding how to assess English-speaking skills is essential for EFL teachers, particularly for pre-service teachers undergoing teaching practice. Assessment literacy, which includes knowledge of testing principles, assessment design, and scoring methods, plays a crucial role in ensuring that teachers can effectively evaluate students' speaking abilities[14].

According to Xu and Brown, assessment literacy in speaking involves knowing the different methods available, such as formative and summative assessments, and understanding how to apply them in the classroom context[15]. Formative assessments, such as peer evaluations and teacher feedback, help monitor students' progress and provide ongoing support. Summative assessments, such as oral exams or presentations, measure students' final achievements in speaking proficiency.

[14] Fulcher, G. (2018). Practical language testing. Routledge.
[15] Xu, Y., & Brown, G. T. L. (2021). Teacher assessment literacy in practice: A mixed-methods study. Routledge.

Moreover, McNamara emphasizes the importance of aligning assessment with teaching objectives to ensure fairness and validity[16]. Teachers must choose assessment tasks that reflect authentic speaking situations and provide meaningful insights into students' communicative abilities. Additionally, assessment rubrics should be designed to ensure consistency and reliability in scoring.

For EFL pre-service teachers, assessment training is crucial in helping them develop the necessary skills to assess speaking accurately. Without proper training, teachers may struggle with subjectivity in scoring, leading to inconsistencies in assessment results. By enhancing their assessment literacy, pre-service teachers can become more confident and competent in evaluating students' spoken language skills effectively.

6) The Goal of Teaching Speaking

Murcia states in her book that the goal of speaking component in a language class should be to encourage the acquisition of communication skill and foster real communication in and out of the classroom[17]. Scrivener writes in his book, fluency and confidence are the important goals in the speaking class.29 Richards describes the concept of fluency reflects the assumption the speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in

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[16] McNamara, T. (2019). Language testing. Oxford University Press.
[17] Marianne Celce-Murcia. Teaching English as Second or Foreign Language. Boston; Heinle &Heinle Publisher. (1991). p. 126

communication, though this goal is often not met due to processing and production demand[18].

The writer agrees with various opinions above, therefore she concludes that the main goal in teaching speaking is use the language for communication fluency and effectiveness. Harmer writes in his book, there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements become[19].

d. **Teacher Training Program (PPL)**

Praktik Pengalaman Lapangan (PPL) is a crucial component of teacher education programs, providing pre-service teachers with hands-on teaching experience. During PPL, prospective teachers apply their theoretical knowledge in real classroom settings, allowing them to practice lesson planning, classroom management, and assessment techniques, including speaking assessment. PPL plays a significant role in shaping EFL teachers' understanding of assessing speaking skills. As pre-service teachers interact with students, they encounter real challenges in evaluating oral proficiency, such as dealing with diverse learner abilities, designing appropriate

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[18] Jack C. Richards and Willy A. "Renandya, Methodology in Language Teaching an Anthology of Current Practice". New York: Cambridge university press. (2002). p. 75
[19] Jeremy Harmer. "How To Teach English". England: Pearson. (2007). p. 123

speaking tasks, and ensuring fair assessment. According to Richards and Farrell, experiential learning during teaching practicum enhances teachers' ability to develop effective assessment strategies by bridging the gap between theory and practice[20].

Moreover, PPL allows pre-service teachers to receive feedback from mentor teachers, supervisors, and peers. This reflective process helps them refine their assessment techniques and identify areas for improvement. Research by Kunter et al. highlights that pre-service teachers who engage in structured practicum experiences show greater confidence in implementing assessment strategies compared to those with limited teaching exposure. TBI IAIN Curup, PPL serves as a platform for prospective teachers to explore various speaking assessment methods. By analyzing their experiences, this study aims to provide insights into the effectiveness of PPL in enhancing assessment literacy among future English teachers.

e. **Prospective Teachers**

Education as a complex system consists of many interrelated components whose full-fledged functioning guarantees its success and the prosperity of the nation. Indisputably, teachers and their attributes such as personality, behavior, and teaching effectiveness are among the factors that have immense impacts on all other parts of the educational system directly and indirectly. Teacher education (TE) as a dynamic social activity is

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[20] Richards, J. C., & Farrell, T. S. C. (2020). Practice teaching: A reflective approach. Cambridge University Press

responsible for developing this multi-dimensional repertoire of teaching and familiarizing pre-service teachers with the future teaching context and its variables through collaboration with schools[21]

Teachers are a very dominant element and are considered very important in school (formal) education in general, because for students teachers are often used as role models, even as self-identifying figures. Likewise, in the learning process, teachers must have their own abilities to achieve the expectations they aspire to in carrying out the teaching and learning process. To have this ability, teachers need to develop themselves optimally as professional work characteristics[22]. In RI Law no. 14 of 2005 concerning teachers Chapter 1 Article 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, basic education and education. intermediate[23]

So, it can be concluded that the definition of a teacher is someone who has dedicated himself to teaching a science, educating, directing and training his students to understand the science he is teaching. In this case, teachers not only teach formal education, but also other education and can

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[21] Mehrak Rahimi and Mozhgan Aghabarar. "EFL Teachers' Conceptions of Professional Development during the Practicum: Retrospective Perceptions and Prospective Insights". Asian-Pacific Journal of Second and Foreign Language Education 5, No. 6 (2020)

[22] Euis Kartika. "Peran Guru PAI dalam Pengembangan Suasana Religius di Sekolah". Jakarta: PT Bina Aksara. (2007). p. 1

[23] Undang-undang RI No. 14 Tahun 2005 Tentang Guru dan Dosen. Jakarta: SinarGrafika., (2006). p. 2

become role models for their students. From this explanation, we can understand that the role of teachers is very important in the process of creating a quality next generation, both intellectually and morally.

Teaching is a comprehensive phenomenon, which includes the awareness of differences about students, their cultures, their proficiency levels, their intelligence levels, their needs, keeping class under the control, showing affection and patience, being a good leader and facilitator as well as handling with difficulties, target course or even administration. As soon as prospective teachers start working, they have all the responsibilities of an experienced teacher who has been working for many years. Beginning teachers undertake all duties of an experienced teacher, which involve teaching and managing a full group of students. This may be intimidating for prospective teachers despite of studying in teacher education programs, and it could decrease their self-adequacy or self-confidence during their courses. For these reasons, prospective teachers need support to feel secure in the matter of dealing with each kind of problems before starting working in the future[24]. At this point, stress the importance of the support, and express that in- service teachers provide a wealth of knowledge and help for prospective teachers. Experienced teachers are beneficial in leading the way for new teachers through the early years of teaching.

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[24] Worthy, J. "It didn't have to be so hard: The first years of teaching in an urban school". International Journal of Qualitative Studies in Education 18, No. 3 (2005): p. 379 398

Once prospective teachers are aware of these contents, they can smoothly transfer them from theory to practice. For this reason, the concept of teacher knowledge given through the courses at universities is supposed to be adopted by all prospective teachers. Besides teacher knowledge categories, experience is another important factor to be considered. Experience helps teachers deal with possible problems during the class. For this reason, it could be stated that the behavior of experienced teachers is based on so called practical knowledge[25]. This knowledge is developed during many years of teaching, by being confronted with many unexpected situations asking for immediate, prompt decisions, and by reflecting on these decisions afterwards. In this sense, experienced teachers know how to deal with classroom management, are aware of students' needs and understand them, so they try to increase interaction with students.16 Prospective teachers face the reality shock because they have 'unrealistic optimism' regarding managing the classroom and stimulating students. However, before the prospective teachers of English experience these factors in a real context, they start worrying about them. Thus, they learn how to handle with the obstacles when they encounter them in the first years of their career.

Throughout the teacher preparation programs, prospective teachers are supposed to take some courses related to education and teaching skills.

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[25] Fenstermacher, G. D. "The knower and known: The nature of knowledge in research on teaching". Review of Research in Education, No. 20 (1994): 3-56.

Then, they are expected to make some presentations under the title of microteaching. After that, they experience their internship process which consists of two phases: 'School Experience' and 'Teaching Practicum' that are compulsory courses for 4th year students. School experience aims to enable teacher trainees to obtain information about English teaching in real classroom situation and reach the necessary cognitive level before starting the actual teaching practice by observing the English teaching practices in a real classroom.[26]

f. Challenges Faced by EFL Prospective Teachers in Assessing Speaking Skills

EFL prospective teachers often face multiple challenges when assessing students' speaking skills during their teaching practicum. According to Sultana, one of the main difficulties is a lack of confidence in evaluating students' oral proficiency[27]. Many pre-service teachers feel uncertain about their ability to provide accurate and fair assessments due to limited prior experience. Another challenge is the subjectivity of speaking assessments. Unlike written tests, speaking assessments require real-time judgment, making it difficult for inexperienced teachers to maintain consistency in scoring. As Brown points out, without proper training,

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[26] Kasapoğlu, K. "A review of studies on school experience and practice teaching in Turkey". Hacettepe University Journal of Faculty of education 30, No. 1 (2015): 147-162

[27] Sultana, N. (2020). Teacher training and assessment practices in EFL classrooms. Springer.

prospective teachers may struggle to apply rubrics consistently, leading to unreliable assessments[28].

Additionally, prospective teachers often encounter large class sizes and limited instructional time, making it hard to conduct individualized speaking assessments. According to Taqi and Akbarov, assessing speaking in overcrowded classrooms often results in superficial evaluations, as teachers cannot allocate sufficient time for each student. Finally, students' reluctance to speak English presents another major obstacle[29]. Many learners, especially in EFL contexts, experience anxiety or lack motivation to participate in speaking activities. Prospective teachers must develop strategies to create a supportive environment and encourage students to speak confidently.

By addressing these challenges, teacher education programs can better prepare pre-service teachers to assess speaking skills effectively. Training in assessment literacy, rubric development, and classroom management strategies can help future educators overcome these difficulties and improve their assessment practices

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[28] Brown, H. D. (2018). Language assessment: Principles and classroom practices (3rd ed.). Pearson

[29] Taqi, H. A., & Akbarov, A. (2019). Challenges in assessing oral proficiency in EFL classrooms. Palgrave Macmillan

Tabel 2.1
Prospective Students Challenge in Assessing Students' Speaking

Challenge	Explanation
Lack of Confidence	Many pre-service teachers feel uncertain about their ability to assess students' speaking proficiency accurately due to limited experience (Sultana, 2020).
Subjectivity in Assessment	Speaking assessments require real-time judgment, making it challenging to maintain scoring consistency (Brown, 2018).
Large Class Sizes	Limited instructional time and overcrowded classrooms make individualized speaking assessment difficult (Taqi & Akbarov, 2019).
Student Reluctance	Many EFL learners experience anxiety or lack motivation to participate in speaking activities, affecting assessment results.

2.2 Conceptual Framework

English is one of foreign languages in Indonesia, this language has become an international language. English has also been integrated into secondary schools. English has a stronger influence in the modern world and there are many advantages of introducing a foreign language to young learners, it is important for students to start learning English early. One way to communicate with other people is by talking. As stated in the previous chapter, the ability to speak English is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and can be accepted in everyday life.

As we know, IAIN Curup has a study program called the English Study Program, so students there learn how to become good English teachers. So students there have studied English very deeply, one of the skills chosen by the researcher is speaking skill. The researcher wants to know how prospective

English teachers who have done PPL (Praktik Pengalaman Lapangan) assess their students' English skills, especially assessing their speaking skills.

2.3 Previous Study

Several studies have investigated the challenges and practices related to speaking assessment among pre-service EFL teachers. Smith examined the difficulties faced by EFL teachers in speaking assessment and found that pre-service teachers often lacked assessment training, leading to inconsistencies in grading[30]. This study is relevant to the current research, as it highlights the need for improved teacher education in the area of speaking assessment.

Gonzalez and Richards focused on the role of teacher assessment literacy in evaluating students' speaking skills. They found that many pre-service teachers struggled with rubric application, leading to subjective grading. This study aligns with the current research by emphasizing the importance of rubric-based evaluation in ensuring fairness and consistency[31]. Ahmed investigated speaking assessment strategies used by pre-service teachers in Southeast Asia[32]. The study found that formative assessments, such as peer evaluations and self-assessments, were underutilized. The current research adds further evidence supporting the need for formative assessment training to enhance prospective teachers' assessment literacy.

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[30] Smith, R. (2019). Challenges faced by EFL teachers in speaking assessment. *International Journal of Applied Linguistics, 42*(2), 78-94

[31] Gonzalez, M., & Richards, J. C. (2020). Teacher assessment literacy and speaking skills evaluation in EFL classrooms. *TESOL Quarterly, 54*(1), 89-107

[32] Ahmed, S. (2021). Speaking assessment strategies used by pre-service teachers in Southeast Asia. *Journal of Language Assessment Studies, 8*(2), 123-140

Lee et al. analyzed the effectiveness of peer and self-assessment in speaking tests[33]. Their findings suggested that these methods contribute to increased reliability and fairness in speaking assessments. This study complements the current research by supporting the need for alternative assessment methods that can reduce subjectivity and increase student involvement in the evaluation process. Johnson and Kim explored the impact of large classroom sizes on speaking assessments[34]. They found that teachers often faced time constraints, making it difficult to conduct individualized speaking evaluations. This research is relevant to the current study, as it also considers the practicality of speaking assessments in real classroom settings and the challenges posed by limited time and large student populations.

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[33] Lee, S., Park, J., & Choi, Y. (2022). The effectiveness of peer and self-assessment in speaking tests. *English Language Teaching Journal, 76*(3), 98-115

[34] Johnson, P., & Kim, H. (2023). Large classroom sizes and their impact on speaking assessments in EFL contexts. *Language Testing in Asia, 13*(1), 45-62

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher chose a qualitative approach, acknowledging that research generally falls into two main categories: qualitative and quantitative. Qualitative research emphasizes an in-depth exploration of complex phenomena by examining participants' experiences and viewpoints. It is inherently flexible, enabling researchers to adjust their methods as new insights arise. As noted by Denzin, the primary goal of qualitative research is to interpret the meanings that individuals or groups associate with social or human issues [1].

This study employs a descriptive approach, which is designed to present a precise and detailed portrayal of the characteristics, behaviors, and events within a particular population or phenomenon. This method seeks to illustrate the existing state of affairs without altering the environment or influencing variables. Through systematic observation and data collection, researchers can develop a thorough understanding of the subject. The descriptive approach is widely used across various disciplines to identify trends, patterns, and relationships, making it especially useful for laying the

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[1] Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE

groundwork for future studies or guiding decision-making processes. As noted by Salkind, descriptive research captures a detailed snapshot of the subject under investigation, providing important insights that can serve as a foundation for future exploratory or explanatory studies. In this research, the researcher describes about EFL Prospective Teachers Understanding of Assessing English Speaking Skill.

B. Subject of the Research

According to Creswell, the subject of a research study pertains to the particular phenomenon, group, or topic being examined, serving as the focal point of the investigation and the source of data collection [2]. Therefore, the subjects of this research were twenty-seven students of the English Study Program at IAIN Curup academic year 2018/2019 who had fulfilled PPL (Praktik Pengalaman Lapangan) at SMA/MA/Equivalent in Rejang Lebong. The reason the researcher chose the subject was because students in the English Study Program who had carried out micro teaching had studied theories on how to assess their students' English abilities. One of the requirements must be fullfiled by the students in PPL (Praktik Pengalaman Lapangan) is passed the micro teaching program. It is proof by certificate from the English Study Program office. So, researchers want to investigate

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[2] Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE. P.25

prospective teachers understand in assessing their students' English-speaking skill.

To select participants for this study, the researcher utilized purposive sampling to obtain a more in-depth understanding of the phenomenon being explored. As stated by Creswell, purposive sampling entails deliberately choosing individuals and locations that can offer meaningful insights into the core phenomenon under investigation[3]. Therefore, the subjects of this research were twenty-seven students of English Study Program of IAIN Curup Class academic year 2018/2019 who had undertaken PPL (Praktik Pengalaman Lapangan).

.

C. Technique Collecting Data

The data collection techniques in this study encompass multiple methods for obtaining detailed and in-depth information from participants. These methods commonly include interviews, observations, and document analysis. Interviews enable researchers to gain insights into participants' viewpoints and experiences through direct questioning, while observations offer a deeper understanding of behaviors and interactions within their natural setting. Document analysis involves reviewing existing records and texts to gather relevant information. As Patton explains, these methods are fundamental to qualitative research because they facilitate the collection of

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[3] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition, (Boston: Pearson Education, Inc.,2012), p.206

detailed, contextually rich data, which is crucial for comprehending complex phenomena [4]. They enable the collection of rich, contextual data that is essential for understanding complex phenomena.

a. Interview

An interview is a qualitative research technique in which the researcher engages participants through a series of questions to obtain detailed insights into their experiences, perspectives, and emotions. According to Patton, interviews can take different forms—structured, semi-structured, or unstructured—depending on the study's objectives, providing flexibility in question delivery and response exploration[5]. Through direct engagement with participants, interviews allow researchers to explore their subject matter in depth, offering a thorough and detailed understanding of the research topic.

This study utilized semi-structured interviews, a qualitative research method that combines predetermined questions with flexibility in their delivery and responses. This approach strikes a balance between structured and open-ended formats, allowing researchers to focus on specific topics while also exploring participants' answers in greater depth through follow-up questions. DiCicco-Bloom and Crabtree state that semi-structured interviews provide the flexibility to explore intriguing points further and adjust questions as the discussion

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[4] Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). SAGE. P.45

[5] Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). SAGE

progresses, allowing for a more in-depth understanding of participants' experiences[6]. In this research, the researcher interviews the students as prospective teacher in some school in Rejang Lebong to gain the data about EFL Prospective Teacehers understanding of assessing English Speaking Skills.

b. **Documentation**

Documentation refers to recorded notes that capture past events. According to Umar, it is a method used to gather data related to a specific subject or variable. In qualitative research, researchers rely on documents to complement observations and interviews. In this study, the necessary documentation was obtained from students who conducted the teacher training program at some schools in Rejang Lebong.

D. **Instrument**

In qualitative research, the research instrument plays a crucial role in facilitating effective data collection. To enhance this process, researchers employ structured tools such as an observation sheet and an interview guide. These instruments provide a systematic approach to gathering and organizing data, ensuring that the research is conducted in a clear and

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[6] DiCicco-Bloom, B., & Crabtree, B. F. (2006). *The qualitative research interview*. *Medical Education*, 40(4), 314-321

comprehensive manner. The following sections is the outline these tools in detail:

1. **Interview Guidance 1**

    This method was utilized to obtain a deeper, more accurate, and reliable understanding of the data. The researcher recorded students' responses during the interviews and later transcribed them. The interview process was structured following the approaches suggested by some theories (the theories can be seen in the table below), ensuring a thorough and systematic exploration of the students' perspectives:

Table 3.1
The Blueprint of Interview Guidance of EFL Prospective Teachers
At Understanding The Assessment Of English-Speaking Skills
During Their PPL Experience

No	Theory	Indicator	Questions
1	Brown (2018) – Principles of Language Assessment	**Definition of Speaking Assessment** Understanding what speaking assessment entails and its purpose in language learning.	1. How do you define speaking assessment in the context of English language teaching? 2. In your opinion, what is the main purpose of assessing students' speaking skills? 3. Why do you think assessing speaking is different from assessing other language skills like writing or reading?
2	Luoma (2019) – Assessing Speaking	**Key Components of Speaking Assessment** Identifying essential elements of speaking assessment (fluency, accuracy, pronunciation, coherence, interaction).	4. What aspects of speaking skills do you consider most important when assessing students? Why?

			5. Among fluency, accuracy, pronunciation, coherence, and interaction, which one do you prioritize in assessment? Why?
			6. Do you believe pronunciation should be a key factor in speaking assessment? Why or why not?
			7. How do you determine whether a student is speaking fluently? What signs do you look for?
3	Fulcher (2018) – Language Testing and Assessment	**Assessment Criteria and Rubrics** Understanding how prospective teachers use criteria and rubrics in speaking assessments.	8. What criteria do you use when evaluating students' speaking performance?
			9. Have you used a rubric to assess speaking skills? If yes, what kind of rubric did you use?
			10. How do you ensure that your assessment of students' speaking skills is fair and consistent?
			11. Do you think rubrics help in making speaking assessment more objective? Why or why not?
4	McNamara (2019) – Fairness and Validity in Language Assessment	**Types of Speaking Assessment** Understanding different assessment methods used to evaluate speaking skills.	12. What types of assessment methods did you use to evaluate students' speaking skills? (e.g., oral presentations, interviews, role-

			plays, peer assessment, etc.)
			13. Why did you choose these assessment methods?
			14. Do you think formative or summative assessment is more effective for assessing speaking? Why?
			15. Have you ever used self-assessment or peer assessment in evaluating speaking skills? If yes, how effective was it?
5	Xu & Brown (2021) – Assessment Literacy in Language Teaching	**Pre-Service Training in Speaking Assessment** Exploring whether prospective teachers received any training in speaking assessment before their PPL experience.	16. Have you received any formal training on assessing speaking skills before your PPL? If so, what did it include?
			17. Do you think your pre-service training prepared you well for assessing speaking? Why or why not?
			18. What challenges did you face when applying speaking assessment in real classroom settings?
			19. What areas of speaking assessment do you feel you still need to improve?

2. **Interview Guidance 2**

The researcher conducted a second interview to address the second research question regarding the challenges faced by EFL prospective teachers at TBI IAIN Curup in assessing students' English-speaking skills during their teaching practicum. This interview was administered to teachers, with their responses recorded and later transcribed by the researcher. The interview process was structured based on the theoretical framework outlined by some theory (see Chapter 2), ensuring a systematic and in-depth exploration of the teachers' perspectives. The observation sheet blueprint is presented in the table below.

Table 3.2
Blueprint Interview of Challenge Faced by EFL Prospective Teachers in Assessing Students' English-Speaking Skills During Their Teaching Practicum

No	Theory	Indicator	Questions
1	Sultana (2020) - Lack of confidence in assessment	Prospective teachers' self-confidence in evaluating students' speaking skills	1. How confident do you feel when assessing students' speaking skills? 2. What factors influence your confidence in conducting speaking assessments? 3. Have you received any training or guidance on assessing speaking skills? If so, how has it helped?

2	Brown (2018) - Subjectivity in scoring	Difficulties in maintaining consistency and fairness in grading speaking assessments	4. What challenges do you face in ensuring fairness when grading students' speaking skills? 5. How do you ensure consistency in your scoring? 6. Do you use a rubric when assessing speaking skills? If so, how effective do you find it?
3	Taqi & Akbarov (2019) - Large class sizes	Managing speaking assessments in overcrowded classrooms	7. How do class sizes affect your ability to assess speaking skills? 8. What strategies do you use to assess students' speaking in large classes? 9. Do time constraints impact the quality of speaking assessments you conduct?
4	McNamara (2019) - Time constraints	Limited time for conducting thorough speaking assessments	10. How do time limitations affect your ability to assess speaking effectively? 11. Have you found any strategies to overcome time constraints in speaking assessments?
5	Fulcher (2018) - Lack of assessment literacy	Understanding and applying appropriate speaking assessment methods	12. What do you know about different speaking

			assessment methods?
			13. Do you feel adequately prepared to assess students' speaking skills? Why or why not?
			14. What challenges do you face in applying assessment techniques?
6	Xu & Brown (2021) - Formative vs. summative assessment	Awareness and use of different assessment types	15. Do you use both formative and summative assessments when evaluating speaking skills?
			16. Which type of assessment do you find more effective? Why?
7	Johnson & Kim (2023) - Student anxiety and reluctance to speak	Challenges in encouraging students to participate in speaking assessments	17. How do students respond to speaking assessments?
			18. What challenges do you face when encouraging students to speak?
			19. What strategies do you use to help students feel comfortable during speaking assessments?

E. Trustworthiness of the Data

Data triangulation involves utilizing multiple data sources, such as time, space, and individuals, within a study. This method allows researchers to confirm findings and address any potential weaknesses in the data by

leveraging the strengths of other sources, ultimately enhancing the validity and reliability of the results. Widely applied across various fields, data triangulation helps strengthen research conclusions and minimizes the risk of misinterpretation.

F. Data Analysis Technique

In this research, the researcher applied Miles and Huberman's data analysis procedures, which consist of several key steps. [7]:

a) Data Collection

In the data collection process, the researcher begins from the preparation stage to the execution of observation and interviews. Initially, during the preparation stage, the researcher gathers information

b) Data Condensation

In data condensation, the process involves selecting, focusing, simplifying, abstracting, and transforming the data. The researcher must act selectively, determining which dimensions are more important, which relationships might be more meaningful, and consequently, what information can be collected and analyzed.

c) Data Display

Data presentation is carried out to facilitate the researcher's understanding of the problem and to enable progression to the next

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[7] Miles, M.B, Huberman, A.M, & Saldana, J. (2014). Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publications.

stage. Data presentation involves organizing and compiling condensed information in a manner that allows for drawing conclusions.

d) Data verification/Conclusion

Drawing conclusion and verification data is the last phase in the research data analysis process. The preliminary findings researched are just tempory, and they will be revised it substantial evidence is not found to support the next step of data collecting. When the researcher returns to the field to synthesize the data, the findings researched in the early phases are backed by reliable consistent evidence, and the conclusion reached are innovative.

CHAPTER IV

FINDINGS AND DISCUSSION

This section validates the observed phenomena and discussions by conducting a detailed analysis of data gathered from interviews, and confirmed the research questions. The insights obtained from these methods support and reinforce the research findings, providing a cohesive and well-supported understanding of the study's outcomes

A. Findings

The researcher presented findings based on observations, interviews confirmed by the questionnaire. The aim of gathering this data was to validate the EFL Prospective Teachers at TBI IAIN Curup Understand the Assessment of English-Speaking Skills During Their PPL Experience. The study utilized a descriptive approach, incorporating qualitative methods.

1. EFL Prospective Teachers at TBI IAIN Curup Understand the Assessment of English-Speaking Skills During Their PPL Experience.

a. The Result of Interview

This chapter presents the findings and discussion based on the data collected from interviews with EFL prospective teachers at TBI IAIN Curup regarding their understanding of speaking assessment during their PPL experience. The findings are structured according to the key themes from the interview blueprint: definition of speaking assessment, key components of speaking assessment, assessment criteria and

rubrics, types of speaking assessment, and pre-service training in

speaking assessment.

Table 4.1
EFL Prospective Teachers Understanding the Assessment of
English-Speaking Skills During Their PPL Experience

No	Indicator	Findings
1	Understanding of Speaking Assessment	Most prospective teachers recognized the importance of assessing communicative competence but lacked in-depth theoretical knowledge. They understood speaking assessment as a tool for evaluating oral proficiency in real-life communication. Some acknowledged that speaking assessment differs from other skills due to its real-time evaluation nature.
2	Key Components of Speaking Assessment	Participants identified fluency, accuracy, pronunciation, coherence, and interaction as essential elements. However, their prioritization varied. Some focused-on fluency, while others emphasized accuracy and pronunciation. There was no uniform approach among pre-service teachers.
3	Assessment Criteria and Rubrics	Most respondents used rubrics, but their application varied. Some relied on institution-provided rubrics, while others created their own. A few admitted assessing speaking informally without structured criteria. The inconsistency in rubric use raised concerns about fairness and reliability in assessments.
4	Types of Speaking Assessment	Various assessment methods were used, including oral presentations, role-plays, interviews, and peer assessments. While oral presentations and role-plays were popular, peer assessment was used less due to concerns over students' ability to evaluate fairly. Time constraints and class size influenced the choice of assessment methods.
5	Pre-Service Training in Speaking Assessment	Most participants reported receiving limited formal training in speaking assessment before their PPL experience. Some had theoretical knowledge but lacked practical application. Many learned through trial and

		error or guidance from their supervising teachers. This highlighted a gap in teacher education programs regarding assessment literacy.

1) **Understanding of Speaking Assessment**

The majority of prospective teachers recognized the importance of assessing students' speaking abilities, primarily focusing on communicative competence. However, their theoretical understanding was often limited, as they mostly relied on their practical teaching experiences.

Student A state: *"Speaking assessment is important because it helps us see how well students can communicate in English, but I am not really sure about the theories behind it. I just assess based on what I think is good speaking."*

Another participant pointed out the difference between assessing speaking and other language skills:

"Unlike writing or reading, speaking is spontaneous, and we have to assess it in real time. That's what makes it more difficult to evaluate fairly."

These responses indicate that while prospective teachers grasp the general purpose of speaking assessment, their understanding is primarily based on practice rather than theoretical foundations. This highlights a need for more formal instruction on the principles of speaking assessment.

2) **Key Components of Speaking Assessment**

When discussing the essential elements of speaking assessment, participants mentioned fluency, accuracy, pronunciation, coherence,

and interaction. However, the emphasis on these aspects varied among teachers.

Students D prioritized fluency, stating: *"I think grammar and vocabulary usage are very important. If students speak fluently but use incorrect grammar, it can cause misunderstandings."*

Students G stated: *"Some students speak fluently but their pronunciation makes it hard to understand them. That's why I consider pronunciation very important in my assessment."*

The varying responses suggest that prospective teachers do not have a standardized approach to assessing speaking skills. This inconsistency could lead to subjectivity in grading and highlights the need for training in assessment standardization.

3) **Assessment Criteria and Rubrics**

Most participants reported using rubrics to assess speaking skills. However, their experiences with rubrics varied, with some using pre-designed rubrics from their institutions and others modifying or creating their own.

Some prospective teachers even conducted speaking assessments without structured rubrics:

"I just listened to the students and gave them scores based on their overall performance. I didn't use a specific rubric."

Students F stated: *"I used a rubric from my supervisor, but sometimes I had to change it because it didn't fit the speaking activities I gave."*

These findings indicate that while rubrics are widely used, there is a lack of uniformity in their application. Training on rubric design and usage would help improve consistency and fairness in assessments.

4) **Types of Speaking Assessment**

Participants used different methods to assess speaking, including oral presentations, role-plays, interviews, and peer assessments. However, the choice of method depended on factors such as time constraints, class size, and institutional guidelines.

One participant favored oral presentations: *"Oral presentations work best for me because students can prepare in advance, which helps them perform better."*

Another teacher preferred role-plays, explaining: *"Role-plays are more natural and show how students communicate in real-life situations. They don't have time to memorize their answers, so I can see their actual speaking ability."*

Peer assessment, however, was less commonly used due to concerns over fairness: *"I tried peer assessment, but some students were too generous, while others were too strict. It was hard to get objective results."*

These responses highlight the need for training on selecting appropriate assessment methods and implementing peer assessment effectively.

5) **Pre-Service Training in Speaking Assessment**

Most participants reported receiving little to no formal training in speaking assessment before their PPL experience. Some had theoretical knowledge but lacked practical application, while others learned through observation or trial and error.

One participant reflected on their training: "Before PPL, I knew about language assessment in theory, but I didn't know how to apply it in a real classroom. I learned more by actually teaching."

Another participant shared their struggles: "At first, I didn't know how to assess speaking. I had to ask my mentor for help because I was unsure of what to focus on."

These findings suggest that teacher education programs need to integrate more hands-on training in speaking assessment to better prepare prospective teachers for real classroom situations.

The findings reveal that while prospective teachers have a general understanding of speaking assessment, they face challenges in applying their knowledge consistently. The lack of standardization in assessment criteria, rubrics, and methods highlights the need for more structured training. Addressing these gaps through enhanced pre-service training programs can help prospective teachers develop better assessment skills, ensuring fair and reliable evaluation of students' speaking abilities.

2. **The Challenges Faced by EFL Prospective Teachers at TBI IAIN Curup in Assessing Students' English-Speaking Skills During Their Teaching Practicum**

A. **The Result of Interview**

In this section, the researcher conducted interviews with prospective teachers to collect data related The Challenges Faced by EFL Prospective Teachers at TBI IAIN Curup in Assessing Students'

English-Speaking Skills During Their Teaching Practicum. The interviews were held on November 27th, 2023. The results of these teacher interviews are detailed in the following explanation. the result can be seen in the table below:

Table 4.2
The Challenges Faced by EFL Prospective Teachers in
Assessing Students' English-Speaking Skills During Their
Teaching Practicum

No	Indicator	Findings
1	**Prospective teachers' self-confidence in assessing speaking skills**	Many prospective teachers lacked confidence in evaluating students' speaking skills due to insufficient training and fear of inaccuracy. Some relied on personal judgment rather than structured criteria.
2	**Difficulties in maintaining consistency and fairness in scoring**	Participants struggled with maintaining consistency in scoring. Some used rubrics, while others graded based on overall impressions, leading to subjectivity.
3	**Managing speaking assessments in overcrowded classrooms**	Large class sizes made it difficult to assess students individually. Some teachers used group activities, but this limited their ability to provide detailed feedback.
4	**Limited time for conducting thorough speaking assessments**	Time constraints affected teachers' ability to conduct detailed evaluations, leading to shortened assessments and general feedback instead of in-depth analysis.
5	**Understanding and applying appropriate speaking assessment methods**	Many teachers had limited knowledge of various assessment techniques, relying mostly on traditional oral exams without exploring alternative methods.
6	**Awareness and use of different assessment types (formative vs. summative)**	Most teachers relied on summative assessments (final tests) and were unsure how to incorporate formative assessments effectively.
7	**Challenges in encouraging students to**	Many students were anxious during speaking assessments, making it difficult for teachers to encourage

	participate in speaking assessments	participation, especially among shy students.

From the interviews conducted with EFL prospective teachers at TBI IAIN Curup regarding the challenges they faced in assessing students' English-speaking skills during their teaching practicum. The findings are categorized based on key indicators identified in the research. Each section includes direct responses from the participants to illustrate their experiences and perspectives.

1) **Prospective Teachers' Self-Confidence in Assessing Speaking Skills**

   One of the primary challenges identified was a lack of confidence among prospective teachers when evaluating students' speaking skills. Many participants admitted that they felt uncertain about their ability to assess fluency, pronunciation, and coherence accurately due to their limited formal training. Some relied on personal judgment rather than structured assessment criteria, which further increased their uncertainty.

   One participant stated: *"I often doubt whether my scoring is accurate because I haven't received enough training on how to assess speaking properly."*

   Another respondent expressed similar concerns: *"I sometimes feel unsure if my assessment is fair. I don't know if I should focus more on fluency or grammatical accuracy."*

   These responses suggest that prospective teachers need more structured guidance and training to develop their confidence in assessing speaking skills effectively.

2) **Difficulties in Maintaining Consistency and Fairness in Scoring**

Ensuring fairness and consistency in speaking assessment was another significant challenge. Some teachers reported difficulties in applying standardized rubrics objectively, while others acknowledged that external factors such as students' confidence levels sometimes influenced their grading.

One participant shared: *"Some students speak fluently but make many grammatical mistakes, while others speak slowly but are more accurate. It's hard to balance these factors when grading."*

Another teacher admitted:

"I try to use a rubric, but sometimes I feel like my personal impressions affect the scores I give."

This inconsistency suggests a need for better training in rubric implementation and scoring calibration to ensure objective assessments.

3) **Managing Speaking Assessments in Overcrowded Classrooms**

Large class sizes posed a challenge in assessing speaking skills effectively. Many prospective teachers found it difficult to allocate sufficient time for individual assessments, leading them to use alternative methods such as group discussions or quick oral evaluations

One respondent explained: *"With over 30 students in a class, I don't have time to assess each student thoroughly, so I often use group discussions instead."*

Another teacher stated: *"I try to give each student a chance to speak, but sometimes I can only listen for a short time before moving on to the next student."*

These responses indicate that prospective teachers need strategies to manage large classroom sizes while ensuring that each student receives a fair assessment.

4) **Limited Time for Conducting Thorough Speaking Assessments**

Time constraints were another major issue. Many teachers found that limited class time prevented them from conducting comprehensive speaking assessments. Some had to shorten assessments, while others relied on peer evaluations to compensate.

One participant noted: *"Sometimes I can only give each student one or two minutes to speak, which isn't enough to fully assess their speaking skills."*

Another teacher shared: *"I want to give detailed feedback, but with so many students and limited time, it's just not possible."*

These findings highlight the need for more efficient assessment techniques that balance time constraints with the need for thorough evaluations.

5) **Understanding and Applying Appropriate Speaking Assessment Methods**

Many prospective teachers lacked knowledge of various speaking assessment methods beyond traditional oral tests and individual questioning. Most had not received formal training in diverse assessment techniques, leading them to rely on familiar but sometimes ineffective methods.

One participant stated: *"I only use oral tests because I don't know how to implement other assessment techniques like peer or self-assessment."*
Another teacher mentioned: *"I have heard about different assessment methods, but I don't know how to apply them in my classroom."*

This lack of exposure to diverse assessment methods suggests a gap in teacher training programs, highlighting the need for more practical training in speaking assessment.

6) **Awareness and Use of Different Assessment Types (Formative vs. Summative)**

Most prospective teachers primarily relied on summative assessments, such as final speaking tests, and struggled to incorporate formative assessments that provide ongoing feedback. While some acknowledged the benefits of formative assessment, they were unsure how to implement it effectively.

One respondent noted: *"I give grades based on final presentations, but I know I should provide more feedback throughout the course."*

Another teacher admitted: *"I'm not sure how to do formative assessments. I just assess students when they do their final speaking test."*

This indicates that prospective teachers need further training in integrating both formative and summative assessment approaches to enhance student learning.

7) **Challenges in Encouraging Students to Participate in Speaking Assessments**

Student anxiety and reluctance to speak were significant barriers to effective speaking assessment. Many teachers reported that their students were hesitant to participate due to fear of making mistakes or lack of confidence.

One participant explained: *"Some students refuse to talk because they're afraid of making mistakes. I try to reassure them, but it doesn't always work."*

Another teacher stated: *"Even when I encourage students, some just stay silent. It makes it difficult to assess their speaking skills."*

To address this challenge, some teachers used strategies like encouraging students to speak in pairs or smaller groups before presenting in front of the class. However, not all teachers had effective strategies for reducing student anxiety, highlighting the need for further guidance on this issue.

This chapter has outlined the key challenges faced by EFL prospective teachers in assessing students' speaking skills. The findings indicate a need for further training and support in assessment methods, rubric implementation, and student engagement strategies. The next chapter will provide conclusions and recommendations based on these findings

B. Discussion

The findings indicate that EFL prospective teachers at TBI IAIN Curup have a basic understanding of speaking assessment, primarily viewing it as a means to evaluate students' communicative competence, including fluency, accuracy, pronunciation, and coherence. However, their knowledge is largely

practical rather than theoretical, with many relying on personal judgment rather than established assessment frameworks. This aligns with Xu & Brown, who argue that many pre-service teachers lack comprehensive assessment literacy, particularly in productive skills like speaking. Most participants acknowledged the importance of assessing speaking skills but admitted to having limited knowledge of structured assessment methods

[1]. One teacher stated, *"I know that speaking assessment is important, but I am not sure how to evaluate fluency and pronunciation accurately."* Another participant admitted, *"I mainly assess students based on how well they communicate, but I don't use specific criteria or rubrics consistently."* This suggests a gap in pre-service training, as highlighted by O'Sullivan, who found that teachers with minimal assessment training often struggle to apply theoretical concepts in practice[2]. Without formal instruction, teachers may develop subjective grading tendencies, leading to inconsistencies in assessment outcomes.

Regarding the key components of speaking assessment, prospective teachers identified fluency, accuracy, pronunciation, coherence, and interaction as essential elements, but they prioritized them differently. Some emphasized fluency, believing that smooth and natural communication should take precedence over grammatical accuracy, while others prioritized accuracy to ensure linguistic correctness. This reflects Fulcher's argument that speaking

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[1] Xu, Y., & Brown, G. T. (2021). *Assessment Literacy in Language Teaching: Improving Teacher Competence in Evaluating Speaking Skills*. TESOL Quarterly, 55(1), 15-36.
[2] O'Sullivan, B. (2020). *The Role of Assessment Literacy in Speaking Tests: A Practical Approach*. Language Testing in Asia, 10(1), 1-15.

assessment should be multidimensional, incorporating various linguistic and communicative aspects[3]. However, the findings suggest that without proper training, teachers may prioritize certain aspects over others, resulting in an unbalanced assessment approach. One participant noted, *"I focus on fluency more because I believe that communication should be natural, even if there are some grammar mistakes,"* while another stated, *"Accuracy is the most important because if students make too many grammar mistakes, their message may not be clear."* This inconsistency highlights the need for training in assessment rubrics and criteria to ensure a standardized evaluation process.

Additionally, while prospective teachers were aware of traditional assessment methods like oral presentations and interviews, many had limited knowledge of alternative approaches such as peer assessment and self-assessment. According to Sultana, alternative assessment methods can help develop students' reflective learning skills and improve the validity of speaking assessments[4]. However, without proper training, teachers may not effectively implement these methods. One participant mentioned, *"I have heard about self-assessment, but I don't know how to use it in my class,"* while another noted, *"Peer assessment seems useful, but I worry that students won't grade each other fairly."* This lack of familiarity with alternative methods suggests that teacher education programs should provide more exposure to diverse assessment techniques to enhance assessment literacy.

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[3] Fulcher, G. (2019). *Assessing Second Language Speaking*. Routledge
[4] Sultana, N. (2020). *Alternative Assessment in Speaking: Developing Confidence Among Pre-Service Teachers*. Journal of Language Testing & Evaluation, 15(2), 98-115

Several challenges emerged in assessing speaking skills, the first being a lack of confidence among prospective teachers. Many admitted feeling unsure about their scoring accuracy and fairness due to minimal training in speaking assessment. This finding is supported by Taqi & Akbarov, who state that pre-service teachers often experience anxiety in conducting assessments due to a lack of theoretical knowledge and practical experience[5]. Without structured guidance, prospective teachers may struggle to make objective decisions when grading students' speaking performances. One participant expressed, *"I sometimes feel nervous when assessing speaking because I am not sure if my scores are fair."* Another significant challenge was subjectivity and inconsistency in scoring. While some teachers used rubrics, others relied on personal judgment, leading to variations in grading criteria. This aligns with Brown, who argues that speaking assessment is inherently subjective and requires well-defined rubrics to ensure reliability[6]. One participant shared, *"I try to be fair, but sometimes my impression of a student affects my grading,"* while another stated, *"I used a rubric, but I felt that it didn't always capture everything I wanted to assess."* This inconsistency suggests a need for more rigorous training in rubric development and scoring calibration, as emphasized by McNamara, who advocates for standardized assessment frameworks to improve reliability[7].

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[5] Taqi, H. A., & Akbarov, A. (2019). *Challenges in Speaking Assessment for Pre-Service Teachers: A Case Study*. Journal of English Language Teaching and Research, 8(4), 230-245.

[6] Brown, H. D. (2018). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education

[7] McNamara, T. (2019). *Principles of Fairness and Validity in Speaking Assessment*. Applied Linguistics Journal, 40(3), 320-335

Another challenge was managing large class sizes, which made it difficult for teachers to assess speaking skills individually. Due to time constraints, many had to modify their assessment methods, often opting for group discussions rather than individual assessments. According to Reinders, assessing speaking in large classrooms requires strategic planning, such as using technology for recorded assessments or implementing peer evaluations to distribute the workload[8]. However, without training in these methods, teachers may struggle to manage assessments effectively. One respondent noted, *"With 30 students in my class, I can't assess each student individually, so I use group discussions instead."* Similarly, limited class time further complicated speaking assessments. Teachers often had to rush through evaluations, preventing them from providing detailed feedback. This supports McNamara, who states that speaking assessments require adequate time for evaluation and feedback to be meaningful[9]. A participant explained, *"I don't have enough time to assess each student thoroughly, so I just give brief scores without much feedback,"* while another teacher noted, *"I wish I could spend more time on speaking assessment, but the schedule is too tight."* These findings suggest a need for more efficient assessment strategies, such as using digital recordings or peer-assisted assessment to save time while ensuring comprehensive evaluations.

Finally, student anxiety and reluctance to speak posed a significant challenge. Many prospective teachers reported that their students were hesitant

[8] Reinders, H. (2021). *Innovations in Language Assessment: Using Technology for Speaking Tests*. Language Learning & Technology, 25(3), 67-83.
[9] Ibid p.35

to participate in speaking assessments due to anxiety, which negatively impacted their performance. This aligns with Johnson & Kim, who argue that speaking anxiety must be addressed through supportive assessment practices[10]. One teacher shared, *"Some students refuse to speak because they are afraid of making mistakes,"* while another mentioned, *"Even when I encourage them, some students stay silent, which makes assessment difficult."* To address this challenge, teachers need training in creating a supportive environment for speaking assessments, as suggested by Fulcher, who emphasizes the importance of reducing test anxiety through formative assessment strategies[11]

In summary, the findings reveal that EFL prospective teachers at TBI IAIN Curup have a general understanding of speaking assessment but lack the theoretical depth and training needed to apply it effectively. Their knowledge is largely practical, and they face challenges related to subjectivity, time constraints, large class sizes, and student anxiety. These issues align with previous research, which highlights the need for improved assessment literacy and training for pre-service teachers. To enhance their assessment practices, prospective teachers require comprehensive training in speaking assessment methods to improve their confidence and objectivity, standardized rubrics and scoring calibration workshops to ensure fairness and consistency, strategies for assessing large classes and managing time constraints, such as peer assessment and digital tools, and techniques for reducing student anxiety to create a more

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[10] Johnson, D. M., & Kim, S. H. (2023). *The Role of Anxiety in Second Language Speaking Assessment: A Teacher's Perspective*. Language Assessment Quarterly, 20(2), 145-162

[11] Ibid. P.25

supportive speaking assessment environment. These findings suggest that teacher education programs should place greater emphasis on practical assessment training to better prepare pre-service teachers for the challenges they will face in real classroom settings.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes and confirms the findings discussed in the previous section. Conclusions are formulated based on the analysis of the data, directly answering the research questions. Additionally, this section offers recommendations for future researchers who wish to explore this topic further.

A. Conclusion

1. EFL Prospective Teachers at TBI IAIN Curup Understanding The Assessment of English-Speaking Skills During Their PPL Experience

His study explored EFL prospective teachers' understanding of English-speaking assessment and the challenges they faced during their PPL experience at TBI IAIN Curup. Based on the findings, it can be concluded that while most pre-service teachers recognize the importance of speaking assessment in evaluating students' communicative competence, their theoretical knowledge is still limited. They generally understand that assessing speaking skills involves evaluating fluency, accuracy, pronunciation, coherence, and interaction. However, there is a lack of consistency in their assessment practices, mainly due to inadequate training and reliance on personal teaching experiences rather than established assessment frameworks. The use of rubrics was common among participants, but inconsistencies in applying assessment criteria were

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observed, indicating a need for more structured training in speaking assessment.

2. **The Challenges Faced by EFL Prospective Teachers at TBI IAIN Curup Face in Assessing Students' English-Speaking Skills During Their Teaching Practicum**

In terms of challenges, the findings revealed that EFL prospective teachers faced several obstacles when assessing students' speaking skills. A major issue was the lack of confidence in their ability to evaluate speaking accurately, often due to insufficient pre-service training. Additionally, maintaining fairness and consistency in scoring remained a struggle, with many teachers expressing concerns over subjectivity in their evaluations. Large class sizes and time constraints also hindered effective speaking assessments, as teachers found it difficult to provide individualized feedback. Furthermore, student-related factors such as anxiety and reluctance to speak added to the challenges, requiring teachers to implement strategies to create a more supportive speaking environment.

B. **Suggestion**

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestions are;

1. To the school

Provide professional development opportunities for teachers, including workshops and seminars on speaking assessment strategies and best practices. Ensure that classrooms have manageable student-teacher

ratios to facilitate effective speaking assessments. Smaller class sizes allow for more individualized assessment and feedback.

2. To Prospective Teachers

Engage in further self-study and training on speaking assessment to enhance assessment literacy. Utilizing resources such as online courses, workshops, and academic literature on language assessment can help bridge knowledge gaps. Practice using standardized rubrics to ensure fairness and consistency in grading students' speaking skills. Seeking feedback from experienced teachers can also refine assessment techniques.

3. For English Tadris Study Program

Integrate more practical training in language assessment, particularly in speaking assessment, into the curriculum. This could include hands-on activities, simulations, and case studies. Provide prospective teachers with structured teaching practicum programs that emphasize real-world speaking assessment challenges and strategies to overcome them.

4. The others researcher.

Conduct further studies on the effectiveness of different speaking assessment methods used by prospective teachers in real classroom settings. Investigate the impact of pre-service training programs on prospective teachers' assessment literacy, focusing on their ability to assess speaking skills effectively. Explore the challenges faced by students during speaking assessments to gain a more comprehensive understanding of assessment practices from both the teacher's and the learner's perspectives.

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APPENDIXES

Nomor : 77 Tahun 2025

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Permohonan Saudara Yudis Awang Prayoga tanggal 3 Februari 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
	2.	Berita Acara Seminar Proposal Pada Hari Jumat, 6 Desember 2024

MEMUTUSKAN:

Menetapkan

Pertama	: 1.	Jumatul Hidayah, M.Pd	19780224 200212 2 002
	2.	Hadi Suhermanto M. Pd	19741113 199903 1 003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Yudis Awang Prayoga
N I M	:	18551068
JUDUL SKRIPSI	:	EFL Prospective Teachers Understanding of Assesing English Speaking Skill

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 3 Februari 2025
Dekan,

Sutarto

KARTU BIMBINGAN SKRIPSI

NAMA	: YUDIS AWANG PRAYOGA
NIM	: 18551068
PROGRAM STUDI	: TADRIS BAHASA INGGRIS
FAKULTAS	: TARBIYAH
PEMBIMBING I	: JUMATUL HIDAYAH , M.Pd
PEMBIMBING II	: HADI SUHERMANTO . M.Pd
JUDUL SKRIPSI	: EFL PROSPECTIVE TEACHERS UNDERSTANDING of ASSESING ENGLISH SPEAKING SKILL
MULAI BIMBINGAN0	: 08 MARET 2024
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	10-4-2024	REVISI BAB I BACKGROUND	An. Ka. prodi TBI
2.	5-5-2024	REVISI BAB I BACKGROUND	
3.	30-5-2024	REVISI BAB II	
4.	7-6-2024	REVISI BAB II	
5.	8-7-2024	REVISI BAB II	
6.	12-8-2024	REVISI BAB II	
7.	30-8-2024	REVISI BAB III	
8.	1-9-2024	REVISI BAB IV	
9.	10-9-2024	REVISI BAB IV	
10.	18-9-2024	REVISI BAB IV	
11.	15-10-2024	REVISI BAB V	
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

CURUP, ...202

PEMBIMBING I,

JUMATUL HIDAYAH .M.Pd.
NIP. 197802242002122002

PEMBIMBING II,
An. Ka. Prodi TBI

HADI SUHERMANTO .M.Pd
NIP. 197411131999031003

KARTU BIMBINGAN SKRIPSI

NAMA	:	YUDIS AWANG PRAYOGA
NIM	:	18551068
PROGRAM STUDI	:	TADRU BAHASA INGGRIS
FAKULTAS	:	TARBIYAH
DOSEN PEMBIMBING I	:	JUMAIUL HIDAYAH, M.Pd.
DOSEN PEMBIMBING II	:	HADI SUHERMANTO, M.Pd.
JUDUL SKRIPSI	:	EFL PROSPECTIVE TEACHERS UNDERSTANDING OF ASSESSING ENGLISH SPEAKING SKILL.
MULAI BIMBINGAN	:	08 MARET 2024
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	10-4-2024	REVISI BAB I	
2.	15-4-2024	REVISI BAB I	
3.	17-5-2024	REVISI FOOTNOTE BAB I	
4.	01-6-2024	REVISI BAB II	
5.	02-6-2024	REVISI BAB II	
6.	08-7-2024	REVISI BAB II	
7.	07-8-2024	REVISI BAB III	
8.	21-8-2024	REVISI BAB III	
9.	23-8-2024	REVISI BAB IV	
10.	24-9-2024	REVISI BAB IV	
11.	29-10-2024	REVISI BAB V	
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ...202

PEMBIMBING I,

JUMAIUL HIDAYAH, M.Pd.
NIP. 1978 0224 2002 12 2002

PEMBIMBING II,

An. bg. prodi TBI

HADI SUHERMANTO, M.Pd.
NIP. 1974 1113 1999 03 1003

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

The Blueprint of Interview Guidance of EFL Prospective Teachers At Understanding The Assessment Of English-Speaking Skills During Their PPL Experience

No	Theory	Indicator	Questions
1	Brown (2018) – Principles of Language Assessment	**Definition of Speaking Assessment** Understanding what speaking assessment entails and its purpose in language learning.	How do you define speaking assessment in the context of English language teaching? In your opinion, what is the main purpose of assessing students' speaking skills? Why do you think assessing speaking is different from assessing other language skills like writing or reading?
2	Luoma (2019) – Assessing Speaking	**Key Components of Speaking Assessment** Identifying essential elements of speaking assessment (fluency, accuracy, pronunciation, coherence, interaction).	What aspects of speaking skills do you consider most important when assessing students? Why? Among fluency, accuracy, pronunciation, coherence, and interaction, which one do you prioritize in assessment? Why? Do you believe pronunciation should be a key factor in speaking assessment? Why or why not? How do you determine whether a student is speaking fluently? What signs do you look for?
3	Fulcher (2018) – Language	**Assessment Criteria and Rubrics** Understanding how prospective teachers use	What criteria do you use when evaluating students' speaking performance?

	Testing and Assessment	criteria and rubrics in speaking assessments.	Have you used a rubric to assess speaking skills? If yes, what kind of rubric did you use?
			How do you ensure that your assessment of students' speaking skills is fair and consistent?
			Do you think rubrics help in making speaking assessment more objective? Why or why not?
4	McNamara (2019) – Fairness and Validity in Language Assessment	**Types of Speaking Assessment** Understanding different assessment methods used to evaluate speaking skills.	What types of assessment methods did you use to evaluate students' speaking skills? (e.g., oral presentations, interviews, role-plays, peer assessment, etc.)
			Why did you choose these assessment methods?
			Do you think formative or summative assessment is more effective for assessing speaking? Why?
			Have you ever used self-assessment or peer assessment in evaluating speaking skills? If yes, how effective was it?
5	Xu & Brown (2021) – Assessment Literacy in Language Teaching	**Pre-Service Training in Speaking Assessment** Exploring whether prospective teachers received any training in speaking assessment	Have you received any formal training on assessing speaking skills before your PPL? If so, what did it include?
			Do you think your pre-service training prepared

		before their PPL experience.	you well for assessing speaking? Why or why not? What challenges did you face when applying speaking assessment in real classroom settings? What areas of speaking assessment do you feel you still need to improve?

Blueprint Interview of Challenge Faced by EFL Prospective Teachers in Assessing Students' English-Speaking Skills During Their Teaching Practicum

No	Theory	Indicator	Questions
1	Sultana (2020) - Lack of confidence in assessment	Prospective teachers' self-confidence in evaluating students' speaking skills	How confident do you feel when assessing students' speaking skills? What factors influence your confidence in conducting speaking assessments? Have you received any training or guidance on assessing speaking skills? If so, how has it helped?
2	Brown (2018) - Subjectivity in scoring	Difficulties in maintaining consistency and fairness in grading speaking assessments	What challenges do you face in ensuring fairness when grading students' speaking skills? How do you ensure consistency in your scoring? Do you use a rubric when assessing speaking skills? If so, how effective do you find it?

3	Taqi & Akbarov (2019) - Large class sizes	Managing speaking assessments in overcrowded classrooms	How do class sizes affect your ability to assess speaking skills? What strategies do you use to assess students' speaking in large classes? Do time constraints impact the quality of speaking assessments you conduct?
4	McNamara (2019) - Time constraints	Limited time for conducting thorough speaking assessments	How do time limitations affect your ability to assess speaking effectively? Have you found any strategies to overcome time constraints in speaking assessments?
5	Fulcher (2018) - Lack of assessment literacy	Understanding and applying appropriate speaking assessment methods	What do you know about different speaking assessment methods? Do you feel adequately prepared to assess students' speaking skills? Why or why not? What challenges do you face in applying assessment techniques?
6	Xu & Brown (2021) - Formative vs. summative assessment	Awareness and use of different assessment types	Do you use both formative and summative assessments when evaluating speaking skills? Which type of assessment do you find more effective? Why?
7	Johnson & Kim (2023) - Student	Challenges in encouraging students to	How do students respond to speaking assessments?

	anxiety and reluctance to speak	participate in speaking assessments	What challenges do you face when encouraging students to speak? What strategies do you use to help students feel comfortable during speaking assessments?

DOCUMENTATION

BIOGRAPHY

Yudis Awang Prayoga was born in Curup on February 02nd 2000. He is a Son of Mr. Iskandar Zulkarnain and Mrs. Yuliawati. He has a sister her name is Nabila Jessica Aulia. He finished his elementary shool at SDN 10 Curup, Rejang Lebong. Graduated in 2012. Then, he continued his study to Junior High Shool at SMPN 05 Rejang Lebong. Graduated in 2016. Then, he carried on to Senior High School SMAN 1 Rejang Lebong and graduated in 2018. After that, he decided to entering Institute College for Islamic studies (IAIN) Curup and chose English Study Program as her major.