

**BE SURE THE STUDENT'S ENGLISH GRAMMAR MASTERY
ON SPEAKING SKILL BY COMMUNICATIVE ASSESMENT MODEL**

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Abstract:

Dra. Yusni Sinaga M.Hum.. (2014). Lets Our Students Grammar Mastery by Communicative Assessment on IAIN Padangsidimpuan, Article.

This article has the purpose to describe the way of lecture to assess his or her student's English grammar by implementation of Communicative Assessment Model, and to inform the advantages of the implementation of the Communicative Assessment Model..

Key Words: English Grammar, and Communicative Assessment Model

A. Introduction

The important of grammar mastery on learning English is the basic need of the students. The Grammar in English language must be learned because this language has the system and the regulation in it, which is called Grammar. This regulation is naturally formed by the community of speaker of its language. The community wants their social cultural are expressed in their language.

Furthermore, the whole system and the regulation of its language formulate the linguistic competence and communicative competence of the speaker. This communicative competence is supported by some others competence such as : grammatical competence, sociolinguistic competence, strategic competence, textual competence.

Based on the opinion of the writer, the linguistic competence is the most important among of the fifth of competence above, because the linguistic competence can help the students to comprehend the language while they have communication, especially for the students in Teaching English as a Foreign Language (TEFEL).

Now many linguistics and TEFEL teachers agree on that students learn to speak in the Foreign language by “interacting”. Communicative language teaching and collaborative learning serve best for his aim. Communicative language teaching is based on real-life situations that required communication. By using this method in TEFEL classes, students will have the opportunity to communicating with each other in the target language. In brief, TEFEL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or complete a task.

After content-based lesson, a discussion can be held for various reasons, the students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purposes of the discussion activity should be set by a lecture. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant thing. For example, students can become involved in agree /disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentence like “people learn best when they listen vs. people learn best when they are reading”.

The each group works on their topic for a given should be equally divided among group members. At the end, the class decides on the thinking group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with others. For efficient group discussion, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group whose member can be either assigned by the teacher or discussion ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encourage to ask questions, paraphrase ideas, ex press support, check for clarification, and so on.

More over based on the experience of the writer as a lecturer on English Education on IAIN Padangsidimpuan, the achievement of the students in grammar is not so satisfied or it is poor. This problem is caused by external and internal problem. Internal problem is come from the students himself, and the external problem is come from the learning situation, such the material, the model or the method the used by the lecturer, the assessment. Talking about the assessment , the lecture give the task for the students, home work, mid semester, or final semester. This task is given in various models, for example: Arrange the right sentences, complete the right grammar of sentences, to form the good grammatical of paragraph, to identify the error of grammatical or others form task. The whole tasks should be representative of the material. In contrary, the model of assessment that given by the lecture on English Grammar have no given the good or satisfied result.

Relate to the background above the writer believe, it caused of the model of Assessment that used in testing of the students is not so strike and is not so suitable or relate to the purpose of English learning process. One of the indicator or purposes of teaching and learning process of English language grammar is to provide the students be able doing communications by using English in right and goodly. It means, the lecture should be able to appear the good task for students in learning, and by this task the students exercises himself in master the language, particular in grammar. In this article the writer suggests be sure the grammar mastery of the students by apply the Communicative Assessment. In this case the writer wants to discuss about the external problem, it is the model of assessment that used by the lecturer. In this article, the writer wants to describe about the implementation of the Model of Communicative

Competence Assessment to test the student's English Grammar of IAIN Padangsidempuan students on semester II.

B. Review of Related Literature

1 . Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context" (Chaney, 1998) stated "Speaking is a crucial part of second or foreign language learning and teaching"¹. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization dialogues.

According to Penny Ur " the people who know a language are referred to as Speaker of that language as if Speaking include all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak"² . it means learning language is learning speaking in commutatively.

Furthermore Nunan (1991) said that "success is measured in terms of the ability to carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the classroom they may soon get demotivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be."³ Relate to this theory someone is said success in learning language if he is able to speak well, and the success can be rise if the learning speaking is well.

However, today's world requires that goal of teaching speaking should improve students 'communicative skills, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below , that can be applied to ESL and EFL classroom settings, together with suggestion for teachers who teach oral language.

¹ Chaney, A.L., and T.L. Burk.1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn& Bacon

² Ur Penny. (1996) . *A course in Language Teaching*. Cambridge: Cambridge University Press

³ Nunan David(1991).*Language Teaching Methodology* .UK: Prentice Hall.International

2. Model of Teaching

Discuss about English means talking about language. Language is the tool of communications. Doing communication is doing language. Teaching and learning are the two words that cannot be separated one each other, because talking about teaching it is talking about learning and discuss about Teaching a language is talking about learning language.

Model of teaching is a design of instruction that is used to identify the goals or the purposes of teaching, learner's characteristics, learning objective, to select subject content, doing pre test, teaching and learning process and resources, to support services, evaluation, revise.

On the other hand, model is kind of conceptual frame work that is used for the order of procedure in teaching process. Gunter, et. Al. In (1990:67) defines "model is a step-by -step procedure that leads to specific learning out comes".⁴ Based on this definition model of teaching is related to conceptual frame work to regulate the teaching process in reach the goals of teaching.

While Gustafson (2000 :27) states that "model is a process of instruction involves: (a) analyzing what is taught /learned,(b) by determining how it is to be taught,(c) conducting try out and revision, (d) assessing whether learners do learn".⁵ According to this defenition the model is the process of teaching and learning that consist of some activities: analyzing what are going to teach, determining how should be the way of process of teaching, and assesing whether the process had run well and whether it could make the students learn well.

In other ways Burken & Byrd (2000:85) defines" model is an instructional strategy that it is akind of method for delivering instruction that is intended to help students achieve a learning objectives".⁶In relation to this definition, the model is a kind of intruactional activity or teaching activity in the classroom to reach the goals of teaching and learning objectives. According to Prawiradilaga (2008:33) "model adalah sebagai suatu prosedur kerja yang teratur dan sistematis yang mengandung unsur

⁴ Gunter, M. A., Estes, T. H., J. H (1990:67). Instruction: Amodel Approach. Boston : Allyn and Bacon.

⁵ Gustafson (2000 :27)

⁶ Burden, P.R., & Byrd, D. M. (1999:85).Metod for Effective Teaching, second Edition. Boston: Allyn Bacon

pemikiran, uraian, atau penjelasan tentang suatu konsep”⁷. From the statements above, it can be concluded that model is a conceptual frame work involves steps and procedure which is sistematic and can be used as orders of activity in teaching .

In addition Sambaugh, (2006) defines”that the design of instructional is an intellectual process to help teachers systematically to analyze learners needs and construct structures possibilities to responsively address those needs”⁸.

Furthermore Sanjaya (2008: 67) explains” mendesain model pembelajaran harus diawali dengan study kebutuhan. Oleh karena itu, ada beberapa kriteria yang harus di pahami yakni: model hendaknya beorientasi kepada siswa, baik kemampuan dasarnya maupun gaya belajarnya, harus berdasar pada suatu sistem, truji secara empiris”.⁹ Based on this explanation the model of procedure of teaching is a kind of the formula of teaching’s plan, with the goals to get the best solutions to over come the instructional problem. So that the model is linear and dynamic in determining the needs, and developing the plan to responce the needs. The planning should be tested first and tried out to determine the effectiveness of the prototype.

According to Joyce, Weil & Showers (1992: 1) said that ” a model of teaching is a plan or pattern that we can use to design face to face teaching in rooms or tutorial setting and to shape instructional materials and curricula”¹⁰

3. Teaching and Learning English Grammar

According to Stern and Bauer (2007) states that “language is the system of sound, word, and the structure that can be understood and learned, so the language is consisted of pronunciations, vocabulary, and grammatical. Further Bauer says that the language is the set of system of symbols of sound that used on bigger of unsure of communication.”¹¹ Based on this opinion the language is the system of communication that has the structure or the regulation which is named grammar.

According to Dixon (1992: 4-5) states that “grammar is the structure or regulation of human language relate to morphologies

⁷Prawiradilaga ewi Salma, D(2008:33) Prinsip Desain Pembelajaran. Jakarta : Universitas Negeri Jakarta.

⁸ Sanjaya, Wina (2006) Strategi Pembelajaran Berorientasi Standar Process Pendidikan. Jakarta: Kencana Prenada Media group.

⁹ Sambaugh, (2006)

¹⁰ Joyce , B.,Weil ,M.&.1992.*Model of Teaching*. New Jersey: Prentice Hall, Inc

¹¹ Bauer Laurie (2007) *The Linguistic Students Handbook*. Edinburgh: University Press.

and syntaxes or morfo-syntaxis.”¹² Based on this opinion the grammar of language is the structure of language, means learning grammar of language means learning of the structure of language.

Further the linguists define the grammar as the theoretic description, meanwhile the experts of communication define the grammatical of language is kind of sources of the gain of meaning of happen in the language. this definition is comprehended as the system and the structure ideal norm in language.

Knapp and Watkins (2005: 33-41) states that “the grammatical of language is indentified as a formal grammatical and functional. Formal Grammatical is description of the norm and structure that involve the forms of language from smallest unsure until the biggest unsure of language, such sentences or text. and the formal Grammatical explains how the part of language can join to produce the meaning in rightly.”¹³

Functional grammatical describe what can be done with the part of language and its meaning with functional among of the user of that language. by this functional grammatical has the position as the forming and developing the linguistic competence and communicative competence of the students. Celce -Murcia (2001: further states that” the` communicative competence is not only formed by the oral skill or speaking skill, but more of it, the communicative competence consisted linguistic competence, strategic competence, socio cultural competence, actional competence, textual competence. Linguistic Competence is consisted the knowledge of grammatical competence, and knowledge of lexical competence. “¹⁴It means in learning English, the students should have the grammatical competence so that the students can communicate goodly. It means the learning grammar of language, is needed by the students in rise the communicative competence. More over Brown (210: 16) states that” the mastery of grammatical language can be covered by task -based Asessment that involve in exercise by identify the sentences and paragraph.”¹⁵ It means this model assessment influences the student’s communicative

¹² Dixon, R.M. W. 1992. *A New Approach to English Grammar, on Semantic Principle*. Oxford: Oxford University Press.

¹³ Knapp and Watkins (2005: 33-41) *Genre, Text. Grammar: technologies for teaching and Assessing Writing* . Sydney: university of New South Wales Press Ltd.

¹⁴ Celce -murcia. M. 2001. *Teaching English as a second or foreign language*(3rd ed). USA: Heinle&heinle

¹⁵ Brown (210: 16) Brown, H.Douglas & Abeywickrama, Priyanvada. 2010. *Language Assessment Priciple and Classroom Practice* (second Edition) New York: Pearson Education Inc

competence, because of that, the grammatical language should be taught to the students in learning English.

4. Model Assessment

In teaching and learning process the term Assessment is always involved in it, it means doing Assessment is one of the important activity in teaching or learning process. The term of Assessment often said as the test and evaluation. The evaluation is done to know the achievement of the students on the teaching or learning process that had been done. The action of evaluation can influence the result of teaching or learning process. A set of Evaluation should be cared by the lecture so that the achievement of the students can be known in accurately. The Assessment as part of the evaluation must be provided in reliable and valid, so that the result of teaching and learning process can be said success or not..

Sudjono (2006: 97-99) states that” the basic principle of making the test should be attend by the lecture, such: (1) the test of the result of learning process must measure in rightly based on the indicator of learning activity.(2) the point of item test should be representative of the learning material.(3) the forms of the test must be various.(4) the test must be design relate to the need of or the purpose of the test.(5) the test must reliable.(6) the test must measure the learning process and product .(7) the result of the test should inform about the strength and the weakness of the learning process”¹⁶..

According to Nitco (1996:4) said that “the Assessment is one of the process of collecting information that used to make judgments about the students, learning process, and the action of curriculum. Furthermore, Nitco mentioned that the process of Assessment can be done by using Assessment technique, that involve the formal and informal observation, written test, home work, labor sheet, the report of research, project, the oral questions, the record of students analysis..”¹⁷ Relate to this opinion the Assessment is needed or should be done by the teacher in, and can be done with various technique in getting the information about the learning and teaching process.

Johson &Johson (2002:6) stated that “Assessment is the procedure of process of information collection about the quality of the change of students, the class room, school, teacher and

¹⁶ Sudjono (2006: 97-99) Pengantar Evaluasi Pendidikan. Jakarta: PT Raja Grafindo Persada.

¹⁷ J Nitco, Anthony J. 1996 *Educational Assesment of students*. Scond Edition . Englewood Cliffs, New Jersey: Prentice -Hall, Inc.

administrator. In this opinion all the set of person that involve in education process should be evaluated to know the move of them or their activity in education. Further, Johnson & Johnson said that “the procedure of process assessment is called technique assessment. They said that the technique Assessment is various, can be done through: the conference of the goals, standardization examination, the examination is made by the lecture or teacher, composition, oral presentation, project, experiment, portfolio, observation, the note of the present list, list of participation, homework, simulation, questionnaires, interview, journal, and log of learning.”¹⁸. Based on the statement above the assessment is done with two purposes and two ways in basically, they are: to answer the questions with test based assessment and the assessment by performance based assessment.

Relate to this article the writer would like to describe about the technique assessment with Performance based Assessment. More over this assessment is suitable with the principle of teaching and learning process.

Kubiszyn and Boric (2003:4) stated that “the Assessment can be done by using the examination, with the instrument or other measurement such: portfolio, check list, observation.”¹⁹ Relate to this opinion the process of Assessment can be done with various technique with various instrument.

Nunan (2004: 138-139) describe that the “evaluation is a set of a large of procedure that involve the collection of interpretation of information for making academic judgment. “²⁰This information covers the data about what the students should or should not do in language. Based on this opinion the procedure in data collection is named the Assessment.

Based on the whole statements above, the writer assumed that in teaching and learning process the lecture should do the assessment in getting of information of that process. The providing of a good Assessment can influences the result of that process. The lecture or the teacher is free to choose the technique of Assessment that suitable with his or her teaching and learning process or their student’s condition.

¹⁸Ibid

¹⁹ Kubiszyn and Boric (2003:4) *Educational Testing and Measurement Classroom Application and Practice*. (seventh Edition). New York: John Witley & Sons, Inc.

²⁰ Nunan , David 2004. *Task Based Language Teaching*. Cambridge: Cambridge University Press.

4. Communicative Assessment Model

Communicative Assessment model is one of the technique of Assessment that covered task based assessment. The Communicative assessment model is provided with the purposes to collect the result or the achievement of the students in learning process. This Assessment is done by giving the test or the task by the lecture for the students, and the students answer or do the test based or the instruction tat given in the test. this model is adopted from statement of the expert that given above, .such Nunan, johson &johson, Kubiszyn. Their opinion is adopted in elected and join one each other, and made in unity become one good technique that can be apply in doing Assessment for the students particularly for English Grammar for the students BING in IAIN Padangsidempuan on semester II. This model is provided with some steps, and it is given as follow:

1. a. State the learning objective: collecting about the data of communicative competence of the students
- b. Provide the test or tasks that suitable for Collecting the data about the text competence of the students
- c. Provide the test or the task that suitable for collecting the data of the students linguistic competence,
- d. Provide the test or the task that suitable for collecting the data of the students socio cultural competence,
- e. Provide the test or the task that suitable for collecting the data of the students strategic
2. a. Ask the students to do the task about the Textual Competence by instruction such " please find out the word grammatical on the text given"
- b. Ask the students to do the task about the Textual Competence by instruction such " please fill in the right grammatical word on the blank in the on the text given".
- c. Ask the students to do the task about the Textual Competence by instruction such" Please complete the sentences with the right grammatical word on the blank in the text given".
- d. Ask the students to do the task about the Textual Competence by instruction such" Please describe the picture below with the right grammatical sentences".
- e. Ask the students to do the task about the Textual Competence by instruction such" Please change the sentences below with the right grammatical negative and interrogative sentences".
3. All the tests or tasks above should do in oral.

C. Discussion

As what had been stated at the first, one of the purposes of the teaching and learning grammar is to provide the students skill in using English language and further to get the linguistic grammatical competence of the students.

Learning grammar particular structure, need the specific Assessment and should be suitable for getting information about the result of learning process. Lecture and students need the suitable Assessment model in doing the Assessment, so that the concept and the theoretic of grammatical competence of the students can be measured or tented.

The Communicative Assessment model is relevant with the theories that had been stated by some expert such: Nitco (1996), Johson & Johson (2002), and Brown (2010) about the component of assessment that involved: (1) collection of information, (2) the information covers the move of the quality and quantity of learning process, 9 3) the information is used to make the a judgment about the measurement of the students in learning.

More over this model exercises the students to do the communication in rightly and goodly, this model also can appear the students comprehension with the good and right grammatical competence. Furthermore this model provides the exercise of the students in doing in oral and written communication particular in doing a good speaking skill..

The implementation of the communicative Assessment Model has some strength, if it is compared with others model particular the model that had been implemented by the lecture in general. The strength of the Communicative Assessment Model are:

1. This model is always has the positive collaborated with others such: listening, speaking reading, writing, vocabulary mastery.
2. This model has the specification in scoring, because the scoring inform the students about the part of the material that has not been mastered by them.
3. This model is efficient and effective and economic
4. This model is easy to be implemented.
5. This model is more strike because is done in oral.
6. This model provides the students to develop the student's competence particular in communicate competence.
7. This model focuses on the language usage.
8. This model is one of the part Authentic Assessment.
9. This Assessment is able to give the feedback and can improve the learning process and the learning product.

10. The implementation of this Assessment should be controlled by the lecture directly, it means all the action of the students can be measured.

D. CONCLUSION

Based on the description above the writer make some conclusion as follows:

1. Teaching and learning speaking is a very important of second language learning. The ability to communicate in a second language or foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teacher pay great attention to teaching speaking. Rather than leading students to pure memorization, providing in a rich environment where meaningful communication takes place is desired their learning more meaning and fun for them.
2. The assessment is one of the important activity in teaching and learning speaking process.
3. The Communicative Assessment model is one of the suitable model for the students in assessing the students speaking skill and students grammatical competence.

E. Implication

1. It is essential that English language grammar pay great attention to teaching speaking. Rather than leading students to pure memorization, providing in a rich environment where meaningful communication takes place is desired, although the language skills are not only speaking but according to my opinion the first important in language skills is speaking. That is the reason I have the same opinion with the writer of this journal.
2. It is essential that English language grammar pay great attention to the model of Assessment for their students in doing teaching speaking process.

F. SUGGESTION

In the following statements are suggestions for English grammar lecture while teaching oral language or speaking:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic material and tasks, and shared knowledge.

2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Indicate positive signs when commenting on a student's response.
4. Provide written feedback like " your presentation was really great. It was a good job. I really appreciated your effort in preparing the material and efficient use of your voice.
5. Do not correct student's pronunciation mistakes very often while they are peaking. Correction should not distract from her or his speech.
6. Involve speaking activities not only in class but also out of classroom, contact parents and other people who can help.
7. Circulate around classroom ensure that students are on the right track and see whether the need your help while they work in groups or pairs.
8. Provide the Communicative Assessment in testing their grammar mastery wile they are speaking.
9. Diagnose problem faced by students who have difficulty expressing themselves in target language and provide more opportunities to practice the spoken language.

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