

IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH MINI-VIVA ASSESSMENT STRATEGY

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ABSTRACT

Speaking or oral communication is a process between speaking and writing are productive skill, reading and listening are receptive skill of understanding. The speaker has to encode the message that he want? to convey an appropriate language. The objectives of the study are to find out the improvement of the students' accuracy and fluecny in speaking through the use of Mini-Viva Assessment Strategy. This research used a Pre-experimental Design with one group pre-test and post-test score that depended on the success of the treatment, it aimed to explain the effectiveness of Mini- Viva Assessment Strategy to improve speaking skill. Using Mini- Viva Assessment Strategy in teaching speaking is able to improve the students' accuracy which deals with pronunciation, grammar and vocabulary at the Eleventh Grade of SMA Negeri 1 BajengGowa. The students' accuracy deals with pronunciation. It is proven by the improvement of the students' pronunciationis 31.89%; the students' accuracy deals with grammar.It is proven by the improvement of the students'grammaris 56.80%, and the students' accuracy deals with vocabulary. It is proven by the improvement of the students'vocabularyis 52.11%. Using Mini- Viva Assessment Strategy in teaching speaking is able to improve the students' fluency which deals with self-confidence and smoothness at the Eleventh Grade of SMA Negeri 1 Bajeng Gowa. The students' fluency deals with self-confidence. It is proven by the improvement of the students' self-confidence is 37.85%. The students' fluency deals with smoothness. It is proven by the improvement of the students' smoothness is 34.37%. Using Mini- Viva Assessment Strategy in teaching speaking is able to improve the students' speaking ability which deals with accuracy and fluency at the Eleventh Grade of SMA Negeri 1 BajengGowa.The improvement of the students'accuracy is 46.15% and the improvement of the students' fluency is 36.23%. Mini- Viva Assessment strategy is significant to improve the students' speaking ability.

Keywords: *speaking, strategy, Mini-Viva Assessment,*

INTRODUCTION

In the English language, speaking is a very important role in human life; people can communicate one another. We express our ideas, opinion, feeling, and also share our experience through speaking. In other words, speaking exists in every aspect in human life (Mardiana, 2009:1).

Speaking or oral communication is a process between speaking and writing are productive skill, reading and listening are receptive skill of understanding. The speaker has to encode the message that he want? to convey an appropriate



language. The message its self, in oral speech usually contains a good deal of information Byrne in Rismayanti (2006:15).

One of the complicated problems of teaching English is to define that some students put more emphasis on producing an acceptable product to obtain a grade rather than focusing more on the processes of achieving learning gains. Initial reactions were that students only seem to work on their assignments in earnest when the deadline is looming and this scenario tends to emphasis a product approach, with a possible repercussion being rushed, supercial or under-achieving work. Students are quite naturally, mainly preoccupied with obtaining a high mark rather than achieving understanding of the material (Greer, 2001).

One way to control the student learning is assessment in the classroom. Boud *et. al.*, (1999) argue that “Assessment is the single most powerful influence on learning in formal courses”. Assessment for learning was particularly emphasised in contrast to assessment of learning, the summative judgement on performance. As Boud (1995) points out, the dominance of summative assessment in the minds of students (and in the practices of staff) has tended to swamp the efforts of formative types of assessment. A particular focus was on a ‘mini-viva’, whereby students explained and justified to the lecturer selected aspects of their assignment after it was submitted but before a mark was awarded. Oral and written evaluation data were collected from students, two peer observers and from colleagues taking part in an action research team.

Yet Boud *et. al.*, (1999) considers that the most influential element in promoting learning for students is the assessment. Often it is how, and when, the student is assessed that will determine how they learn (Struyven *et al* 2005). The intention with the Mini-Viva is to encourage deeper approaches to learning but there was also a concern to recognise that students also have the skills and capacities to assess themselves (Boud 1995:39).

The idea for a Mini-Viva was prompted by the desire to provide an opportunity for timely feedback for the purpose of enhanced learning before a mark was awarded (*cf.* Butler, 1988).



THE CONCEPT OF MINI-VIVA ASSESSMENT

The viva has its own ceremony and tradition. It can be considered part of a rite of passage in your academic apprenticeship, a trial to be addressed confidently, and the gateway to joining the academic community as an independent teacher or researcher. It may be more helpful to think of it simply as the verbal counterpart to your written thesis. The viva voce, shortened to the word 'viva', is an oral examination, typically for an academic qualification', derived from the Latin with the living voice' (Oxford 2006).

The Mini-Viva Assessment was conceived as an experimental summative assessment. Its aim was to prepare students for conceiving, designing and planning a mini project, to recognize how different methodological elements needed to be fitted together. In order to facilitate this, the assessment was constructed in two parts. Firstly, the students wrote a short paper outlining a potential mini project justifying their theoretical and methodological choices. Two weeks later they had a ten minute mini-viva with their research methods tutor. The focus of the session was on exploring what they had written and questions were asked to help the student overcome design weaknesses and methodological inconsistencies thereby increasing or decreasing (depending on their Mini-Viva) their grade. If in terms of assessment, student learning is a function of the intrinsic quality of the form of assessment (Boud 1995, Ramsden 1992). Then in this case the intrinsic element is talking through a written design to enhance student learning, to give the student immediate feedback on their understanding of their own individual research design.

Teacher was also trying to get the students to engage with the topic of research design so when they did their individual project they felt more confident about making methodological decisions. Surface learning appears undesirable in relation to understanding research methods because students are required to apply and justify methodological knowledge in designing and implementing their own specific project. A deeper approach permits the students to reflect on their own interpretation of research methodology and permits them to extract understanding of the key concepts they need to discuss in their later proposal. Thus they need to



have an awareness of how theoretical interpretations around research methodology can be applied to different contexts including previous work and learning (Ramsden 1992, Prosser and Trigwell 1999)

Encouraging deep approaches to learning is important but there was also a concern to recognize that students also have ‘the skills and capacities to assess themselves’ (Boud 1995: 39). In this research, this is not so much about evaluating marks but in reflecting on, and acknowledging, their own strengths and weaknesses in planning their research design and designing their own individual research methodology. Carless (2002) reasons that when students explain and justify their ideas verbally in assessments such as a mini-viva it can help consolidate students’ learning. It also permitted us to explore their understanding of research methods because students needed to understand methodological issues before they engaged with writing their project.

The Concept of Speaking

Speaking is one of four skills of English can help people to understand something from other interlocutors of language. Speaking will be focused for the first section on speaking. It is involves fluent and accuracy expression meaning, the exercising of pragmatic, or communicative, competence and the observance of the rules of appropriate. Communication is a collaboration venture in which the interlocutors negotiate meaning in order to achieve their communication ends (Nunan, 1991:47)

According to encyclopedia dictionary, speaking is the action of conveying information or expressing one’s thoughts and feelings in spoken language. Communication with language is carried out through two basic human activities, namely speaking and listening. In speaking, we must put our ideas into two words for other people to group understand our idea and hope people gives feedback.

According to Widdowson(1985:57) that speaking is an oral communication that gives information involves two elements, they are: the speaker who gives the message and the listener who receipt the message in the world, the communication involves the productive skill of listening. And he also state that an



act of communication through speaking is commonly performed in face to face interaction and occurs as a part of dialogue or rather than form or verbal exchange.

Harmer (1991: 46-47) states that when the two people are engaged in talking to each other we can be fairly sure that they in general way to suggest that they in general way to suggest that a speaker makes a definite decision to address someone. Speaking may be forced on him in the way but we still say that he wants or intends to speak, otherwise he would keep silent.

Furthermore, Clark (1977:223-224), states that speaking is fundamentally an instrumental act. The speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. The natures of speech acts therefore play a central role in the process of speech production.

In addition, Byrne (1976:8) states that speaking is a means of oral communication in giving ideas or information to others. The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body.

From definition above, the writer concludes that speaking is a form to say or talk something with expressing of ideas, opinions, views and description to other for getting response or way of conveying message in order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it must involve the speaker and the listener or only speaker involved.

RESEARCH METHOD

This research used a Pre-experimental Design with one group pre-test and post-test score that depended on the success of the treatment, it aimed to explain the effectiveness of Mini- Viva Assessment Strategy to improve speaking skill students at the eleventh year students of SMA Negeri 1 Bajeng Gowa. The researcher included two variables in this research; namely dependent and independent variables. The dependent variables were accuracy and fluency. The independent variable was Mini- Viva Assessment Strategy to improve the students' accuracy and fluency in speaking ability. The indicators of the variable were pronunciation, grammar and vocabulary for accuracy and self-confidence



and smoothness for fluency. In this research, the researcher used a purposive sampling technique to choose sample as the representation of the population. It's meant that the researcher determined which one used as the sample of the research. The researcher chose one class as the sample which consists of 30 students, 10 males and 20 females. The researcher used one kind of instrument namely speaking test. It used as the pre-test and post test. The data were analyzed by using statistic inferential.

FINDINGS AND DISCUSSION

1. The improvement of the students' Accuracy

The use of Mini-Viva Assessment strategy in improving the students' speaking ability deals with accuracy and fluency. The improvement of the students' accuracy dealing with pronunciation, grammar and vocabulary at the eleventh grade students of SMA Negeri 1 Bajeng Gowacan be seen clearly in the following table:

Table 1: The improvement the students' Accuracy

No.	Indicators	Mean score		The Improvement (%)
		Pre-test	Post-test	
1.	Pronunciation	5.33	7.03	31.89
2.	Grammar	4.26	6.68	56.80
3.	Vocabulary	4.49	6.83	52.11
4.	$\sum X$	14.04	20.54	140.8
5.	\bar{X}	4.68	6.84	46.93

Table 1 above shows that the score of pronunciation is improved (31.89 %) from the mean score 5.33 in pre- test to be 7.03. The score of the Grammar is also improved (56.80 %) from the mean 4.26 on pre-test to be 6.83 on post-test. The score of the Vocabulary is also improved (52.11 %) from the mean 4.49 on pre-test to be 6.83 on post-test. In applying Mini-Viva Assessment strategy in the class, the data are collected through the test and show that the students' speaking ability in terms of accuracy get significant improvement. Based on these results, it can be concluded that the use of Mini-Viva Assessment strategy is effective in improve the students' speaking ability in terms of accuracy (46.93%)



After calculating the score, the writer finds that the students' speaking ability in terms of accuracy is improved (46.93%) from the mean score 4.68 on pre-test to be 6.84 on post-test it is more clearly shown in the figure below :

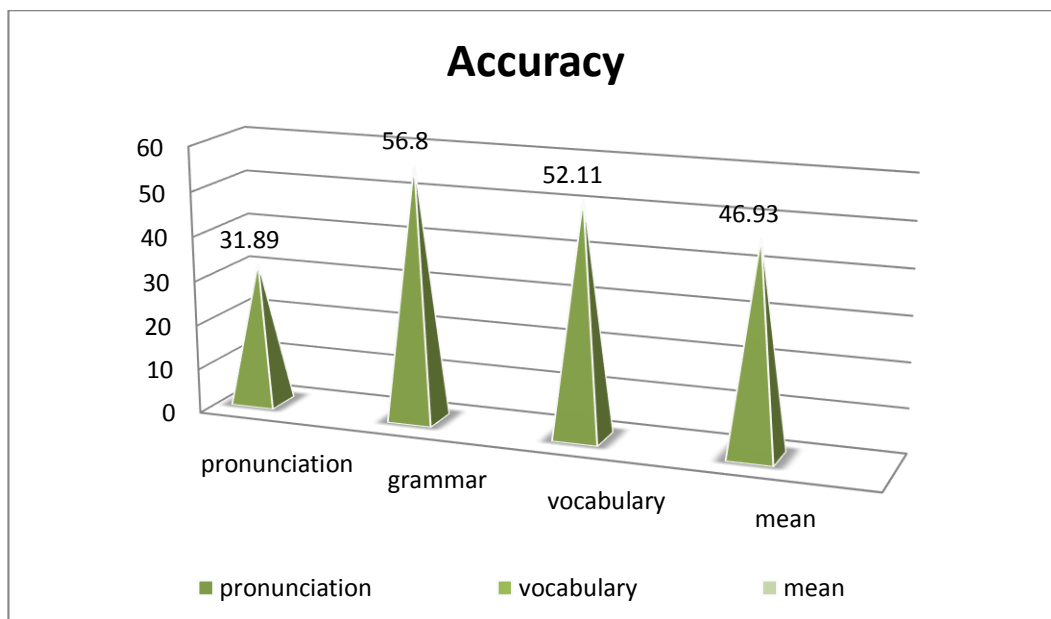


Figure 1 : Improvement of accuracy by using Mini-Viva Assessmentstrategy.

The data on Figure 1 show that the improvement of pronunciation is 31.89 %. The improvement of the Grammar is 56.8 % The improvement of the vocabulary is 52.11 % and improvement of the mean score is 6.934%. Figure 1 show that the score has improvement. Based on the data above, it can be concluded that the Mini-Viva Assessmentstrategy is effective in improving the students' speaking ability in terms of accuracy. It can be provided by the improvement of pronunciation(31.89 %), grammar (56.8 %) vocabulary (52.11%) and the mean score (46.93%).

2. The Improvement of the students' Fluency

The the use of Mini-Viva Assessmentstrategy in improving the students' speaking ability deals with accuracy and fluency. The improvement of the students' fluency at the eleventh grade students of SMA Negeri 1 Bajeng Gowacan be seen clearly in the following table:



Table 2: The improvement the students' Fluency

No.	Indicators	Mean score		The Improvement (%)
		Pre-test	Post-test	
1.	Self- confidence	6.05	8.34	37.85
2.4	Smoothness	5.44	7.31	34.37
3.	$\sum X$	11.49	15.65	36.20
4.	\bar{X}	5.74	7.82	18.1

Table 2 above shows that the score of self-confidence is improved (37.85 %) from the mean score 6.05 in pre-test to be 8.34. The score of the smoothness is also improved (34.37 %) from the mean 5.44 on pre-test to be 7.31 on post-test. In applying Mini-Viva Assessment strategy in the class, the data are collected through the test and show that the students' speaking ability in terms of fluency get significant improvement. Based on these results, it can be concluded that the use of Mini-Viva Assessment strategy is effective in improve the students' speaking ability in terms of fluency (18.1%)

After calculating the score, the writer finds that the students' speaking ability in terms of fluency is improved (18.1%) from the mean score 5.74 on pre-test to be 7.82 on post-test it is more clearly shown in the figure below :



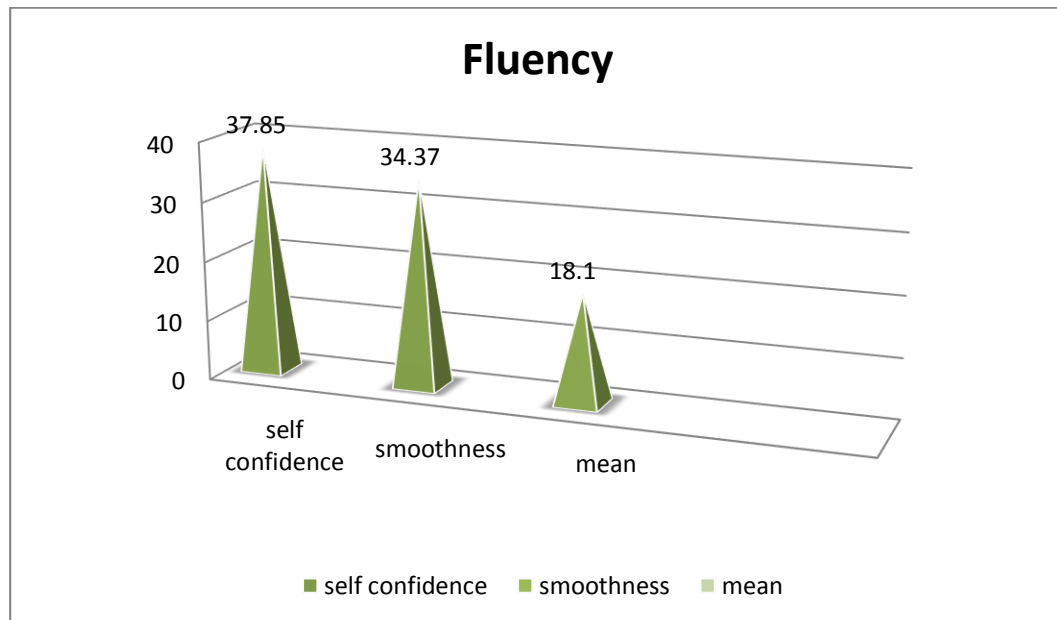


Figure 2 : Improvement of fluency by using Mini-Viva Assessment strategy.

The data on Figure 2 shows that the improving of self confidence is 37.85 %. The improving of the smoothness is 34.37 % . and mean score is 18.1% . Figure 2 shows that the score has improvement. Based on the data above, it can be concluded that the Mini-Viva Assessment strategy is effective to improve the students' speaking ability in terms of fluency. It can be provided by the improvement of self confidence(37.85 %), smoothness (34.37 %) and the mean score (18.1%).

3. The Improvement of the Students' Speaking Ability

The the use of Mini-Viva Assessment strategy in improving the students' speaking ability deals with accuracy and fluency. The improving of the students' speaking ability dealing with accuracy and fluency can be seen clearly in the following table:



Table 3: The improvement the students' Speaking Ability

No.	Variable	Mean score		The Improvement (%)
		Pre-test	Post-test	
1.	Accuracy	4.68	6.84	46.15
2.	Fluency	5.74	7.82	36.23
3.	$\sum X$	10.42	14.66	40.69
4.	\bar{X}	5.21	7.33	20.34

Table 3 above shows that the score of accuracy is improved (46.15%) from the mean score 4.68 in pre- test to be 6.84. The score of the fluency is also improved (36.23 %) from the mean 5.74 on pre-test to be 7.82 on post-test. In applying Mini-Viva Assessment strategy in the class, the data are collected through the test and show that the students' speaking ability in terms of fluency get significant improvement. Based on these results, it can be concluded that the use of Mini-Viva Assessment strategy is effective to improve the students' speaking ability (20.34%)

After calculating the score, the writer finds that the students' speaking ability is improved (20.34 %) from the mean score 5.21 on pre-test to be 7.33 on post-test it is more clearly shown in the figure below :

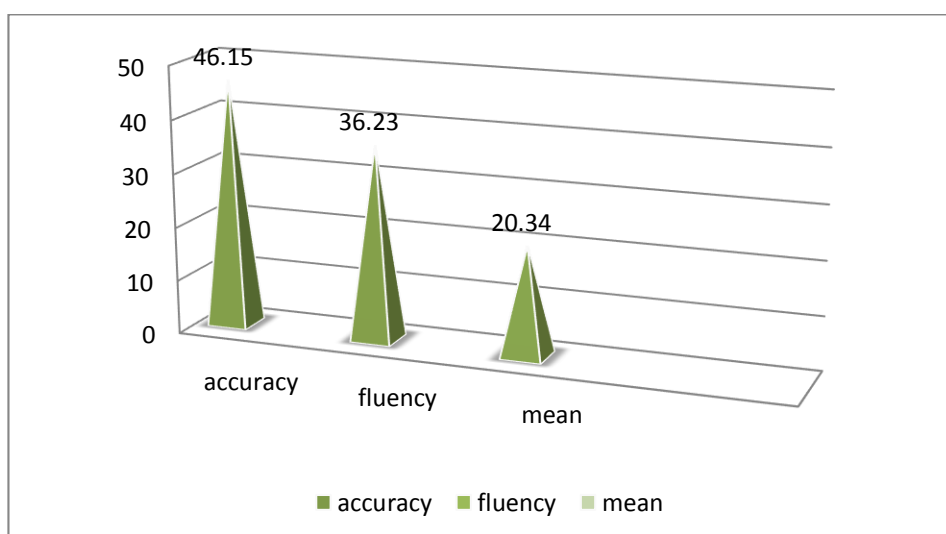


Figure 3 : Improvement of students' speaking ability by using Mini-Viva Assessment strategy.



The data on Figure 3 shows that the improving of accuracy is 46.15% . The improving of the fluency is 36.23 % and mean score is 20.34%. Figure 3 shows that the score has improvement. Based on the data above, it can be concluded that the Mini-Viva Assessment strategy is effective to improve the students' speaking ability in terms of fluency. It can be provided by the improvement of accuracy(46.15 %), fluency (36.23 %) and the mean score (20.34 %).

4. Mean score and standard deviation of tests in Speaking Ability

Table 4 : The mean score and the standard deviation of tests

Kind of Test	Mean Score	Standard Deviation
Pre-test	10.42	0.9
Post-test	14.66	0.93

Table 4 above shows that the mean score of pre-test is 10.42, and that of the post-test is 14.66. It means that the mean score of the post-test greater than that of the pre-test. It means that the students can improve their speaking ability after treatment. The standard deviation of the pretest is 0.9 which greater than the standard deviation of the post-test, 0.93, it is equal.

4. Hypothesis Testing

In order to see whether or no there is a significant difference between the result of the pre-test and post-test of the students, the t-test was to be applied. The test variables (pre-test and post-test) are statistically different on alpha level (α) = 0.05, at the degree of freedom (df) $N-1 = 29$. To see the difference, look at table below.

Table 5 : Hypothesis testing

Variable	t-test value	t-table
$X_2 - X_1$	5.51	2.045

Table 5 above indicates that the value of the t-test (5.51) is greater than the value of the t-table (2.045). It means that there is a significant difference between the result of the pre-test and post-test of the students.



Seeing the result above it can be concluded that the null hypothesis (H_0) is rejected whereas the alternative hypothesis (H_1) is accepted. In other words, the use of Mini-Viva Assessment strategy is effective in improving the students' speaking ability.

Discussions

The description of data collected as explained in the previous section shows that the students' speaking ability was more improved after giving treatment. In this part, discussion dealing with the interpretation of findings derived from the result of findings of the students' speaking ability in terms of accuracy dealing with pronunciation, grammar and vocabulary, fluency dealing with self-confidence and smoothness.

In the treatment process, the researcher made the teaching learning process more interesting by the application of Mini-Viva Assessment Strategy. At the first, the students were lazy to participate in learning by the application of Mini-Viva Assessment Strategy but the researcher encouraged them and made the atmosphere in the classroom more interesting. As a result, the students became enjoy and more excited in learning process.

1. The Improvement of the Students' Speaking in term of Pronunciation

The use of Mini-Viva Assessment Strategy made the students' speaking in term of pronunciation increased. The table 1 indicated that the students' pronunciation in post-test was greater than pre-test ($7.03 > 5.33$). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. Most of students still spoke with inappropriate pronunciation
- b. Most of students' pronunciation still influenced by mother tongue with error causing a breakdown in communication.



Therefore, most of them were difficult to speak with correct and appropriate pronunciation. As a result, the mean score of the students' speaking pronunciation in pre-test was still low. After the researcher gave treatment by the application of Elicitation Technique then gave a post-test, the findings were:

- a. Some students spoke with correct and appropriate pronunciation
- b. Some of students' pronunciation were only very slightly influenced by mother tongue.

The explanation above indicates that, the use of Mini-Viva Assessment Strategy can improve the students' pronunciation.

2. The Improvement of the Students' Speaking in term of Grammar

The use of Mini-Viva Assessment Strategy made the students' speaking in term of grammar increased. The table 1 indicated that the students' grammar in post-test was greater than pre-test ($6.63 > 4.26$). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. Most of students still spoke with unappropriate grammar
- b. Most of students have lack functional grammar.

Therefore, most of them were difficult to speak with correct and appropriate grammar. As a result, the mean score of the students' speaking grammar in pre-test was still low. After the researcher gave treatment by the application of Mini-Viva Assessment Strategy then gave a post-test, the findings were:

- a. Some students spoke with correct and appropriate grammar
- b. Some of students' have good functional grammar.

The explanation above indicates that, the use of Mini-Viva Assessment Strategy can improve the students' grammar.

3. The Improvement of the students speaking in term of Vocabulary



The use of Mini-Viva Assessment Strategy made the students' speaking in term of vocabulary increased. The table 1 indicated that the students' vocabulary in post-test was greater than pre-test ($6.83 > 4.49$). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. The students still poorly achievement in vocabulary
- b. Some students' speaking was containing with irrelevant words and the meaning of their vocabulary still confused and obscured.

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the students' vocabulary in pre-test was still low. After the researcher gave treatment by the application of Mini-Viva Assessment Strategy then gave a post-test, the findings were:

- a. Students already achieve vocabulary
- b. Students were effectively using words and vocabulary, so the meaning of their speaking was usage.

The explanation above indicates that, the use of Mini-Viva Assessment Strategy can improve the students' vocabulary.

4. The Improvement of the Students' Speaking in term of Self-confidence

The use of Mini-Viva Assessment Strategy made the students' speaking in term of self-confidence increased. The table 2 indicated that the students' self-confidence in post-test was greater than pre-test ($8.83 > 6.05$). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. Most of students don't have self confidence



- b. Most of students fell embarrassed to speak English

Therefore, most of them were difficult to speak with smooth delivery. As a result, the mean score of the students' self-confidence in pre-test was still low. After the researcher gave treatment by the application of Mini-Viva Assessment Strategy then gave a post-test, the findings were:

- a. Some students spoke with self confidence.
- b. Some of students don't fell embarrassed to speak English

The explanation above indicates that, the use of Mini-Viva Assessment Strategy can improve the students' in speaking self-confidence.

5. The Improvement of the Students' Speaking in term of smoothness

The use of Mini-Viva Assessment Strategy made the students' speaking in term of smoothness increased. The table 2 indicated that the students' smoothness in post-test was greater than pre-test ($6.2 > 4.3$). The process that could be explained from pre-test to post-test and the giving of treatment as follows:

At the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- c. Most of students spoke with full of long and unnatural pauses
- d. Most of students spoke with very halting and fragmentary delivery

Therefore, most of them were difficult to speak with smooth delivery. As a result, the mean score of the students' speaking smoothness in pre-test was still low. After the researcher gave treatment by the application of Mini-Viva Assessment strategy then gave a post-test, the findings were:

- a. Some students spoke without too great an effort with a fairly wide range of expression
- b. Some of students spoke with smooth delivery the whole and only a few unnatural pauses.



The explanation above indicates that, the use of Mini-Viva Assessment Strategy can improve the students' smoothness in speaking.

The result of the data analysis through speaking test showed that the students' speaking skill in terms of accuracy and fluency improved significantly. The mean score of the students in pre-test is 5.21 that is classified as poor and post-test is 7.33 that is classified as fairly good. Those score got from the result of the students' accuracy and fluency.

1. The students' improvement in accuracy

Based on the finding above in applying Mini-Viva Assessment strategy in the class, the data are collected through the test as explains in the previous finding section show that the students' speaking ability in terms of accuracy is significantly improvement. The data on Table 1 show that the score of pronunciation is improved (31.89 %) from the mean score 5.33 in pre-test to be 7.03. The score of the Grammar is also improved (56.80 %) from the mean 4.49 on pre-test to be 6.83 on post-test. After calculating the score, the writer finds the students' speaking ability in terms of accuracy is improved (46.93%) from the mean score 4.68 on pre-test to be 6.84 on post-test. It is supported by the mean score post-test of students' speaking ability in terms of accuracy is higher than pre-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Mini-Viva Assessment strategy is effective in improve the students' speaking ability in terms of accuracy.

2. The students' improvement in fluency

Based on the finding above in applying Mini-Viva Assessment strategy in the class, the data are collected through the test as explains in the previous finding section show that the students' speaking ability in terms of fluency is significantly improvement. The data on Table 2 show that the score of self-confidence is improved (37.85 %) from the mean score 6.05 in pre-test to be 8.34. The score of the smoothness is also improved (34.37 %) from the mean 5.44 on pre-test to be 7.31 on post-test.



After calculating the score, the writer finds the students' speaking ability in terms of fluency is improved (18.1%) from the mean score 5.74 on pre-test to be 7.82 on post-test. It is supported by the mean score post-test of students' speaking ability in terms of fluency is higher than pre-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Mini-Viva Assessment strategy is effective in improve the students' speaking ability in terms of fluency. Based on the result, hypothesis test show that H_0 is rejected and H_1 is accepted. So, the writer concludes that there is significant improvement of the improving the students' speaking ability in SMA Negeri 1 Bajeng Gowa. By seeing the improving the students' speaking ability, it is concluded that the strategy is effective in improve the students' speaking ability.

CONCLUSIONS

Based on the findings in the previous chapter, the researcher draws conclusion that teaching English through Strategy is significant to improve the students' speaking skill. Using Mini- Viva Assessment Strategy in teaching speaking is able to improve the students' accuracy which deals with pronunciation, grammar and vocabulary at the Eleventh Grade of SMA Negeri 1 Bajeng Gowa. The students' accuracy deals with pronunciation. It is proven by the improvement of the students' pronunciation is 31.89%; the students' accuracy deals with grammar. It is proven by the improvement of the students' grammar is 56.80%, and the students' accuracy deals with vocabulary. It is proven by the improvement of the students' vocabulary is 52.11%. Using Mini- Viva Assessment Strategy in teaching speaking is able to improve the students' fluency which deals with self-confidence and smoothness at the Eleventh Grade of SMA Negeri 1 Bajeng Gowa. The students' fluency deals with self-confidence. It is proven by the improvement of the students' self-confidence is 37.85%. The students' fluency deals with smoothness. It is proven by the improvement of the students' smoothness is 34.37%. Using Mini- Viva Assessment Strategy in teaching speaking is able to improve the students' speaking ability which deals with accuracy and fluency at the Eleventh Grade of SMA Negeri 1 Bajeng Gowa. The



improvement of the students' accuracy is 46.15% and the improvement of the students' fluency is 36.23%. Based on Hypothesis testing, it can be concluded that the null hypothesis (H_0) is rejected whereas the alternative hypothesis (H_1) is accepted. It is proven by the value of the t-test (5.51) which is greater than the value of the t-table (2.045). In other words, the use of Mini- Viva Assessment strategy is significant to improve the students' speaking ability

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