

Managing Effective English Speaking Skill Assessment For Non-English Major Students

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Abstrak

Tujuan penelitian adalah untuk menemukan cara penilaian kemampuan berbicara Bahasa Inggris yang efektif pada mahasiswa non-jurusan Bahasa Inggris. Pada akhirnya, guru atau dosen Bahasa Inggris yang mengajar mahasiswa non-jurusan Bahasa Inggris dapat mengaplikasikan cara ini di kelas mereka sendiri. Penelitian ini menerapkan metode deskripsi empiris dengan menggunakan observasi kelas, kuesioner, dan lembar penilaian dosen sebagai indikatornya. Studi pustaka dilakukan untuk mencari teori dan masukan yang memadai dalam melakukan analisa. Peserta yang dilibatkan dalam penelitian ini adalah 90 mahasiswa semester satu non-jurusan Bahasa Inggris dari Program Studi Manajemen di STIE Widya Dharma Pontianak pada Tahun Akademik 2017/2018. Hasil penelitian menunjukkan bahwa mahasiswa dinilai secara tidak formal dan formal. Penilaian secara tidak formal dilakukan dalam kegiatan pembelajaran yang normal di kelas melalui observasi kelas dan penilaian formal berhubungan dengan pengujian. Mahasiswa menampilkan presentasi kelompok dua kali dan menunjukkan kemajuan pada presentasi yang kedua. Sedangkan untuk ciri kebahasaan, kebanyakan mahasiswa mengalami kemajuan dalam gerak tubuh dan kelancaran berbicara Bahasa Inggris di muka umum. Sebagian mahasiswa memiliki kemajuan yang cukup di bidang pelafalan Bahasa Inggris; sedangkan untuk tata bahasa, mahasiswa tidak menunjukkan kemajuan yang cukup besar. Berdasarkan hasil penelitian, dapat disimpulkan bahwa cara yang efektif dalam menilai kemampuan berbicara mahasiswa non-jurusan Bahasa Inggris adalah melalui penilaian formal dan tidak formal. Khusus untuk penilaian formal, dosen perlu menyediakan ciri-ciri kebahasaan yang jelas untuk menilai mahasiswa dan melakukan tinjauan atas letak kekurangan mahasiswa. Dengan demikian, mahasiswa dapat mengetahui kelemahan mereka dan membuat perbaikan.

Keywords: *english speaking skill, effective assessment, non-english major students*

A. Introduction

Learning foreign language requires learners to master the skills of listening, speaking, reading and writing. Speaking, as one of the productive skills aside writing, plays an important role in showing directly the learners' improvement in learning and acquiring the new language. It is different from a mere talking. Marshall deduces that 'talking' is more ordinary and is used informally, while 'speaking' has more delicacy and refinement (2011). Hence, classroom speaking activity provides the opportunity to practice all four skills and at the same time, supports the development of critical thinking skills.

For non-English major college students, speaking English has been one of the activities that the students fear due to several factors. Firstly, students' inability to transfer what they think in English prevents them to speak actively and critically, which they easily do when using their own language. Besides, speaking activities in colleges necessitate students to formally communicate with others in public situation. In formal context, students must agree upon the language register which includes the word choice and combination, the grammatical forms and the speed of speaking (Wray, 1995). They are expected to not only use correct grammar and accurate pronunciation, but also apply the proper language. Their lack of knowledge in these crucial aspects causes them to be afraid of talking in public since there are possibilities for them to make mistakes and errors. Thus, it

is important that students are given motivation and encouragement in order to overcome their problem in conducting the speaking activity.

Students of Management Study Program in *Sekolah Tinggi Ilmu Ekonomi* (STIE – Economics High Institution) Widya Dharma Pontianak undergo Business English Subjects in their first and second semesters. English is not their major, so most students have insufficient knowledge regarding English grammar and sort while these subjects mainly focus on building the students reading comprehension skill, academic writing skill, and also public speaking skill. Bennie expresses that Business English should not be over-complicated and rather moderately introduce complex concepts which are understandable by the non-English major students (2009). For reading and writing activities, students do not experience much difficulty since the products of these activities are mostly in written form, which is easier to be rechecked and revised thoroughly. As for speaking activity, students are only given prompts about the topic systematically whichever should be performed individually or in groups.

With the intention of improving the speaking skill of the students of Management Study Program, assessing their speaking skill properly and effectively is one way to motivate and encourage the students to be able to perform their speaking ability well, especially in pragmatically formal situation. Therefore, the study is conducted to investigate the effective speaking skill assessment which is appropriate in improving the public speaking performance of the students of Management Study Program in STIE Widya Dharma.

B. Objectives of The Study

Based on the background stated above, this study is composed in order to answer the problem formulated as “What is the Effective English Speaking Skill Assessment Used For the Non-English Major Students of Management Study Program in STIE Widya Dharma Pontianak?”

Generally, this study objectively aims at assisting the teachers of English for non-English major students in improving the students’ ability in learning English. Specifically, as this study deals with the students’ performance in speaking activity, it is necessary to identify the kinds of speaking assessment conducted to non-English major students, namely the students of Management Study Program in STIE Widya Dharma Pontianak, respectively. Subsequent to this identification is to reveal the effective assessment which can best enhance these students’ ability in speaking English.

C. Theoretical Review

The theories used in this study cover those related to the English speaking skill as well as the classroom assessment. Furthermore, it also involves the aspects that influence the students’ learning of language. These theories are helpful in achieving the objectives of this study through the discussion of the findings.

1. English Speaking Skill

As one of the language skills the learner should master, speaking plays an important role as it can be defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context” (Chaney, 1998: 13). Furthermore, Brown (1994) and Burns & Joyce (1997) conclude speaking as the process constructing meaning to produce, receive and process the information interactively. Thus, it is clear that speaking is related to transferring meaningful information interactively in any kinds of context.

In formal communication, the ability to speak pragmatically well and properly is vital due to several reasons. Bennie (2009) identifies the reasons of oral communication as to have a meaningful discussion, which is difficult to be discussed by letter, memo or e-mail, to receive instant feedback from the audience, which prevents unnecessary

waiting for the response in such a long time, and to be able to judge the audience' reaction to what the speaker is saying.

Countries considering English as Foreign Language have called more attention to the mastering of English language skills, especially in writing and speaking ones. Jin (2011) emphasizes that in 2004, the Ministry of Education in China issued the College English Curriculum Requirements stating that it is important to improve people's speaking ability together with the listening one since they will effectively be able to exchange information in written and spoken forms in their future work and social interactions. In addition, according to Marshall (2011), speaking has frequently been associated with listening as one unit of activity such as group works, role play, as well as an individual talk in a group presentation. Thus, as the language learners try to improve their speaking skill, at the same time, their listening skill is also getting better.

In terms of the importance of speaking, Marshall's citing the Qualifications Curriculum Authority restates that learning good speaking results in a variety of involvements to discussion and in giving presentations effectively (2011). Bennie (2009) underlines the main rule of business communication in term of speaking based on its clarity and precision.

To end with, Florez (1999) elaborates that speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Hence, it is clear that the students' performance in public speaking must be carefully guided and thoroughly planned in order to achieve the goal in the end of the semester.

2. Speaking Assessment

Assessment is different from evaluation in that it measures the performance of the learners and the progress they make (Harris and McCann, 1994). Also, it requires teachers to diagnose the problems that the learners face and provide them with constructive feedback. Moreover, a good assessment is supposed to be constructive, reliable, valid, practical, and accountable. Thus, assessing students' performance is a useful source of information about what is happening in a speaking learning environment.

Harris and McCann (1994), then, divide assessment into three categories, namely formal assessment, informal assessment, and self-assessment. Formal assessment is related to testing and must be very well planned. It includes the stages like planning, construction, administration, and results. Formal assessment is best applied to measure students' performance in writing, reading, or even listening. As for self-assessment, it aims at providing useful information about students' expectation and needs, their problems and worries, how they feel about their progress, their reactions to the materials and methods being used, and what they think about the course in general.

On the other hand, informal assessment deals with collecting information about students' performance in normal classroom conditions. It is also referred to as continuous assessment as it is done over a period of time. Informal assessment of speaking has important impact to students since the reward of speaking English and participating in class gives more motivation for students to actively participate and use more English in the class. This kind of assessment is done through the observation of students' oral performance in class and the monitoring of speaking activities as they happen.

Brown (1994) explains further that a good performance of speaking can be assessed so long as the learners consider the factors as follows:

- a. applying the structures of grammar accurately;
- b. using gestures or body language, including facial expression;
- c. producing the correct pronunciation which involves the sounds, stress patterns, rhythmic structures, and intonations of the language;

- d. applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;
- e. choosing the suitable vocabulary (word choice) that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- f. assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; and
- g. paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

Moreover, the instruments of assessments are supposed to portray clear instruction and be integrated in the lesson planning from the first meeting (O'Malley and Pierce, 1996). They also infer that the assessment criteria ought to be clearly outlined and comprehensible to both the teachers and the learners. Also, teachers are expected to provide more chances for the learners to practice interactively and build upon prior instruction as necessary (Burns and Joyce, 1997). Such criteria for speaking assessment can clearly be outlined into fluency (speed/amount of hesitation), message (relevance and appropriacy), accuracy (grammatical and lexical errors) and pronunciation (sounds/intonation/stress) (Harris and McCann, 1994).

In conclusion, the success of students' performing their speaking skills can be achieved as they cover the requirements above thoroughly. As for non-English major students, this kind of assessment can be compromised correspondingly with the allocated time and capability of the students.

3. Aspects in Learning Language

In learning language in a formal institution, a teacher plays an important role not only to teach, but also to guide, to motivate and to facilitate the students to be attached to the material given. Therefore, their knowledge and skills, as well as their test giving ability, must be sufficient to affect the students' performance (Williams and Williams, 2011).

Besides teachers, the other important aspect that influences students is the material given from the teachers should not be useless and irrelevant to students. Olson points out that the curriculum and materials based on the students' needs can be fulfilled if at the end of the semester, students enhance their competence, are connected to others and feel in control of their own learning pace (1997).

In order to attain the expected result at the end of the semester, the proper curriculum and materials should consider the factors such as:

- a. challenging tasks to build students' competency;
- b. varied materials, learning styles, and activities;
- c. updated technology and information from the Internet.
- d. moderate tasks or exercise with attainable level of difficulties;
- e. students' choosing and determining the class rules, learning activities, learning materials and assignments;
- f. students' needs of caring, trust, respect, community and concern with their fellows in learning;
- g. authentic materials that connect real life with school subject and daily experiment;
- h. students' creativity and critical thinking in defining the task, setting the goal, researching and gathering information, and generating ideas;

(Williams and Williams, 2011).

The other aspect of learning is that learners are influenced by factors such as the styles of learning which includes Visual, Aural, Read/Write and Kinesthetic (Fleming, 2011), teaching approaches such as student-centered, teacher-centered, or teacher-

student-centered, and social environment which allows students to implement group work, discussion, presentation to promote social interaction among them.

Finally, learning environment plays another important role in that it promotes the motivation of studying among learners (Williams and Williams, 2011). If the learning environment is open and free to learn from mistakes, it can motivate the students to learn more.

D. Method Of The Study

This study employs the classroom observation which uses empirical descriptive research since it is restricted to the evidences which can be proven only. The observation is conducted in the beginning, middle and end of semester in order to find out the changes in students' speaking performance. Moreover, library research is also included so as to assist in finding out pertinent theories and in revealing a variety of speaking assessment which is applicable for non-English major students.

Moreover, the object of this study, the instrument used to qualify the findings and the steps in collecting the data can be seen as follows:

1. Object of The Study

Participating in this study are ninety non-English major first semester students of Management Study Program in Widya Dharma Pontianak in the odd semester of year 2017/2018. English is one of the obligatory subjects in their course curriculum which they get in their first two semesters. The time allocation for Business English class, which covers speaking, reading, and writing, is 150 minutes (three credits) per week. The time is distributed in two meetings (75 minutes each) for total of 14 weeks. The allocated time for learning speaking is approximately 30 percent out of the three skills.

2. Instruments

In conducting the research, classroom observation, questionnaire and students' scoring sheet are used as the indicators. These instruments are involved in informal and formal assessments. Students undergo informal assessment in every meeting every time they have group discussions and sharing, so the questionnaire is used to find out how effective the teacher's assessing students to contribute in their speaking betterment. The questionnaire consists of eight main questions with three to five different options. As for formal assessment, students present speaking performance in forms of individual speech or talk and group presentations. Students' group presentation includes scores of individual performance and group performance. These scores are then used as the main instrument presenting students' progress in speaking activity.

3. Procedure of Data Collection and Analysis

The data is collected by observing the classroom activity starting from the introduction of the speaking material, students' preparation, students' performance, and performance review. This wheel of activity runs twice in order to find the progress of the students' speaking ability. The first wheel is the stepping stone in which students are assessed based on their first understanding on presenting speaking performance. The second wheel engrosses the students with expectedly better performance since they have experience the first and got reviewed as well. After the wheels are done, students are given questionnaire to reveal their self view toward their own progress after inputs are given. All in all, students have approximately two weeks from preparation to performance, and another two weeks from the end of first wheel to the beginning of the second wheel.

E. FINDINGS AND DISCUSSION

Basically, the findings of this study are found from the classroom observation which includes informal and formal assessment. The informal assessment begins since the teacher

introduces introducing the material for speaking activity in form of group presentation. After that, the assessment is continuously controlled through the students' preparation in the classroom. These first two steps allow teacher to prepare the any anticipated input to give in the formal assessment. The other two steps are the focus of formal assessment since the scorings are given to show the students' achievement in their speaking performance.

1. Informal Assessment

Classroom observation is given firstly when the students are introduced to the new material of speaking. Students are put into groups and the teacher explains the pointers of what the students have to do in the group. In this first step of the speaking learning procedure, students are assessed as a whole in order to find out the general needs of speaking skills that the students are lack of. During the explanation, the teacher and students' interaction creates informal speaking activity in which students practice indirectly their speaking ability in asking questions and in answering teacher's questions. To sum up the students involvements in this kind of meandering speaking learning atmosphere, students are handed questions as can be seen in the following Table 1:

Table 1
The Frequency of Students' Involvements in
Informal English Speaking Activity

Questions in Questionnaire	Answers					
	Agree		Disagree		No Idea	
	Total	%	Total	%	Total	%
1. Students are given opportunity to ask things they do not understand	100	100	0	0	0	0
2. Students actively ask questions in English	38	42.2	44	48.9	8	8.9
3. Students actively answer teachers' questions in English	52	57.8	36	40	2	2.2
4. Students speak English with their friends	24	26.7	61	67.8	5	5.5

Table 1 above concentrates on whether the students actively participate in the speaking learning situation. The first question implies that all participants (100 percent) in this study agree that the teacher has obviously granted students the opportunity to practice their speaking ability and to be courageous in performing it without any force by allowing any of them to ask questions about whichever instruction they do not understand.

However, regarding the students' active participation to speak English freely, their answers vary moderately. Approximately 57.8 percent of the students acknowledge that they feel stimulated speaking English when the teachers provide them questions to answer since they have prompts to think about what to say. Meanwhile, 48.9 percent of them are quite passive to ask questions related to subject matter since they have no clue of what to say. As for the speaking activity concerning students' conversation with their fellow classmates, there are only 24 students who sense that they converse in English, while the other 61 students still use their native language of Indonesian since they have difficulty in saying what they mean to their classmates and they do not want their friends to misunderstand what they mean.

The subsequent step following the activity above is that students get into their groups to start preparing their presentation. They have to discuss the topic and materials based on the instruction given by the teacher previously. Thus, students have

more opportunity to append themselves into English speaking atmosphere since they have to produce a presentation file and present the materials in English. Here, the teacher goes around the classroom to assist the students who are problematic. Brown and Yule point out that the problems arisen for non-native English speakers reveal “so many examples of slips, errors, and incompleteness, produced by speaker, speaking in the *here-and-now*, under pressure of time, trying to tie what he is saying *now* with what he has just said, and while he is simultaneously working out what he is about to say” (1999: 21). The summary of students’ acknowledgement about their performance and the teacher’s contribution in assisting them can be seen as follows:

Table 2
The Frequency of Students’ Performance in Informal English Speaking Activity

Questions in Questionnaire	Answers					
	Agree		Disagree		No Idea	
	Total	%	Total	%	Total	%
5. The textbook material gives clear instruction for the speaking activity	63	70	24	26.7	3	3.3
6. Teachers help students to correct their grammar when speaking	58	64.5	21	23.3	11	12.2
7. Teachers help students to pronounce words properly	62	68.9	18	20	10	11.1
8. Teachers help students to use the correct word choice	73	81.1	9	10	8	8.9

In preparing their presentation, students are helped by the teacher’s explanation as well as by their textbook instruction. However, 26.7 percent of the students still find difficulty to understand what to do. There are some parts they think unclear that they need the teacher to re-explain or simulate. Here, the students need to employ their English speaking ability toward their teacher.

Moreover, in informally assessing the students’ English speaking performance, the teacher focuses on the students’ language competent which includes the grammar, pronunciation, and word choice. Among these three language traits, the students find that the teacher is more helpful regarding their needs in selecting the proper vocabulary to speak or utter what they mean to say (73 percent). After that, the next important trait is the students’ way of pronouncing the English words. There are 62 students or around 68.9 percent of them who are assisted in their pronunciation of some unfamiliar English words. Lastly, the grammar is considered as the least important trait when speaking since it has the least frequency (64.5 percent) out of the total participants.

Aside of the teacher’s helpful contribution in assisting students’ English speaking ability above, approximately 8.9 – 12.2 percent (8 – 9 students) out of the total number of participants do not feel the necessity of teacher’s assisting their language competence. They neither actively participate in showing their speaking ability nor need helps when lacking the English speaking competence.

In conclusion, it is clearly seen that in informal assessment through classroom observation and students’ acknowledgment toward their English speaking performance, students actively participate in speaking English when they answer prompt questions during the teacher’s explanation. Whilst in small groups, however, they have more courage to practice their speaking skill by asking and conversing in English with the teacher. As for the students’ language competence, it is revealed that the students require more assistance in finding the proper English vocabulary to articulate what they mean and find it more important than the other two traits, namely pronunciation and

grammar. They consider grammar as the least important since they focus on transferring what they want and mean to say with the intended vocabulary; thus, they set aside the importance of grammar as it distracts them to actually produce the spoken language more freely.

2. Formal Assessment

Students' presentation performance is considered as the formal assessment (*testing*) of their English public speaking ability. Testing is necessary to find out the learners' progress during a course of study and at the same time, to identify problem areas before a course ends (Harris and McCann, 1994). Furthermore, Harris and McCann also infer that testing allows teachers to see how much the students have learned in the course by comparing what they have in the beginning and what they can do at the end of the semester.

The participants in this study undergo two formal assessments in order to clearly seen their progress. The teacher objectively assesses the students based on the language competence summarized in the public speaking traits such as fluency, pronunciation, grammar, and gesture.

Table 3 below presents the students' achievement in their first group presentation. They have individual score that comprises the trait they are good at and the trait they are lack of.

Table 3
The Frequency of Students' English Speaking Performance in the First Formal Assessment

Public Speaking Traits	Frequency of Students' Scores (percent)		
	A (80 - 100)	B (70 - 79)	C (60 - 69)
Fluency	50	44.4	5.6
Pronunciation	45.5	34.5	20
Grammar	40	47.8	12.2
Gesture	61	35.6	3.4

From the table above, it is revealed that the majority of the students have already employed the language competence in public speaking sufficiently well (40 - 61 percent). However, students who still need moderate assistance are still closely behind (34.5-47.8 percent) and those who largely need helps are still in great number of 3.4 - 20 percent.

The subsequent Table 4 reveals the progress that the students make after their first formal assessment. In the first assessment, students are given the review of their performance; thus, they have the opportunity for improvement in their second performance.

Table 4
The Frequency of Students' English Speaking Performance in the Second Formal Assessment

Public Speaking Traits	Frequency of Students' Scores (percent)		
	A (80 - 100)	B (70 - 79)	C (60 - 69)
Fluency	62.2	36.7	1.1
Pronunciation	56.7	33.5	9.8
Grammar	46.7	45.5	7.8
Gesture	74.5	25.5	0

The students' improvement overall can be seen by comparing the students' scores in Table 3 and Table 4 above. Students gain more success in achieving the expected high result as the tables show increasing frequency from 40 – 61 percent to 46.7 – 62.2 percent. The accomplishment can also be clearly seen that the number of students who get the lowest score is decreasing to 0 – 9.8 percent.

The progress in each of the English public speaking traits can be seen as follows:

a. Fluency

Based on the teacher's first assessment above, it is revealed that 50 percent of the students can perform their presentation well and fluently. It happens as the result of teacher's contribution in helping their vocabulary building during the preparation. However, 44.4 percent of the students still find it a little hard to speak fluently while the rest of 5.6 percent is unable to perform the fluent English speaking ability.

After the review is given by the teacher, the students show quite significant progress since in the second formal assessment, more students get high score (62.2 percent). Consequently, the number of students with lower score is decreasing to 36.7 percent (Score B) and even to 1.1 percent (Score C).

b. Pronunciation

The second trait is related to the students' ability to pronounce the English words correctly. The students' progress from 45.5 percent to 56.7 percent for those who are successful in their English pronunciation exposes the students' willingness to improve their pronunciation for the second presentation. The biggest improvement is given by those who at first get the lowest score. There are about 10.2 percent of the students who try really hard to get better and improved. It shows that students' preparation for the second presentation is better than what they experience previously in the preparation for first presentation.

c. Grammar

Like the previous two traits above, the students also make improvement in their use of correct grammar during the speaking activity. However, this improvement is the least significant since the progress covers only 6.7 percent for students to get the highest score while the other traits make more than 10 percent in progress. This happens due to the students' inability to apply the proper grammar as they talk spontaneously in uttering what they mean to say. Though they have prepared better, they have different situation when they have to perform it directly in front of their classmates. Thus, in order to not forget what to say, they prefer ignoring to use the grammar properly.

d. Gesture

The last public speaking trait used in assessing the students formally is the gesture. It is actually not one of the language competences, but since the objective of the course is to improve students' public speaking ability, it is important that students can deliver their presentation openly and well. The gesture includes the general body language like eye contact, hand movement, and voice volume.

From the first assessment, it is clear that students have not experienced much difficulty in delivering the presentation as more than 60 percent have already used appropriate body language. The most significant progress is made that none of the students get Score C in their second performance. It means that regardless their lack of language competence in other areas, students are still able to manage their body language in public performance sufficiently well.

F. CONCLUSION

Having shown the findings and the analysis above, it is revealed that first, in improving non-English major students' speaking ability, teachers need to give thorough accompaniment from the beginning until the end of the course. This is necessary so that teachers can closely observe students progress in the course well completely. Secondly, students need to be given not only formal assessment in the form of testing, but also informal assessment through classroom observation. These two different assessments help students both directly and indirectly. The informal assessment helps in identifying the students' activeness in speaking English during the normal classroom activity without any oppression at all. It allows students to ask for assistance more effectively to perform better English in speaking. As for the formal assessment, it explicitly shows how much the students' progress is and what speaking trait they are lack of. The review given after the first formal assessment helps students to improve themselves for their second performance's assessment.

Based on the formal assessments of the students' English public speaking performance, it is revealed that the students make much progress in their gesture and fluency. Gesture is not one of the language competences, but it is also an important aspect in public speaking. Students do not find difficulty to show proper body language when speaking regardless their lack in language competences. Students' fluency improves significantly since the students have already had better preparation in the choice of words that they can deliver their presentation well and fluently.

The other two traits also show progress, but not as significant as gesture and fluency. Students' pronunciation is improved since they practice better for the second assessment. Those who have problems with their English pronunciation are mostly influenced by their mother tongue. As the last trait with the least progress, grammar is still one of the foes in learning language, especially in speaking activity. Students find it difficult to speak with accurate grammar since it prevents them to utter what they mean to say freely. Thus, thinking to apply the correct grammar distracts them not only in their fluency, but also in actually transferring the message in their speaking.

In conclusion, the effective speaking skill assessment for non-English major students should involve not only formal assessment, but also informal assessment. The classroom observation during informal assessment, the scorings of students' speaking performance based on the public speaking traits, and teacher's review between two formal assessments are important to actually identify what language competence and performance the students' lack of, and in the end, to assist them improving these competences.

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