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DEVELOPING AN ASSESSMENT INSTRUMENT MODEL FOR INDONESIAN CULTURE-BASED ORAL PRESENTATIONS FOR UNDERGRADUATE EFL STUDENTS

1   INTRODUCTION

The main goal of 21st-century language learning is communicative competence, particularly particularly oral skills, which are crucial for academic and career success (Fareen, 2018; López et al., 2019: 207; Werdiningsih & Mukminatien, 2023: 422). Effective oral communication involves the smooth, clear expression of ideas and grammatical accuracy (AlSaleem, 2018; Mamo & Yigzaw, 2015). Developing students' oral competence prepares them for professional tasks like cooperation, negotiation, and problem-solving. Integrating effective teaching methods and supportive environments is essential for enhancing students' oral communication skills (Cavanagh et al., 2019: 441).

Learning a language is closely tied to understanding its culture, making culture-based teaching essential. A language reflects the cultural values of its speakers, and in today's globalized world teaching English requires not only linguistic competence but also intercultural communicative competence (Cheng, 2012: 164; Wahyuni et al., 2014: 84). This is in line with the findings of Darong and Menggo (2021: 253), who revealed that when someone

learns a language, they inherently acquire some knowledge about the people who speak that language. To achieve this, learners of the target language need to produce language with both linguistic and cultural competency. Marhamah et al. (2017: 492) suggest that incorporating target culture into teaching is seen positively, as it enhances students' cultural awareness and understanding of nonverbal cues, which are crucial for effective communication. While the target culture is important, using a more familiar local culture can boost student engagement and reduce awkwardness (Alakrash et al., 2021: 549). Therefore, local culture-based materials should be considered when teaching speaking.

Darong and Menggo (2021: 256) highlight that incorporating culture into English teaching can enhance students' appreciation of their culture. In Indonesia, Seftika et al. (2017: 19) found that teaching English through a local cultural context improves students' understanding of Indonesian culture and increases their awareness of cultural diversity, aiding in effective social communication. Speaking practice in English also helps students transfer their knowledge of local culture. In addition, Rahman et al. (2022: 67) found that integrating local culture into speaking lessons significantly boosts students' motivation and emotions. It reduces anxiety, creates positive emotional experiences, and fosters a more enjoyable learning environment and speaking sessions with local cultural content. Overall, familiarity with the local context is beneficial for English learners.

As teaching English speaking skills using local culture has been proven beneficial, the question arises as to what constitutes effective ways of assessing the student's oral communication performance in this context. In the language education, assessment is considered a crucial process to identify whether students have achieved the specified learning aims, emphasizing communication strategies, encouraging communication, managing unpredictable language output, and being appropriate to the focal situation (Richards, 2006). Assessment can help achieve the intended educational purposes, providing essential feedback on students' understanding and progress (Fitriyah et al., 2022: 126; Slamet & Mukminatien, 2024: 189). However, each learning objective needs to be assessed in order to ascertain the success of the learning process (Khotimah et al., 2024: 96; Masitoh et al., 2023: 926), as otherwise the intended learning aims may not be achieved.

While assessment helps to map the students' learning progress, some of the speaking instruments that are currently available are not well-suited for assessing students' culture-based oral performance. Some studies suggest assessing speaking by focusing on pronunciation, fluency, organization and structure, language use, and gestures (Werdiningsih & Mukminatien, 2023: 425), thus neglecting the value of the various aspects of intercultural competence embedded in the culture-based content knowledge as assessment indicators. In addition, the learning activities used in this context must be able to develop students' creativity and critical thinking, as these are important skills for their future careers. The absence of speaking instruments that cover these skills may be perceived negatively by students, as it suggests that being creative and critical thinkers has nothing

to do with their learning process. Therefore, it is crucial to develop more comprehensive assessment instruments that address these gaps.

The present study uncovered the problem faced by Indonesian private university lecturers in teaching English for tourism conversation courses to carry out classroom-based assessments. Due to a limited understanding of this issue, the procedures used to carry out classroom-based assessments of Indonesian culture-based oral presentations do not meet the criteria of effective classroom-based assessment, and several changes are needed. First, to reduce ambiguities, it is essential to validate speaking prompts with expert input, ensuring they are perceived as high-quality, readable, and relevant to the learning objectives. Second, relying solely on linguistic competence is inadequate for Indonesian culture-based oral presentations, and it is important to incorporate the dimension of intercultural communicative competence and acknowledge students' efforts in critical thinking and creativity (Santoso et al., 2021: 4). To address this issue, this study envisions the development of Indonesian culture-based oral presentation instruments, as guided by two main research questions:

1. What is an effective speaking prompt?
2. How are the speaking assessment instrument indicators best developed and validated?

2   METHOD

2.1   Research Design

This research was done for development purposes, adopting a research and development (R&D) design. The final products of this study are speaking prompt and assessment indicators on Indonesian culture-based oral presentation. Implementing the ADDIE model adopted from Morrison (2010) throughout a descriptive study allows researchers to systematically document each aspect of the instructional design, while learning about best practices and areas for improvement. This systematic method not only improves comprehension of useful educational practices but also encourages continual development in terms of instructional design efforts by documenting comprehensive descriptions of procedures and outcomes at each stage. The stages of development include analysis, design, development, implementation, and evaluation.

a) Analysis
    First, researchers examined the curriculum, focusing on the syllabus of English for tourism conversation courses at one private university in Indonesia to identify suitable speaking activities and assessment models aligned with learning objectives. Second, the researchers conducted library research to create a standardized Indonesian culture-based speaking assessment model, considering the needs of both teachers and students.

b) Design

The design step is done by designing speaking outlines containing speaking prompt and assessment indicators. First, the researchers formulate the speaking prompt. The specifications of the prompt are as follows.

Table 1: Specification of an Effective Speaking Prompt

No	Specification	Description
1	Instruction	Students describe the product of cultures such as customs/traditions, cuisine, and social norms, as well as historical facts, individually.
2	Participant	Second-semester who enrolled in the English for Tourism Conversation course.
3	Material	Each student chooses one of the Indonesian cultures among the listed ones – Javanese, Lampungnese, Bataknese, Balinese, or any other local culture they are interested in. Supporting aids are highly recommended.
4	Setting place and time	The presentation takes place at the scheduled time and place, with each presentation having a maximum length of 10 minutes.
5	Assessment indicators	Grammatical accuracy, pronunciation, fluency, vocabulary, cultural knowledge, attitude, skill of interpreting and relating information from different cultural contexts, cultural awareness, time management, and appropriate use of audio-visual aids.

Table 1 shows that the specifications of an effective speaking prompt comprise five main aspects that aim to produce clear and precise prompts. In terms of instruction, the students need to get clear instructions on what they have to do. Additionally, the prompt should address particular participants to avoid misinterpretation of those who have no interest in the related speaking activities. The specifications also note that students have to insert materials based on Indonesian culture in their presentation, as supported by relevant aids either audio or visuals. The prompt should also inform students about the time and place where the presentation will take place, and how long they have to present their materials. Lastly, the students should be informed of the assessment indicators used, so that they are aware of the targeted learning outcomes.

In terms of designing speaking assessment indicators, the researchers conducted library research by reviewing relevant previous studies and theories of assessment. After synthesizing these resources (Aprianoto & Haerazi, 2019: 2797; Cheng, 2012: 164; Nemati et al., 2014: 8; Wahyuni et al., 2014: 84; Wehmeier, 2020: 535) and taking only relevant data, the researchers divided culture-based speaking assessment indicators into three main aspects: linguistic competence (grammatical accuracy, pronunciation, fluency, and vocabulary), intercultural communicative competence (cultural knowledge, attitude, skill of interpreting and relating information from different cultural contexts, and cultural awareness), and self-management competence (time management and appropriate use of audio-visual aids).

c)   Development

The development step involves expert judgments to validate the assessment model. Two prominent lecturers, with doctorate degrees and expert in teaching speaking skills, teaching English as a foreign language, and language assessment, were invited to validate the instrument content. They evaluated the quality of the speaking prompt, instruction readability, and the relevancy of the speaking assessment indicators for assessing students' linguistic, intercultural, and self-management competence in relation to the learning objectives. The experts also tested the assessment indicators on volunteer students. Their feedback was then used to refine the assessment.

d)   Implementation

The implementation step involves testing the speaking prompt and the assessment indicators for students. Four second-semester English education student volunteers read the instructions to ensure clarity. With a similar understanding to the experts, they were given one week to prepare their oral presentations. After one week, the four students made their presentations on Indonesian culture and were assessed by the two experts using the developed indicators. The scoring results from the experts were then analysed for validity and reliability.

e)   Evaluation

The evaluation step followed the completion of the other four steps. Here, the researchers analysed the instrument's strengths and weaknesses based on the validity and reliability results. Once deemed appropriate, they created an assessment model with a valid speaking prompt for culture-based presentations and adaptable culture-based speaking assessment indicators for broader culture-based language learning.

2.2   Research Instrument

The products of this study include a speaking prompt and culture-based speaking assessment indicators. To ensure the validity of the speaking prompt, researchers distributed close-ended questionnaires to measure its quality, readability, and relevancy to the learning objectives. The experts could add support for their responses to the questionnaire. The second product is the culture-based speaking assessment indicators. As the main goal is to help students achieve their communicative competence, the researchers developed indicators that cover linguistic competence and speaking skills in terms of fluency, grammatical accuracy, pronunciation, and vocabulary (Cheng, 2012: 164; Wahyuni et al., 2014: 84); intercultural communicative competence in which students present knowledge of cultures, attitudes, and cultural awareness, as well as the skills needed to interpret and relate information from many cultural backgrounds (Aprianoto & Haerazi, 2019: 2797; Nemati et al., 2014: 8); and self-management competence in

which students can control the length of the presentation and choose appropriate audio-visual aids to support it (Wehmeier et al., 2020: 535). Once the students can meet the standards set for the various indicators of assessment when conducting an oral presentation, their communicative competence is achieved.

2.3   Data Analysis Technique

The researchers used content validity to analyse the questionnaire data on the speaking prompt and assessment indicators, obtaining expert feedback through a close-ended questionnaire. Additionally, the researchers used statistical analysis – calculating Cronbach's Alpha using SPSS – to assess the reliability of the speaking assessment indicators across dimensions and as a whole. Testing reliability ensures consistent and impartial measurement over time and across different parts of the instrument, as proposed by Shweta and Chaturvedi (2015: 21). Furthermore, they recommended using the interpretation criteria of inter-rater reliability proposed by Landis and Koch (1977), cited in Shweta and Chaturvedi (2015: 22), and as presented in the following table.

Table 2: Interpretation Criteria of Inter-Rater Reliability Coefficient

Coefficient	Interpretation
<0.00	Poor
0.00 - 0.20	Slight
0.20 - 0.40	Fair
0.41 - 0.60	Moderate
0.61 - 0.80	Substantial
0.81 - 1.00	Almost Perfect

According to Gelişli and Beisenbayeva (2017: 282), an instrument is considered highly reliable and acceptable if the coefficient of consistency is more than 0.7. The researchers evaluated the reliability of the indicators right after the instrument was used by the two raters to assess the oral presentation of the four second-semester student volunteers in the English education program, using a five-point scoring scale ranging from 1 to 5, with 1 meaning "poor" and 5 "excellent".

3 FINDINGS

3.1 Content Validity of Speaking Prompt

As part of their attempt to develop an assessment of Indonesian culture-based oral presentation, the researchers developed the specifications of an effective speaking prompt. The quality, readability, and relevancy of the prompt were examined by two experts on teaching speaking and teaching English as a foreign language (E1), and language assessment (E2). The results of their assessment are shown in the following table.

Table 3: Validation Results for the Speaking Prompt

Aspects	Guided Questions	E1	E2
Quality	Does the speaking prompt have good clarity and quality?	Yes	Yes
Readability	Does the speaking prompt address the specific participant?	Yes	Yes
	Does the speaking prompt state the time and place for conducting the oral presentation?	Yes	Yes
Relevancy	Do the materials stated in the speaking prompt represent to the related cultural aspects?	Yes	Yes
	Do the assessment indicators stated in the speaking prompt cover all aspects of the students' communicative competence in culture-based oral presentations?	Yes	Yes

Referring to the findings in Table 3, the experts unanimously agreed that the speaking prompt meets the criteria of quality, readability, and relevancy. Both experts found the speaking prompt to be clear and of high quality. They also agreed that the instructions were readable and easily understood by people who share a similar perception of what is required during the oral presentation. There were no ambiguities in the language used. Furthermore, in terms of relevancy, both experts agreed that the speaking prompt effectively integrated cultural aspects, guiding the students to present selected aspects of Indonesian culture, including customs/traditions, cuisine, and social norms. In addition, they affirmed that the assessment indicators are relevant for evaluating students' communicative competence in culture-based oral presentations.

3.2 Content Validity of Culture-Based Speaking Assessment Indicators

The second assessment instrument used culture-based speaking assessment indicators. Similar to validating the speaking prompt, the researchers brought in experts to validate the content of the indicators, with the results presented below.

Table 4: Validation Results of Culture-Based Speaking Assessment Indicators

Aspect	Guided Question	E1	E2
Linguistic Competence	1. Is assessing students' grammatical accuracy, fluency, vocabulary, and pronunciation relevant to assessing students' oral presentation?	Yes	Yes
	2. Should content be included in linguistic competence?	No	No
Intercultural Communicative Competence	3. Is assessing students' knowledge of cultures, attitudes, skills, and cultural awareness relevant to assessing students' oral presentation?	Yes	Yes
Self-Management Competence	4. Does assessing students' time management in controlling their oral presentation and managing their content delivery with regard to a given length contribute to students' critical thinking?	Yes	Yes
	5. Does assessing aids in supporting students' oral presentation contribute to critical thinking?	Yes	Yes

As shown in Table 4, the experts agreed that the assessment indicators covering the three competencies are relevant for evaluating students' culture-based oral presentations. However, one specific question was deemed irrelevant, leading to redundancy in the indicators, as the dimension of content should belong under intercultural communicative competence rather than linguistic competence. This makes sense because the content of the presentation reflects cultural products. As such, discussing content relates to students' knowledge of Indonesian culture, which they present. Consequently, both experts recommended removing the content dimension from the linguistic competence aspect.

3.3   Reliability of Assessment Indicators of Indonesian Culture-Based Oral Presentation

Measuring the reliability of the speaking assessment indicators was done through inter-rater reliability. Two experts scored the oral performance of four second-semester student volunteers as a pilot study using scoring rubrics developed from assessment indicators. The results of scoring the students' oral performance were calculated and analysed using Cronbach's alpha. The following table presents the inter-rater reliability of each dimension of competence.

Table 5: Coefficient of Inter-Rater Reliability in Each Dimension

Aspect	Dimension	Coefficient	Criteria
Linguistic Competence	Fluency	1.0	Almost perfect
	Grammatical accuracy	.80	Substantial
	Vocabulary	.74	Substantial
	Pronunciation	1.0	Almost perfect
Intercultural Communicative Competence	Knowledge	.72	Substantial
	Skill	.84	Almost perfect
	Attitude	.93	Almost perfect
	Cultural awareness	.72	Substantial
Self-Management Competence	Time management	.93	Almost perfect
	Appropriate use of audio and visual aids	1.0	Almost perfect

The table above shows the results for the inter-rater reliability coefficient, showing various coefficients of reliability ranging from substantial to almost perfect. The "substantial" level includes grammatical accuracy, vocabulary, knowledge, and cultural awareness, while the "almost perfect" level includes fluency, pronunciation, skill, attitude, time management, and appropriate use of audio and visual aids. The results indicate that each dimension of the assessment indicators is applicable to assess students' oral presentation.

In order to find the overall reliability of the assessment indicators, the researchers calculated the consistency using Cronbach's alpha, with the result presented in the following figure.

Figure 1: The Coefficient of Reliability of All Indicators

As shown in Figure 1, the reliability coefficient of all indicators is 0.99, which implies that all the all indicators for assessing students' oral presentations are reliable and applicable. To some extent, the indicators can be employed to assess various kinds of speaking activities, particularly those that involve linguistic, intercultural, and self-management competence. The following table shows the assessment indicators used for the students' culture-based oral presentations.

Table 6: The Assessment Indicators of Indonesian Culture-Based Oral Presentation

Competence	Dimension	Indicator
Linguistic Competence	Pronunciation	Students are able to pronounce words correctly.
	Fluency	Students are able to perform at a smooth and continuous pace, with virtually no repetition or hesitancy during a presentation.
	Grammatical accuracy	Students are able to use a variety of structures with only occasional grammatical errors.
	Vocabulary	Students possess an extensive vocabulary range, and make precise and accurate word choices that are highly appropriate to enhance effective communication.
Intercultural Communicative Competence	Knowledge of the culture	Students are able to present the cultural products (customs, cuisine, social norms) of a selected culture and deliver the culture-based materials in a capable manner.
	Attitude	Students are able to communicate politely, exhibit curiosity, perform open-mindedly, suspend scepticism and beliefs about both their own and other cultures, avoid making assumptions about which cultures are right or wrong, and respect cultural differences and similarities.
	Skill in interpreting and relating information	Students are able to recognize cultural viewpoints in a new cultural setting, provide an explanation of the new cultural setting they encounter, recognize the potential for cultural misunderstandings, and resolve them.
	Cultural awareness	Students are able to share cultural products and practices appropriately, as well as modify their values and actions while engaging with other cultures.
Self-Management Competence	Time management	Students are able to manage their presentations so they meet the required length of time.
	Appropriate use of audio and visual aids	Students are able to use aids that are very clear and visually/audibly appealing and support the materials on specific cultures being presented.

4   DISCUSSION

The outcome of this study was a culture-based speaking assessment instrument model. More specifically, two kinds of instruments were developed as the final products – the speaking prompt and culture-based speaking assessment indicators. The validity of the speaking prompt and assessment indicators was ensured by examining the content validity, which was done with the help of two experts. Almanasreh et al. (2019: 215) note that content validity can offer a proof of how well-suited and representational an instrument's components are for the intended construct. A pair of experts evaluated each component of the instruments and assigned scores based on their representation and relevance to the content domain. Three aspects of the speaking prompt – quality, readability, and relevancy – were analyzed, along with the indicators for linguistic, intercultural, and self-management competence. Two validation

stages were conducted: the development stage and the expert-judgment stage, ensuring the instruments' high quality. The results indicated that the speaking prompt was appropriate for the learning objectives and was deemed valid. Similarly, the competencies assessed – linguistic, intercultural, and self-management – were found to be relevant for evaluating the students' speaking performance in oral presentations. This is in line with what has been suggested by previous studies (Almanasreh et al., 2019: 216; Koller et al., 2017: 2), in which a two-step procedure (development and judgment quantification) is recommended to assess each instrument's content validity. This can subsequently assess the instrument's representativeness and relevance to the subject matter. By carrying out content validation systematically and thoroughly, useful information can be obtained for researchers and practitioners.

Since both instruments were valid, the following step was undertaken to ensure their reliability. Four English education student volunteers were invited to read the instructions and conduct the culture-based oral presentation. Their performances were assessed by two experts using scoring rubrics based on culture-based assessment indicators. The scoring results were calculated and analyzed, revealing a *Cronbach's alpha* reliability coefficient of 0.99, indicating that they are reliable, applicable, and acceptable to measure the students' oral presentations. Aprianoto and Haerazi (2019: 2803) state that an instrument is highly reliable if *Cronbach's alpha* is higher than 0.7.

A clear speaking prompt/instruction for students' culture-based oral presentations contributes significantly to their success in achieving communicative competence. It informs students about the target audience, the task requirements, time allocation, location, necessary materials, and how the related assessment indicators can help them prepare effectively. Moreover, teachers may experience challenges if the prompt is vague, hindering their ability to enhance students' skills. As such, clear instructions are recommended to enhance students' cognitive strategies when generating speech and improve their awareness of the learning process (Sabnani, 2024: 75). More emphasis should also be given to engaging students in meaning-making based on the instructions they have been given, to better prepare them for achieving effective communication.

The speaking assessment indicators used in this study encompass three aspects of competence: linguistic, intercultural, and self-management. Regarding linguistic competence, an analysis of the literature and expert judgments identified four key dimensions: fluency, grammatical accuracy, pronunciation, and vocabulary. These dimensions are considered crucial for improving students' content delivery during speeches. The rules of word creation and vocabulary, pronunciation, and sentence construction make up linguistic competence. Rahnama et al. (2016: 1) also added fluency to the students' linguistics competence, which refers to the student's ability to produce the spoken language without undue pausing or hesitation. Competence in all four dimensions will enhance students' awareness of the literal meaning of an utterance, as well as their knowledge and ability to utilize language correctly in communicative contexts within a particular speech community.

In terms of intercultural communicative competence, four dimensions were constructed: knowledge, attitude, skills, and cultural awareness. Student's knowledge of cultures reflects their ability to describe the product of cultures such as customs/traditions, cuisine, and social norms as well as historical facts in a capable manner. In line with this, Byram and Morgan (1994) emphasize that factual knowledge about a society, including its customs, geography, and history, is essential for students to effectively communicate across cultural boundaries. Additionally, students' attitudes toward cultures should demonstrate respect for both similarities and differences, avoiding judgmental actions regarding the correctness of various cultural practices. Intercultural communicative competence, on a broader scale, involves fostering a positive attitude towards language learning and appreciation for individuals from diverse cultures and nations (Candel-Mora, 2015: 28). More practically, students' ability to orally present cultures involves identifying cultural perspectives in new cultural contexts, explaining these contexts, and recognizing and addressing potential cultural misunderstandings. Ilie (2019: 265) suggested that the essential skills needed to process any information that needs to be learned include observation, listening, analysis, evaluation, interpretation, and relation. Critical introspection is also crucial for developing intercultural communicative competence. Lastly, the dimension of cultural awareness demonstrates students' ability to adapt their beliefs and behaviors appropriately in the exchange of culture and traditions. It also involves understanding how people from different cultures think and act and recognizing the differences in values, customs, and behaviors between one's culture and the host culture (Ilie, 2019: 267-268).

In terms of self-management competence, two dimensions are involved; time management and appropriate audio-visual aids. As the speaking prompt requires students to deliver an oral presentation of a given length and bring aids to support their presentation, the student's ability to manage their time and select appropriate aids is considered crucial. The deliberate planning and structuring of study schedules includes choosing the best times and durations for students to complete their assignments (Alario-Hoyos et al., 2017: 120). Moreover, critical and creative thinking requires mental processes throughout project implementation, including effective time management skills from students (Santoso et al., 2021: 4). Derakhshan et al. (2015: 523) also stated that the success of project-based learning is influenced by several factors, including time management, as students must be able to meet their learning objectives within the time series. Additionally appropriate audio and visual aids to support oral presentations reflects the students' creativity and curiosity, which, in turn, enhances their performance.

5   CONCLUSION

This study developed an assessment model for Indonesian culture-based oral presentation by undergraduate EFL students taking English for tourism conversation courses.

Two instruments were developed; a speaking prompt and a set of culture-based speaking assessment indicators. The instruments were validated by experts using content validity, and the results showed that both instruments were valid and reliable. Constructive feedback from the two experts was essential to minimizing irrelevancy among the indicators. To ensure the reliability of the assessment indicators, inter-rater reliability was measured using Cronbach's alpha after the indicators had been used to assess four student volunteers. The resulting coefficient of internal consistency was 0.99. In short, these assessment instrument indicators were reliable and applicable for assessing students' culture-based speaking practice.

The instruments were developed purposively to meet the need for classroom-based assessment instruments, particularly in culture-based speaking activities. On the one hand, the specifications of the speaking prompt instrument cannot be merely adopted by teachers or lecturers, as each institution may have a different policy in instructing students with particular speaking activities. On the other hand, the culture-based speaking instrument indicators can be adopted broadly by teachers and lecturers who deal with teaching culture-based speaking. Teachers and lecturers may then develop various scoring rubrics that are suitable for each indicator. The ADDIE model used in this study is considered an effective and adaptable procedure for such instruments. Therefore, it is recommended that the model be applied to develop a classroom-based assessment instrument for other areas of English language learning.

6   ACKNOWLEDGEMENT

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POVZETEK

RAZVOJ OCENJEVALNEGA MODELA ZA USTNE PREDSTAVITVE DODIPLOMSKIH ŠTUDENTOV O INDONEZIJSKI KULTURI PRI POUKU ANGLEŠČINE KOT TUJEGA JEZIKA

Ker povpraševanje po visoko usposobljenih diplomantih z dobrimi sposobnostmi ustnega sporazumevanja narašča, je v visokošolskem izobraževanju poseben poudarek na učenju angleškega jezika. Poučevanje jezika z navezovanjem na elemente lokalnih kultur lahko poveča študentovo samozavest, zavzetost in kulturno ozaveščenost. Pomanjkanje učinkovitih ocenjevalnih orodij, s pomočjo katerih bi lahko pri pouku ovrednotili študentovo sporazumevalno sposobnost, pa ovira doseganje učnih ciljev. Namen naše raziskave je bil razviti ocenjevalni model za ustno sporazumevanje, ki temelji na napotkih oz. spodbudah za ustno sporazumevanje in kazalnikih za ocenjevanje ustnega sporazumevanja o različnih kulturah. Ocenjevalna orodja, katerih ustreznost so preverili strokovnjaki, smo zasnovali posebej za potrebe ocenjevanja kulturno obarvanih govornih dejavnosti pri pouku angleščine. Izhodišče naše raziskave je bil predmet angleške konverzacije za potrebe turizma na zasebni unverzi v Indoneziji. Na podlagi opisa predmeta in njegovih učnih ciljev smo se lotili raziskave in razvoja v okviru modela ADDIE, ki obsega analizo, načrtovanje, razvoj, izvedbo in vrednotenje. Podatki iz relevantne literature in mnenja strokovnjakov, ki so ovrednotili ocenjevalno orodje, so pokazali, da je uporaba napotka oz. spodbude za ustno sporazumevanje utemeljena in pomembna za doseganje učnih ciljev ter da je uporaba kazalnikov za ocenjevanje ustnega sporazumevanja o različnih kulturah utemljena in ustrezna pri ocenjevanju kulturno obarvanih govornih dejavnosti. Govorne dejavnosti naj bi pripomogle k razvoju treh kompetenc: jezikovne in medkulturne kompetence ter kompetence samoupravljanja. Predlagamo, da se v prispevku predstavljeni model uporabi kot podlaga za oblikovanje ocenjevalnih orodij tudi na drugih področjih razvoja jezikovnih kompetenc pri pouku angleškega jezika, ne le na področju govornega sporazumevanja. Vsestranskost predstavljenega modela ponuja možnosti za nadaljnje raziskave in za uporabo modela v drugih izobraževalnih okoljih.

Ključne besede: ocenjevanje, orodje, govorjenje, sposobnost ustnega sporazumevanja

ABSTRACT

DEVELOPING AN ASSESSMENT INSTRUMENT MODEL FOR INDONESIAN CULTURE-BASED ORAL PRESENTATIONS FOR UNDERGRADUATE EFL STUDENTS

As demand grows for highly qualified graduates with strong oral communication skills, prioritizing English-speaking proficiency in higher education has become essential. Incorporating local cultures into language teaching can boost students' confidence, engagement, and cultural awareness. However, the absence of effective classroom-based assessment instruments to measure students' communication competence hinders the achievement of learning objectives. This study aims to develop a speaking assessment model in terms of a valid speaking prompt and culture-based speaking assessment indicators. Experts verified the instruments based on content validity. The instruments were designed specifically to meet the needs of classroom-based assessment instruments in culture-based speaking activities. Developed from the course description and learning objectives of English for tourism conversation course at a private university in Indonesia, this study employed research and development (R&D) by adopting the ADDIE model covering the stages of analysis, design, development, implementation, and evaluation. After gathering data by reviewing related literature and involving experts to validate the instruments, this study obtained the following conclusions. First, the speaking prompt is valid and relevant to the learning objectives; second, the culture-based speaking assessment indicators are valid and relevant to assess culture-based speaking activities. Three competencies are expected to be achieved from the speaking activities – linguistic, intercultural communication, and self-management. Therefore, it is proposed that the model be used to create a classroom-based assessment instrument not only for speaking skills but also for other aspects of English language development. This versatility highlights the potential for further research and the application of the model to various other educational contexts.

Keywords: assessment, instrument, speaking, oral communication competence