

THE ANALYSIS OF THE SPONTANEITY SPEECH IN SPEAKING ASSESSMENT AT INSTITUTION OF FOREIGN LANGUAGE DEVELOPMENT AL-YASINI PASURUAN

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Abstract

Speaking is seen as a skill that is highly sought after by anyone who wants to be considered competent in a foreign language. Speaking is more than just creating and constructing sentences correctly and with proper grammar, but the ability to speak has a broad scope, such as in the fields of mechanics, functions, pragmatics, communication, and social interaction. To find out the students' ability, the teacher should give them a test. As an assessment, the teacher conducts a speaking test to find out how well students speak and their progress in learning in class. The speaking test is a procedure to measure students' speaking ability in which students are required to speak aloud, conveying their ideas, and then students are graded based on their speech. This research was conducted at LPBA Al-Yasini where the researchers focused on the scoring procedure for the spontaneity speech in assessing the students' speaking skill. The aim of this research was To describe the implementation of the assessment aspects used by LPBA Al-Yasini to be declared passed by the institution and can become a competent graduate so that they can continue to improve thier speaking ability. This research employed descriptive-qualitative as the method of the research. It was conducted in LPBA Al-Yasini. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data. The result of the research was there are several aspect that used by LPBA to assess spontaneity speech, which are fluency, grammar, vocabulary, comprehension, pronunciation they are then divided into three categories, which are body language, delivery and content.

Keywords: *Assessment, Speaking, Speech, Spontaneity*

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INTRODUCTION

Speaking is seen as a skill that is highly sought after by anyone who wants to be considered competent in a foreign language. Speaking is more than just creating and constructing sentences correctly and with proper grammar, but the ability to speak has a broad scope, such as in the fields of mechanics, functions, pragmatics, communication, and social interaction. In learning a second language, speaking ability is the priority because it is the basis of communication and is not easy. In general, second language learners in this regard are English learners who often stagger and have difficulty speaking English. This is caused by the lack of student interaction in an authentic English environment that allows students to use English as a language to communicate and express it to others³.

In addition, students also do not get the culture of native English speakers. Speaking is a very important and essential skill. Mastery of speaking skills shows that the speaker has broad and precise insight and knowledge of language. According to Bueno, Madrid, and McLaren, speaking is one of the difficult abilities that language learners must face. Speaking is considered a difficult skill, but speaking is a very important skill for language learners⁴ (Bueno, 2006). Among the four language skills, speaking is a very important skill because without speaking skills, students find it difficult to understand other language skills. Even language learners have to study a language for many years because they find it difficult to speak in certain situations and at certain times⁵.

In general, speaking skills are the most important skill among the four language skills because speaking is the ability to express something into spoken language and ideas into the form of words. So that, other people can

³ Ferdinant, A. Ghufran. "DEVELOPING THE ASSESSMENT INSTRUMENT OF SPEAKING." *OKARA Journal of Languages and Literature* 1 (1): 93-103, 2016.

⁴ Bueno, A., Madrid, D., & McLaren, N. (2006). *TEFL in Secondary Education* (pp. 4-7). Granada: Editorial Universidad de Granada.

⁵ Parupalli Srinivas Rao, *The Importance of Speaking Skills in English Classroom*, An International Peer-Reviewed English journal, Vol. 2, No. 2, 2019, p. 8-9

understand what they mean. as Harmer has said that speaking is actually the ability to communicate fluently which not only relies on knowledge of language features, but also the ability to process information and the ability to process the language so that it can be understood by others⁶. When someone is good at speaking, it seems like speaking can cover all four language skills, which are listening, writing, reading, and speaking. Through speaking, a person can channel his ideas and creativity so that others can easily adapt, especially in English classes, where the teacher understand the students' ideas through speaking. Speaking ability not be able to develop if it is not accompanied by a speaking assessment. In each lesson, there must be testing of the students' abilities so that students and teachers can find out the students' abilities in each lesson. In learning English, there are four abilities that should be mastered by students, one of which is the ability to speak. To find out the students' speaking ability, the teacher should give them a test. As an assessment, the teacher conducts a speaking test to find out how well students speak and their progress in learning in class. Thus, each lesson must have a technique used to measure students' ability to master speaking skills⁷.

The speaking test is a procedure to measure students' speaking ability in which students are required to speak aloud, conveying their ideas, and then students are graded based on their speech. Students learn about their speaking ability, as well as their strengths and weaknesses, through the speaking test. With the speaking test, the teacher can also find out the progress of students while learning English⁸. However, after studying English for so long, not all students or language learners are able to master the language skills to communicate well. Therefore, an assessment rubric is needed to measure

⁶ Harmer, Jeremy. *The Practice of English Language Teaching* Third Edition. (Cambridge: Longman,2001) p. 269

⁷ Cut Mawar Helmanda, Rahmatun Nisa, 'TEKNIK PENILAIAN SPEAKING SKILL DALAM MENINGKATKAN KEMAMPUAN MAHASISWA BAHASA INGGRIS UNIVERSITAS MUHAMMADIYAH ACEH Cut Mawar Helmanda, Rahmatun Nisa', 2018, 625–32

⁸ R A Indayani, 'Analytic Scoring Procedure in Speaking Assessment At Hospitality Program of State Vocational High School 1 Buduran Sidoarjo', 2017
<<http://digilib.uinsby.ac.id/id/eprint/15311>>.

students' ability to master speaking skills. Speaking ability is one of the most important parts of language learning, which makes it an important object to be assessed. However, the assessment of speech ability is quite difficult because there are many factors that influence the assessment of speech ability so that it can be seen how well students speak the language⁹.

The speaking ability exam should be given more consideration than other speaking abilities, according to Oller in Nurgiyantoro, speaking abilities are a reflection of a person's language abilities. To determine how effective a speaker is, a speaking activity must be analyzed or evaluated¹⁰. Speaking skill is difficult to evaluate. However, we can anticipate reliable, fair, and acceptable test results for speech assessment because there are so many variables that impact our perception of how well someone speaks a language. In order to help pupils, enhance students' speaking abilities, the instructor or examiner must come to an agreement on how to measure speaking ability using various approaches¹¹.

In essence, the functional speaking test evaluates students' communicative proficiency. There are two methods for testing productivity levels: direct measurement and indirect measurement. The direct speaking test evaluates a person's ability to talk when face-to-face speaking with an interlocutor, interviewer, or examiner. In the indirect test, speaking is evaluated without requiring test-takers to produce spoken language. In addition, all language ability is indirect measures, Clark's divides language assessment methods into 3 parts that are indirect, semidirect, and direct categories. These categories have been found to be helpful for understanding speech assessment methods. Indirect tests use item types like multiple-choice main concept items to measure reading comprehension in order to elicit the skills and abilities supporting examinee success. However, speech evaluation cannot be done

⁹ Talia Isaacs, *Assessing Speaking in Handbook of Second Language Assessment*, (University of Bristol: Berlin, 2016) , 131

¹⁰ Burhan Nurgiyanto, *Penilaian Pembelajaran Bahasa berbasis kompetensi* (Yogyakarta: BPFE,2010), 297

¹¹ Talia Isaacs, *Assessing Speaking in Handbook of Second Language Assessment*, (University of Bristol: Berlin, 2016) , 131

using the indirect method. The practical test assesses speaking talents and skills in real-world performance. The interview, in which participants interact in structured or semi-structured ways with the interlocutor, interviewer, or assessor, is a classic illustration of direct speech evaluation¹².

This research used John W. Oller theory who stated that the components of assessing students' speaking ability are accent, grammar, vocabulary, fluency, and comprehension. It is supported by Harmer who explained that there are several elements of language that must be known by learners, namely language features and mental or social process. Then the researcher preferred to use John W. Oller's theory because it was compatible with the issues discussed in this study. The theory indicates that if students can learn various aspects of speaking, they able to master speaking abilities and improve students' speaking performance level¹³. The following models can be used to evaluate students' speaking abilities: (1) picture-based discussion; (2) speaking in response to visual or auditory stimuli; (3) story-telling; (4) interviewing; (5) discussing or debating; (6) speech; and (7) role-playing¹⁴. The researcher investigates one of the seven types of speaking ability assessment that she has described, it is speech model. Which is applied at LPBA Al-Yasini especially at female cottage in the Speaking skill assessment from the last semester member.

In this study, researchers used LPBA as a research subject. LPBA is Lembaga Pengembangan Bahasa Asing (*Institution of Foreign Language Development*). LPBA is one of the institutions under the auspices of the Al-Yasini integrated boarding school where this institution is engaged in the development of foreign languages. This institution was founded to develop foreign languages among Al-Yasini students. Currently there are two languages being developed by the LPBA, they are Arabic and English. Each member can choose what language they want to learn, and each language has levels from the

¹² April Ginther, *Assessment of Speaking*, (Blackwell Publishing Ltd, 2017), 1

¹³ John W. Oller, *J. Language Test At School*. (London: Longman Group Ltd, 1979). P. 125

¹⁴ Muh. Rijalul Akbar, *PENILAIAN PEMBELAJARAN BERBICARA (PENILAIAN PROSES DAN PENILAIAN HASIL) DAN MODELNYA*, 2014, 139.

lowest to the highest. The levels at LPBA are first semester, second semester, third semester, and last semester. Members conduct an exam to determine their level every semester or every 6 months.

In the last semester of LPBA at Al-Yasini especially at female cottage, members conduct a final exam that includes several tests of each English language ability, including writing, reading, listening, grammar, and speaking. After four semesters of study, the final assessment of students' speaking ability is through a Spontaneity Speech Test, in which members are given several themes one day before the exam and students have the opportunity to prepare material to be delivered during the exam, but during the exam, tutors or the examining teacher determine one random theme for one member and the members are given about 5 minutes to deliver a speech spontaneously.

Spontaneity Speech generally aims to measure the speaking skills of members, as well as prepare graduates who are brave and confident in applying foreign languages in their daily activities. This Spontaneity speech is the final assessment for top-level members, where the tutor certainly has an assessment procedure that has been determined by the institution. So that from the institution's assessment procedure it can determine the member's graduation and the tutor can find out how capable the members to conveying their ideas and opinions.

There are several researches which are similar to this research. The first research is by Cut Mawar Helmanda and Rahmatun Nisa¹⁵ with the title "Speaking Skill Assessment Techniques in Improving Abilities." The results of this study suggest that one lecturer uses the assessment technique of an assessment rubric consisting of pronunciation, grammar, vocabulary, fluency, and understanding. Meanwhile, another uses a slightly different rubric that prioritizes fluent speech, continuous stories, complex vocabulary, and no errors

¹⁵ elmanda, Cut Mawar, dan Rahmatun Nisa. "Teknik Penilaian Speaking Skill dalam Meningkatkan Kemampuan Mahasiswa Bahasa Inggris Universitas Muhammadiyah Aceh." *Seminar Nasional Pendidikan Dasar* 625-632, 2018.

that cause confusion. In other words, this lecturer does not place a high value on perfect pronunciation. So it can be concluded that the assessment rubric can have an impact on students because it can be a reference for improving and developing their speaking skills.

The second research is by Rizky Amalia Indayani¹⁶ the title is "Analytic Scoring Procedure in Speaking Assessment at the Hospitality Program of State Vocational High School 1 Buduran Sidoarjo." This research uses a descriptive qualitative approach. This study found that there are two rubrics used by teachers, and this rubric is quite in line with the characteristics of the analytical rubric based on Allen's theory, both in the process of its creation and in its nature. The presentation rubric, in particular, corresponds to 70% of the characteristics of the analytical rubric based on the created process and 70% of the characteristics of nature. Furthermore, rubrics for conversations based on process characteristics are created with the goal of having 70% compliance and 100% appropriate by nature.

Based on the previous researches above, this study focuses on the scoring procedure for the spontaneity speech used by LPBA Al-Yasini in assessing the students' speaking ability. Since, this is related to LPBA's mission of making the Al-Yasini Islamic Boarding School as a foreign language environment in daily conversation and demonstrating communication skills and directing students to study foreign languages intensively according to their interests and talents.

At the beginning of the observation, the researchers found that LPBA is one of the institutions at Al-Yasini that has made santri become students who are proficient in foreign languages, both Arabic and English. In developing the students' English language skills, LPBA provides learning about all language

¹⁶ Indayani, Rizky Amalia. *Analytic Scoring Procedure in Speaking Assesment at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo*. Thesis, Surabaya: Sunan Ampel State Islamic University, 2017.

skills, especially in speaking skills so that LPBA graduates are expected to become graduates who have the potential and confidence in speaking English. In developing speaking skills, LPBA applies the method of memorizing vocabulary as the beginning of learning in speaking skills then LPBA continues to increase the level of development methods so that at the end of the semester, members are tested with speech. Whereas based on researcher opinion, speech is one of difficult model especially the incidental one is institution under the auspices of islamic boarding school. This institution had different assessment points from another institution or school, but this institution consist of the component that must be assessed on speaking skill.

METHOD

This study collected information and descriptions of teacher rubrics for speaking evaluations before determining if the teacher rubrics accurately assessed students' speaking abilities. Because the goal of this study is to describe the similarity of rubrics, the design of this study is descriptive-qualitative. This descriptive research is utilized to gather information on certain events that occur over the course of this study¹⁷. The data in this study was coded based on the explanations of interviewees. Furthermore, qualitative research focused on finding explanations for social occurrences¹⁸. The researchers used a descriptive-qualitative approach because researchers evaluated and analyzed the procedure of speaking assessment thoroughly, and researchers also used a qualitative method because she explored and understood the meaning of a case or activity through important efforts such as observation and interviews. In this research, researcher conducted at LPBA Al-Yasini Pasuruan, which is located in Wonorejo, Pasuruan. The study focused on the final semester member because at this level, members face the final examination. One of the examination is Speaking examination and the method used

¹⁷ Bogdan, Robert C, dan Sari Knopp Biklen. *Qualitative Research for Education*. New York: Allyn & Bacon, 1998.

¹⁸ Beverley Han cock, Elizabeth Ockleford, Kate Windridge, An Introduction To Qualitative Research, national institute for health research, 7, accessed: <http://www.rds-yh.nihr.ac.uk> , on: 10-11-2022

is spontaneity speech. , researchers used a purposive sampling method. Purposive sampling method is a method of selecting data sources while keeping specific factors in mind.

FINDINGS AND DISCUSSION

Findings

Based on interviews and document review, researchers found that LPBA has different assessment techniques from schools that are based on the government curriculum. LPBA used an assessment technique that was created by the leadership of LPBA and then used and continues to be developed until now.

The assessment procedure was initially formed by the founder of the institution and his staff and then developed by the head of the institution until now and continues to be developed. In this case, the board, especially in the female boarding school, does not intervene in the development of assessment techniques in LPBA so that all procedures in LPBA are purely the decision of the head of the institution and its staff¹⁹.

From the explanation above, it shows that the cottage management does not intervene at all in the development of any procedures carried out by LPBA. However, the cottage management still gets a report on the developments that occur in each institution in the cottage. This statement supported by the chief of LPBA which is Miss Durrτος Tsamina.

Any changes in LPBA, both in terms of curriculum and assessment techniques, are purely from me and other committees. So, the head of the female boarding school does not interfere at all with the curriculum in LPBA²⁰.

From the explanation above, it shows that all types of changes and developments that happen in LPBA do not require the intervention of the head of the female cottage, so it is reasonable if the head of the cottage is not too familiar

¹⁹ Interview with Marchumah, M. Pd as The Head of Al-Yasini Female Cottage, 13th of February 2023

²⁰ Interview with Durrotus Tsaminah, M. Pd as The Chief of LPBA, 12th of February 2023

with the assessment technique of spontaneity speech. Miss Ucik Putri Salsabila and the LPBA committee also support the statements above.

The LPBA's committee is very responsible for the development of this institution. The head and we, the committee, are always trying to make sure that this institution continues to grow. However, all of this is also done with the support of the caregiver and the head of the cottage, so that every progress that happens is reported to the head of the cottage²¹.

In assessing language skills, LPBA has an assessment technique that has been compiled and implemented well. The aspects assessed also have very good standards so that LPBA can develop its members' abilities very well. In assessing speaking skills, LPBA uses one of several speaking test models, which is spontaneity speech. The spontaneity speech test contains several aspects that must be fulfilled by members so that they can pass the test. The aspects assessed in spontaneity speech are as follows:

1. Body language

Body language is an aspect that assesses how the body expresses what is conveyed in spontaneity speech material. The body language aspect has an assessment percentage of 30%. So, every body movement in performance when delivering speech material was an aspect that assessed by the tutor and this aspect is also the tutor's reference in knowing whether the member understands or not the material they convey. When members convey the speech loudly and practice body language that is in accordance with the content of the speech delivered, the members get a perfect score. However, if members do not deliver their speech with the appropriate body language, members get a score according to the member's own ability.

There are usually some members who don't understand the content of the speech so they don't master the body language of the content

²¹ Interview with Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

of the speech so they get a score that matches what they show when conducting the spontaneity speech test²².

This statement is supported by another tutors which is Miss Zahrotun Nafisah, S. Pd as the senior tutor of LPBA

The members were asked to include body language in their speeches. Although they had limited time to prepare, they had to perform their speeches and body language as well as they could in order to get a good score²³.

The chief of LPBA also gave a statement on the body language aspect.

This aspect of body language is actually quite easier than other aspects because it can be achieved if members understand the content of the speech. So, if members find it difficult to display good body language, it is likely that they do not understand the content of the speech²⁴.

2. Delivery

Delivery is an aspect that assesses how they deliver the spontaneity speech material so that the tutor can understand what they are saying. The delivery aspect has an assessment percentage of 30% that integrates several aspects of speaking assessment which are pronunciation, fluency and also comprehension so, this aspect does not only assess how members convey the contents of their speeches, but there are also several aspects that must be fulfilled by members when delivering their speeches.

Sometimes the delivery of members is out of the given theme so that tutors have difficulty in assessing the accuracy of the delivery of members and also members use a memorization system to deliver their speeches so that they do not get a satisfactory score on the delivery aspect even though this delivery value has 3 aspects that must be fulfilled. The shortcomings of the members are different, there are those whose pronounciation and fluency are good but lacking in comprehension, there are those whose fluency and comprehension are good but pronounciation is lacking and so on so the tutor must

²² Interview with Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

²³ Interview with Miss Zahrotun Nafisah as the senior tutor of LPBA, 15th of February 2023

²⁴ Interview with Miss Durrotus Tsamina as The Chief of LPBA, 15th of February 2023

really assess the members very carefully so as to create a fair score according to the members' abilities²⁵.

Miss Ucik Putri Salsabila, S. H gave a statement that supported the above statement

This particular aspect evaluates the level of preparation and delivery proficiency of the speaker, including the fluency and accuracy of pronunciation²⁶.

In addition, the head of the institution also gave a statement supporting the previous statements

Delivery is a crucial aspect that evaluates the manner in which speakers deliver their speeches, covering various elements such as pronunciation, fluency, and comprehension of the speech material²⁷.

3. Content

Content is an aspect that has a higher percentage value than the previous two aspects which amounted to 40%. This aspect assesses the content of the material delivered, the continuity between the material delivered with the theme that has been given before. The content aspect also integrates two supporting aspects, which are vocabulary and grammar. So, the diversity of vocabulary and the accuracy of grammar are also assessed in the spontaneity speech test so that members do not only talk about a matter or phenomenon that matches the theme, but the sentence structure used must also be appropriate so that listeners able to easily understand what they convey.

LS members have gotten a lot of vocabulary, especially members who are in the language dormitory. So, members only need to organize their grammar well and match the vocabulary with what they are saying but that is the difficulty of members. Therefore, the content aspect has a higher percentage value than other aspects²⁸.

²⁵ Interview with Miss Zahrotun Nafisah as The Senior tutor of LPBA, 15th of February 2023

²⁶ Interview with Miss Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

²⁷ Interview with Miss Durrotus Tsamina as The Chief of LPBA, 15th of February 2023

²⁸ Interview With Miss Zahrotun Nafisah, S. Pd as the senior tutor of LPBA, 15th of February 2023

Miss Ucik Putri Salsabila gave the supporting statement about the content aspect that assessed in spontaneity speech

This aspect assesses the content of the speech delivered. Vocabulary and grammar are also assessed in this aspect, so the percentage of this aspect is higher than some other aspects²⁹.

In addition, the head of the institution also gave a statement supporting the previous statements

members have been provided with a lot of vocabulary and also knowledge about grammar since they were in the first semester to the last semester so, when the spontaneity speech exam should be easy for members to compose every sentence that will be delivered when speech³⁰.

According to the explanation above, the researcher found that the examining tutor assesses every aspect that must be assessed in speaking skills so that the tutor is required to assess each member who takes the spontaneity speech exam very carefully and wisely so that the member can get a score that matches their ability. So it is appropriate for each institution to have certain criteria for the achievement of competent and qualified graduates.

Criteria for members' completeness in this spontaneity speech assessment is if the accumulated scores of members are in the letters A-C+ where the percentage is 55-100%. So, if the member's accumulated score is 54-0 or their score is in the letter D and E, they are considered incomplete in carrying out the spontaneity speech exam.

Discussion

Every institution or school certainly has a way to assess student abilities. So does LPBA Al-Yasini, LPBA has an assessment aspect that is not based on the independent curriculum or the government curriculum, this institution has its own curriculum which was made and developed by the director of the institution and his staff then the curriculum is used and developed until now. In assessing speaking

²⁹ Interview with Miss Ucik Putri Salsabila, S.H as the committee of LPBA, 15th of February 2023

³⁰ Interview with Miss Durrotus Tsamina as The Chief of LPBA, 15th of February 2023

ability, LPBA has a fairly good technique, namely the spontaneity speech test, but this test is only carried out at the upper level or Last Semester (LS). This is because if spontaneity speeches are held at every level, members at lower levels have not received enough knowledge and knowledge about how to deliver a speech which has several important aspects.

In assessing spontaneity speech, LPBA has aspects that members must fulfill, which are body language, delivery and content. These three aspects already cover the components of speaking skill assessment, namely pronunciation, grammar, vocabulary, fluency, and comprehension. However, LPBA categorizes each aspect into 3 parts where Pronunciation, fluency, and comprehension are grouped in the delivery aspect of the scoring rubric with a percentage value of 30% then grammar and vocabulary are grouped in the content aspect with a larger percentage value of 40%. In addition to the delivery and content aspects, LPBA also has one aspect in assessing spontaneity of speech, which is the body language aspect which has a percentage value of 30%.

The criteria for members' completeness in spontaneity speech assessment is if the accumulated score obtained by members is at least 55 (C +). If the accumulated value of members is between 54-0 (D-E) then it is certain if the member is not complete or does not pass the spontaneity speech exam and must repeat the next semester. different from the comprehensive assessment whose assessment technique is to combine the material that has been obtained for 4 semesters. While the spontaneity speech exam is an assessment that is not combined with speaking assessments at previous levels and this assessment is the determining aspect in the members' graduation criteria.

The technique for implementing spontaneity speech is to provide at least five themes for one day of the exam. Every day there are at least five groups with about fifteen members for each group. Then the board of the institution gives five themes that must be prepared by each member, the themes are given 24 hours before the exam so that members only have 24 hours to prepare each material for the five themes given. Then when the exam takes place, each member cannot choose a

theme for them to perform but the examining tutor chooses randomly or with a lottery system where each theme is written on paper then the member takes one paper containing the theme of the speech that must be delivered.

Then the Examiners are given 2 minutes to write keywords on a paper which they can see as a clue of the speech content that they deliver then members are given 5 minutes to deliver speech material according to the theme obtained. Members do not only speak in front of the examining tutors, but they must give their best performance with good body language, pronunciation and proper spelling so that tutors can give scores according to the appearance and ability of each member.

The examiners tutor gives scores that refer to the scoring rubric provided by the institution, where the test tutor must assess all aspects that become a reference in assessing speaking skills. The examining tutor is also very thorough in taking scores so it is not uncommon for many members to get lower scores on spontaneity speech exams than other exams. Therefore, it can be said that the scoring procedure of speaking skill implemented by LPBA has fulfilled the components of language assessment which include validity, where what is assessed in spontaneity speech has been assessed correctly; reliability, where each assessment of spontaneity speech has referred to the accuracy of the decisions made; and also, feasibility, where the assessment of spontaneity speech has been practical to be carried out by Last Semester members.

Based on the results of observations, interviews and document reviews, researchers can conclude that although LPBA has its own assessment techniques developed by the institution, the assessment techniques used by LPBA have continuity with the theory of John W. Oller that the components of assessing students' speaking ability are accent, grammar, vocabulary, fluency, and comprehension. Then LPBA divides these aspects into three parts which are body language, delivery and content.

CONCLUSION

Based on the discussion above, the conclusion is in assessing spontaneity speech, LPBA has aspects that members must fulfill, which are body language, delivery and content. These three aspects already cover the components of speaking skill assessment, namely pronunciation, grammar, vocabulary, fluency, and comprehension. However, LPBA categorizes each aspect into 3 parts which are: a) Delivery aspect include Pronunciation, fluency, and comprehension, b) Content aspect include grammar and vocabulary, and c) body language aspect. The criteria for members' completeness in spontaneity speech assessment is if the accumulated score obtained by members is at least 55 (C +).

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