

## An Assessment of Speaking Materials about Students' Talking Etiquette by Using SCAS Model

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### Abstract

Many issues about the less talking etiquette of the students and the irreverence cases about the ways students do the communication in various conditions occur influenced by the multi-dimensional context. Innovation in speaking assessment is needed to fostering students' awareness of talking etiquette to overcome students' issues in speaking class. It showed that the students have less speaking skill and the less knowledge about the important of talking etiquette. After all, the research aims to develop the speaking material modul and provide assessment about speaking that create new criteria; talking etiquette based on Socio-Cultural Affective Strategies (SCAS) model by inserting the target cultures in the speaking class. Interview and test are used in order to see how far the modul gives the contribution to improve students talking etiquette. Consequently, the assesment development about talking etiquette of the students for multi-dimensional context can positively give the effective result as the innovation in speaking material.

**Keywords:** *Assessment development, Talking etiquette, Multi-dimensional context, SCAS Model*

### A. INTRODUCTION

Good communication in learning where it is not only the essence of being human, but also a vital property of life. Nowadays, one of the serious problem in our education is on the matter of language, especially the less talking etiquette of the students and the irreverence cases about the ways students do the communication in various conditions, because of the erosion of the students' awareness in talking etiquette and the assessment about speaking especially talking etiquette is vague. This kind of case need special handling and full concentration for fostering students' awareness to speak properly supporting by the students' local wisdom since a false or misunderstood word may create as much disaster as a sudden thoughtless act.

Language also plays important role for communicating different culture and countries. It will help the students to share their knowledge and transfer their experience. By having a good language, it will make a good relationship among

others. One of the biggest language problem is showing politeness. Using language mainly pictures out about someone's politeness. People who speak slow and nice are considered to be polite. People who speak hard and rude are considered into impolite. Politeness is also part of culture. There are many cultures in Indonesia and absolutely they also have many languages. Each of the culture has own way to speak polite or impolite. Perhaps, in one culture, the way of communication could be polite, while on the other culture, the used way may be impolite. It is because each of the culture has own standard of politeness. Talking about English, it has own standard about talking etiquette. In an English speaking country culture, sometimes, speaking by using modal shows that it is a polite way of speaking. On the other side, speaking straightly to the point shows a polite speaking. It is generally called as politeness strategy.

Educative assessment builds student (and faculty) insight and understandings about their own learning. At its most useful, educative assessment (sometimes termed active assessment) is an episode in the learning process; part of reflection and autobiographical understanding of student progress. In speaking subject, students already know about speaking assessment; fluency, pronunciation, grammar, vocabulary, interactive communication, appropriateness, complexity, but the innovation in speaking assessment is needed since education issues ensued especially to provide a description of students' level of attainment in talking etiquette, provides instructors with curricular feedback, and integrated within learning activities themselves.

After all, the research aims to develop the assessment about talking etiquette based on Socio-Cultural Affective Strategies (SCAS) model by inserting the local and target cultures in the speaking class. Interview and test are used in order to see how far the modul gives the contribution to improve students talking etiquette. Consequently, the assessment development about talking etiquette of the students for multi-dimensional context can positively give the effective result as the innovation in speaking material.

## **B. METHOD**

Descriptive with quantitative research will be the design of this research. The reason is the data will be described in the numeral forms, and it focus on analyzing documents, which is Speaking Worksheet with material about Talking

etiquette. Brown in Hinkle (2011) said that the quantitative research can be defined as any research that focuses on counting things on understanding the patterns that emerge from those count. In other words, this research is considered to be quantitative research because the researcher involves the collected data to find the answer to the research question by asked to the participants. Additionally, this research will be the description of worksheet quality drawn from the collected data in the whole worksheet.

The object of this research is the students in the second semester of English Education Department students of IAIN Bukittinggi. The materials and the modul for the test were validated by expert appraisal. As addition the modul about talking manner that has been tried out to the experiment group and the outcome is the practical modul. Meanwhile, the test also validated until the result is the test valid and reliable.

Collecting the data in this research, the researchers use the checklist assessing suggested by Wahab. For this kind of assessing, the researchers will adapt 140-items assessing checklist.

The items of the assessing checklist are grouped under four domains:

1. Physical and utilitarian attributes (25 items)
2. Efficient outlay of objectives and supplementary materials (33 items)
3. Learning-teaching content (28 items)
4. Language Skills (54 items)

This research focus of assessing (Efficient outlay of objectives and supplementary materials) that can be seen in the table below:

## **2. Efficient outlay of objectives and supplementary materials**

- A. General Appearance (10 items)
- B. Teaching Aids ( 8 Items)
- C. Teaching Methods (14 Items)

**Table 1: Items of Worksheet Evaluation Criteria**

Items of Evaluation
<p><b>2. Efficient outlay of objectives and supplementary materials.</b></p> <p><b>A. Book Objectives</b></p> <p><b>a. The worksheet fulfills the general objectives of</b></p>

teaching English language at the specified educational institute.
b. The objectives are related to the learners' needs and interests
c. The objectives are specified explicitly in the worksheet.
d. The objectives are measurable
e. The objectives are relevant to the students' local culture.
f. The objectives make a balance between the four main skills, listening, speaking, reading and writing
g. The objectives help the teacher to choose the right aids and the best methods of teaching
h. The six levels of Bloom's Taxonomy are dominant in the worksheet.
i. The content underlines the importance of knowledge for students
j. The worksheet raises students' interest in further English language study.
<b>B. Teaching Aids</b>
a. The worksheet book is supported efficiently by audio-materials
b. There is an available teacher's guide to aid the teacher.
c. Workbook is available to give useful guidance.
d. Cassettes that accompany the book are available.
e. The pictures and diagrams required to be brought by students are available for them.
f. The aids used help to build students' confidence.
g. Students are encouraged to bring real objects in class to illustrate some points of learning
h. The posters and flash cards that accompany the book are available and suitable.
<b>C. Teaching Methods</b>
a. The teaching methods used in the book are the latest in the field.
b. The methods used are student-centered.

<b>c. The activities allow students to talk more than teachers.</b>
<b>d. The activities used allow various class activities.</b>
<b>e. The activities used enable the learners to use English outside the classroom situation.</b>
<b>f. The activities can be exploited fully to acquire different language skills.</b>
<b>g. Activities can work well with methodologies in ELT.</b>
<b>h. The worksheet encourages inductive approach to learning.</b>
<b>i. The worksheet helps teachers exploit the activities to meet the students' expectations.</b>
<b>j. Activities and exercises introduce the main principles of CLT.</b>
<b>k. The worksheet helps teachers cater for mixed-ability students and classes of different sizes.</b>
<b>l. The worksheet includes lessons that reflect on study techniques.</b>
<b>m. Students are encouraged to take some degree of responsibility for their learning.</b>
<b>n. The worksheet provides opportunity for teachers and students to localize activities.</b>

The data of this research will be analyzed in the following steps. Firstly, the score will classify the data based on the three criteria (poor, satisfactory, and good) of the checklist assessing criteria recommended by Wahab. The criteria of numerically scale 0 to 2 in the blank space of the score column as follows: Poor = 0 (It goes up to 64%.) Satisfactory = 1 (It starts with 65% and goes up to 74%.) Good = 2 (It starts with 75%). The researcher then will conclude the result of the analysis in the form of percentage. It is completed by counting the total number for each checklist of the assessing criteria and multiplied by 100%.

These items worksheets has it score criteria as the table bellow.

**Table 1.1 Score Criteria**

Good	Satisfactory	Poor

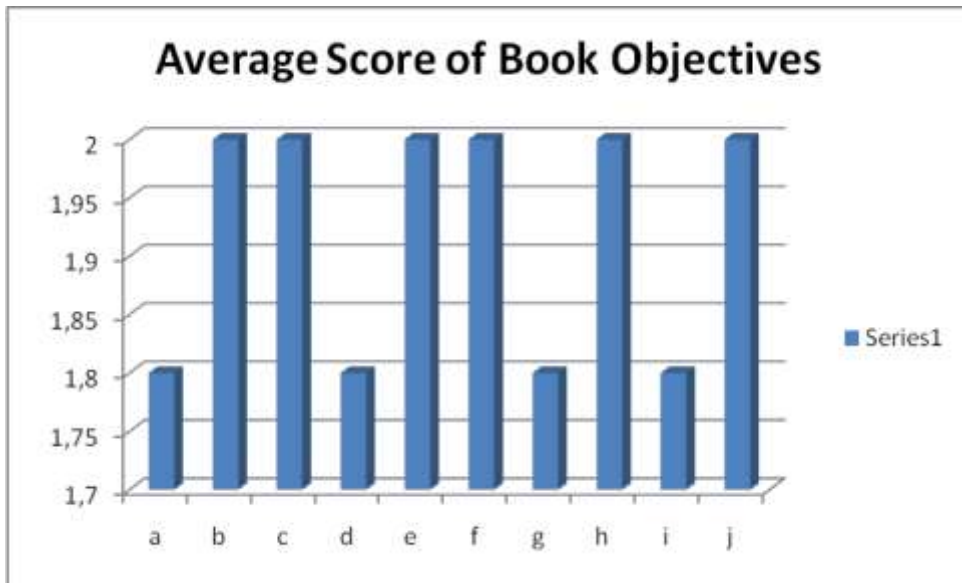
**C. FINDING AND DISCUSSION**

Talking Manner’ MODUL has been tried out at IAIN Bukittinggi students with the total participants are 30 students. The researchers have 5 participants to assessing the modul with the way randomly. Therefore, the English worksheet will be evaluated by using checklist of Speaking Worksheet assessing criteria by Wahab from the table above. The criteria are numerically rated scale from 0 to 2 in the blank space of the score column as follows: Poor = 0 (It goes up to 64%.) Satisfactory =1 (It starts with 65% and goes up to 74%.) Good = 2 (It starts with 75%). The data of the assessingg from of 5 experts, the researchers get the data, like the following:

**Table 3: Data from expert assessing the modul**

- score = amount of items\*point
- Poor = 0
- satisfactory =1
- good =2
- participants' score = amount of the score
- total score = (total items\*highest score) 140\*2 = 280
- percentage score = participant score : total score \* (100%)

1.

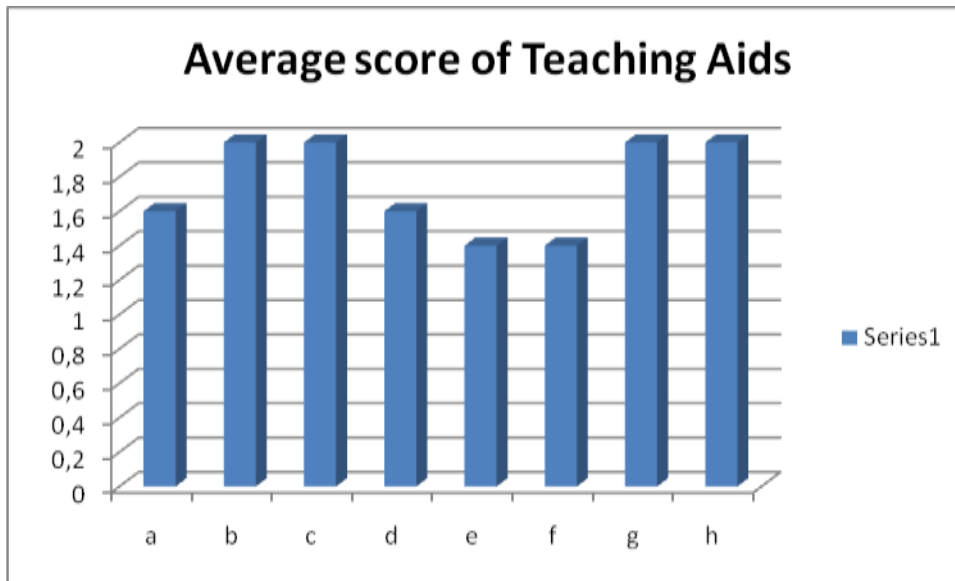


Based on the data above, after the researchers get the average score of the data from the 5 experts. The first sub-category is Book Objectives. It contain 10 items that consist of; **a.**The worksheet fulfills the general objectives of teaching English language at the specified educational institute. **b.**The objectives are related to the learners' needs and interests **c.**The objectives are specified explicitly in the worksheet. **d.**The objectives are measurable **e.**The objectives are relevant to the students' local culture. **f.**The objectives make a balance between the four main skills, listening, speaking, reading and writing **g.**The objectives help the teacher to choose the right aids and the best methods of teaching **h.**The six levels of Bloom's Taxonomy are dominant in the worksheet. **i.**The content underlines the importance of knowledge for students **j.**The worksheet raises students' interest in further English language study.

Based on the data from the graph above, the researcher adds the average of the total score that already assessing by the expert. the numeral are,  $1,8+2+2+1,8+2+2+1,8+2+1,8+2=1.92$

$$1,92 \times 100 = 96$$

2.



Based on the data above, after the researchers get the average score of the data from the 5 experts. The first sub-category is Teaching Aids. It contain 8 items that consist of;

- a.**The worksheet book is supported efficiently by audio-materials
- b.**There is an available teacher's guide to aid the teacher.
- c.**Workbook is available to give useful guidance.
- d.**Cassettes that accompany the book are available.
- e.**The pictures and diagrams required to be brought by students are available for them.
- f.**The aids used help to build students' confidence.
- g.**Students are encouraged to bring real objects in class to illustrate some points of learning.
- h.**The posters and flash cards that accompany the book are available and suitable.

Based on the data from the graph above, the researcher adds the average of the total score that already assessing by the expert. the numeral are,

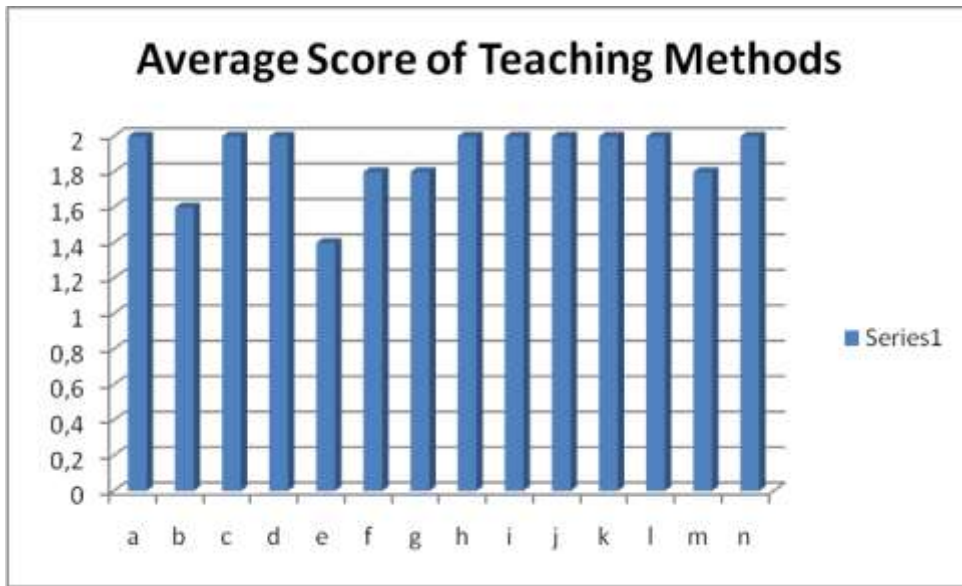
$$1,6+2+2+1,6+1,4+1,4+2+2=1,75$$

$$1,75 \times 100 = 87,5$$

2



3.



Based on the data above, after the researchers get the average score of the data from the 5 experts. The first sub-category is Teaching Methods. It contain 14 items that consist of;**a.**The teaching methods used in the book are the latest in the field. **b.**The methods used are student-centered. **c.**The activities allow students to talk more than teachers. **d.**The activities used allow various class activities. **e.**The activities used enable the learners to use English outside the classroom situation. **f.**

The activities can be exploited fully to acquire different language skills. **g.**Activities can work well with methodologies in ELT. **h.**The worksheet encourages inductive approach to learning. **i.**The worksheet helps teachers exploit the activities to meet the students' expectations. **j.**Activities and exercises introduce the main principles of CLT. **k.**The worksheet helps teachers cater for mixed-ability students and classes of different sizes. **l.**The worksheet includes lessons that reflect on study techniques. **m.**Students are encouraged to take some degree of responsibility for their learning. **n.** The worksheet provides opportunity for teachers and students to localize activities.

Based on the data from the graph above, the researcher adds the average of the total score that already assessing by the expert. the numeral are,  
 $2+1,6+2+2+1,4+1,8+1,8+2+2+2+2+2+2+1,8+2=1,88$

$1,88 = 94$

2

According to the data above it can be seen that the Sub-category of Book Objectives got 96, Teaching Aids got 87,5 and Teaching Methods got 94 which is can be conclude that can positively give the effective result as the innovation in speaking material.

#### **D. CONCLUSION AND RECOMENDATION**

Based on the data analysis and research finding, it can be concluded talking etiquette work side by side on communication during teaching and learning. It can be concluded that the development of SCAS model gave the significant impact on students' speaking assessment or a positive impact on learning outcomes in Speaking II of the students English Education IAIN Bukittinggi.

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