

AUTHENTIC ASSESSMENT OF SPEAKING SKILLS IN EFL CLASS
(A Descriptive Qualitative Analysis on English Teacher's Assessment Process at the
Second Grade Students of Senior High School Pancasila Bengkulu)

THESIS

**Submitted as A Partial Requirements for Sarjana Degree
in English Education Program**



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“What’s yours will find you”

Imam Ali Ibn Abi Talib

DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
2. My great parents Jamaluddin and my beloved mother Parida, who always pray for my success. Thankyou for your love, endless support, encouragement, and sacrifices.
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9. Thanks for all of my friends in English faculty, thanks for your kindnesses. Especially TBI C, thanks for being my family, I love you all.
10. My best almamater, IAIN Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled : **“Authentic Assessment of Speaking Skills in EFL Class (A Descriptive Qualitative Analysis on English Teacher’s Assessment Process at the Second Grade Students of Senior High School Bengkulu)”** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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In the name of Allah the beneficent, the Merciful in the name of Allah the most Gracious and Merciful. Alhamdulillah, all praise be to Allah the most graceful and the Merciful, after such a hard work, finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitled “**Authentic Assessment of Speaking Skills in EFL Class (A Descriptive Qualitative Analysis on English Teacher’s Assessment Process at the Second Grade Students of Senior High School Pancasila Bengkulu)**”.

1. Prof. Dr.H. Siradjudin M., M.Ag, M.H as Rector of the IAIN Bengkulu.
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ABSTRACT

Madani. (2019). *Authentic Assessment of Speaking Skills in EFL Class (A Descriptive Qualitative Analysis on English Teacher's Assessment Process at the Second Grade Students of Senior High School Pancasila Bengkulu)*. Tarbiyah and Tadris Faculty. Supervisor 1: Dr.H.Ali Akbarjono,M.Pd; and Supervisor 2: Feny Martina, M.Pd.

Key Words:*Authentic Assessment, Speaking Skills.*

The aims of this study were: (1) to describe the dominant kind of authentic assesment used by the teachers in speaking EFL class; (2) to know about the implementation of authentic Assessment of Speaking Skills in EFL Class; and (3) to know the teacher's perception about applying authentic assessment in EFL class. This study used descriptive qualitative method. The respondents of this study were the second grade teachers of Senior High School Pancasila Bengkulu that consisted of one teacher. The results of this study showed that: *first*, the English teacher only used performance in assessing speaking in the classroom. *Second*, the authentic assessment was only conducted in pre-assessment and formative assessment; but in summative assessment, the theacher used written test. The implementation of authentic assessment in the clasroom were the teacher asked students to construct responses or perform tasks that need more than recall of information and concepts. The English teacher asked students to solve problem in a certain case (problem solving). The teacher required students to compile a response or perform a task that requires more information and conceptual withdrawal to encourage them to be active in the classroom because they must be able to bring back information for solving problems based on teaching and learning materials that has been received previously. *Third*, the teacher's perception about authentic assessment: in one side authentic assessment was very good at improving students' speaking abilities because the students showed their real outcome of speaking. Students are able to convey ideas directly without fear. Students not only understand the theory but also understand more at the practical level in real life. On the other side, authentic assessment required a lot of time in the process of assessing students.

ABSTRAK

Madani. (2019). *Penilaian Otentik pada Kemampuan Berbicara di Kelas EFL (Analisis Kualitatif Deskriptif pada Proses Penilaian Guru Bahasa Inggris pada Siswa Kelas dua SMA Pancasila Bengkulu)*. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Dr.H.Ali Akbarjono,M.Pd; and Supervisor 2: Feny Martina, M.Pd.

Kata Kunci:*Penilaian Otentik,Kemampuan Berbicara.*

Tujuan penelitian ini adalah: (1) untuk mendeskripsikan penilaian otentik yang dominan digunakan guru dalam kelas berbicara; (2) untuk mengetahui penerapan penilaian otentik pada kelas berbicara; dan (3) untuk mengetahui persepsi guru dalam penerapan penilaian otentik dalam kelas berbicara. Penelitian ini menggunakan metode deskriptif kualitatif. Responden penelitian ini adalah guru bahasa Inggris pada SMA Pancasila Kota Bengkulu yang terdiri dari satu guru. Hasil penelitian ini menunjukkan bahwa: pertama, guru bahasa Inggris hanya menggunakan performa dalam menilai kemampuan berbicara siswa di dalam kelas. Kedua, penilaian otentik hanya dilaksanakan pada tahap penilaian awal dan tes formatif, pada penilaian summatif guru tidak melakukan penilaian otentik namun menggunakan ujian tulis. Pelaksanaan penilaian otentik di kelas yaitu guru meminta siswa untuk membangun respon atau performa yang tidak sekedar memberi informasi. Guru meminta siswa untuk memecahkan masalah kasus tertentu (problem solving). Guru meminta siswa untuk menyeleksi respon yang tepat yang membutuhkan informasi dan kosnsep agar mereka lebih aktif di kelas karena mereka harus mampu membawa informasi untuk memecahkan masalah berdasarkan materi pembelajaran yang telah disampaikan sebelumnya. Ketiga, persepsi guru mengenai penilaian otentik adalah: pada satu sisi penilaian otentik sangat baik bagi peningkatan kemampuan berbicara siswa karena siswa dengan nyata menunjukkan hasil kerja mereka. Siswa dapat menyampaikan ide mereka tanpa rasa takut. Siswa tidak hanya paham teori namun lebih pada praktek di kehidupan nyata. Di lain sisi, penggunaan penilaian otentik membutuhkan waktu yang panjang dalam proses pengerjaannya.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Assessment is the process of determining students' competence and progress. That is why it becomes the most important aspect in education. The teachers must assess their students after giving them learning materials in the classroom by using the most appropriate instrument, method, and procedures in order to get real information about the students' competence in a certain English skill. The result of the assessment can be a helpful information for the teacher, especially for knowing the students' weakness in their learning process in the past. And then, the teacher can determine the best strategy or actions to improve the weakness.

It is widely known that assessment involves measurement. Measuring can be done by directly observing or testing behaviors or characteristics and assigning numerical rating to whatever is measured using an instrument¹. Most of teachers do this procedures, but they sometimes forget about the basic purpose of assessment. The teacher sometimes only conducted assessment for getting students' data in form of score for their educational reports. In this context, it does not mean that assessment is only the case of observing and testing the students. The most important thing is how the teachers use the data that they have collected through test can describe the

¹Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 93.

real students' ability. Then, the teachers think seriously to find the best solution for the students' problem found in the test result.

The assessment can also be used to find out the strengths and weaknesses of the learning process, not for judging students' weakness. In many occasions, teachers only making a judge for the students' current ability without following up for the students' improvement. After evaluating students, the teacher sometimes did not doing actions for improvement. In other words, they used assessment only for fulfill the administration purposes. The teachers should make revision, change and modification after identifying the information about the students². Through assessing the teacher can know what type of learning can make students interested in taking classes and getting good in results. The teacher evaluates so that students can find out where their mistakes are in accepting the lesson, then they will improve their learning methods to get good results from the knowledge delivered by the teacher.

Assessment plays important roles in teaching and learning process. Therefore, assessment can be a reflection of teachers success in teaching.³A teacher is obliged to convey knowledge and then evaluate students. After making an assessment, the teacher can deduce what percentage of students have passed the lesson. After knowing that in assessing more students who got good grades above the standard, that means a teacher has been successful

² Abna Hayati. Analyzing the Issues in the Implementation of Authentic Assessment in the 2013 Curriculum . *Al-Ta'lim Journal*, 2017 .P.54

³ Refnaldi, M. Zaim. Teachers' Need for Authentic Assessment to Assess Writing Skill at Grade VII of Junior High Schools in Teluk Kuantan. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, vol 110, 2017, P.179

in teaching, but if on the contrary more students fail, not only students fail but also the teacher has failed in teaching process. Hence, from that a teacher may not judge his student with a bad word just because he failed the lesson, but used it for information of improvement in the next lesson.

One type of assessment is authentic assessment .This authentic assessment directly measures learning based on the students' performance or products indicative of their undertaking a given task. Students are given the opportunity to show what they have learned through collections of work over time, performances, exhibitions, and for demonstrations⁴ . So, by doing authentic assessment in English lesson, students can actively show the material they have obtained in class through performance. Not only some active students show their ideas, but all students in that class. In fact, not many teachers used authentic assessment in the classroom. The reason is this kind of test spend much time because they have to assess the students' performance personally. Then, teacher usually only focus on active students and ignore passive ones. By using authentic assessment, all students feel that the teacher can treat all students fairly in giving lesson material and values.

A frequent piece of advice given to teachers designing their own assessments is that the best classroom assessments are authentic⁵ . Authentic assessment as the best assessment because it can benefit teachers and students. The teacher is not just giving material, then giving a question and giving a score. The teacher should work hard to make the students understand

⁴Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 97

⁵BruceB.Frey.*Modern Classroom Assessment.America,Sage Publications*. 2014.P.202

the teaching material and apply it in form of performance. Students are expected to immediately do or practice the information obtained, and the teacher will always oversee the development process of students giving input so that students can develop in appearance until finally students can know what they need to improve in their abilities. It means that authentic assessment will show the students' real understanding of the lesson.

In EFL Class Bengkulu, students learn four skill, from speaking, listening, writing and reading . In English skills, speaking is one of lesson that needs performance. In speaking class, most of students learn how to speak in daily life. It means that the students are encouraged to speak up in all context of life. They do a conversations, speech and other activities. The lecturer applied a real authentic assessment in this course. It means that the students applied speaking ability in this lesson, and the lecturer applied authentic assessment for the evaluation. Therefore, it is interesting to analyze.

The researcher conducted preliminary observation and interview at the eleventh grade of SMA Pancasila Kota Bengkulu in Academic Year 2018/2019 March 12, 2019. The English teacher said that he used various kinds of instruments in assessing students, especially in speaking class. He thought that the English teacher should be more creative in using assessment tools in doing assessment because the result can determine and judge students for everything as well as to promote students in higher level⁶. It means that the English teacher had good knowledge of assessment process. By the

⁶Jhoni Pasman. An English Teacher of SMA Pancasila Kota Bengkulu, Interviewed on March 12, 2019.

preliminary observation, the researcher observed that the teacher used teacher teaching instructions such as Lesson Plan, syllabus, and English textbook as well as English workbook (LKS) to do assignments and assesment after teaching activities.

Inmost speaking classes,teachers usually only provide topics for the students to discuss. Then, they give assignments on the topic, and students are asked to speak up in front of the class without geting more actions from the lecturers. Sometimes the lecturer does not tell what is being assessed, so that students only speak soberly just to get scores. This meaningless activities often happen in speaking class. In addition, there are very many passive students in speaking, the assessment techniques do not give them improvement. The assessment technique used by the teachers should encourage them to do improvement. In this case, the passive students feel neglected and do not get additional experience through speaking class.

Indonesia is applying current curriculum icalled as 2013 curriculum. where in the regulation of the minister of education and culture republic Indonesia number 66 of 2013 about educational assessment standard. One of the assessments that is authentic is explained in chapter 2 point 1 which reads Authentic assessment is an assessment carried outcomprehensive to assess starting from input, process, and learning output. It means that authentic assessment is recommended to apply to assess students' ability in national education.

Based on the background above, as a researcher, it was interested in investigating how the process of a teacher assessing students' speaking skills in EFL Class, especially the application of authentic assessment. Therefore, the researcher is very interested in doing research entitled "*Authentic Assessment of Speaking Skills in EFL Class (A Descriptive Qualitative on Teacher's Assessment Process at the Second Grade Students of Senior High School Pancasila Bengkulu)*".

B. Identification of the Problem

Based on the detailed explanation in the background above, the problems in this research can be identified as the following problems:

1. Assessment in the classroom did not give significantly improvement to students' speaking skill in higher level.
2. The English teachers did not use appropriate assessment tools in doing speaking assessment.
3. The English teacher assess the students in English speaking skill is not fair or not clear.
4. English teachers still think that assessment as a process of judging or giving score to students not as evaluation process for improvement.
5. The application of assessment in the classroom, especially speaking skill still used written instrument, not Authentic assessment.
6. Assessment that is implemented as test always becomes tense moment for students because the assessment tool is not interesting.
7. The result of assessment can not reflect the students' real ability.

C. Limitation of the Problem

Based on the problems above, the researcher limited the problem of this research only to find out whether or not the use of Authentic Assessment of Speaking Skills in EFL Class (A Descriptive Qualitative on Teacher's Assessment Process at the Second Grade Students of Senior High School Pancasila Bengkulu).

D. Research Questions

Based on the limitation of the problem above, the problems of this research can be formulated as the following questions:

1. What kinds of authentic assessments are dominantly used by the teachers in speaking class?
2. How is authentic assessment of speaking skill implemented in EFL Class at the Second Grade Students of Senior High School Pancasila Bengkulu in academic year 2018/2019?
3. What are the teacher perception about applying authentic assessment in EFL class?

E. Research Objectives

The objective of this research are:

1. To describe the dominant kinds of authentic assessment used by the teachers in speaking EFL class.
2. To know about the implementation of Authentic Assessment of Speaking Skills in EFL Class (A Descriptive Qualitative on Teacher's Assessment

Process at the Second Grade Students of Senior High School Pancasila Bengkulu) in academic year 2018/2019.

3. To know the teacher perception about applying authentic assessment in EFL class.

F. Significant of the Study

The result of this research is expected to give important information for students, English teachers, and the next researchers. The significances are:

1. For students

- a. To introduce the students about how their speaking skill got assessed and they know what the rules the teacher use in assessing.
- b. To give student opportunity in improving their speaking skill to show what they have learned.

2. For Teachers

- a. To introduce teachers Authentic Assessment as one of the best way to assess student in speaking skill especially in performance.
- b. To inform English teachers about one kind of teaching strategy that can be used to improve students ability in speaking skill.

3. For the Next Researchers

To encourage other researchers to explore various kinds of effective assessing students so the student can improve their ability in English skills by doing speaking.

G. Operational Definition of Key Terms

The researcher defines some important terms used in this research in order to help the reader to be easier in understanding the key words. They can be:

1. *Authentic Assessment* is directly measures learning based on the students' performance or products indicative of their undertaking a given task. Students are given the opportunity to show what they have learned through collections of work over time, performances, exhibitions, and for demonstrations.
2. *Speaking skill* is one of the four skills in english . In speaking one must know what to say about something, how to say it, to whom, where, and when to say.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Assessment in EFL Classroom

Indonesia adopts Curriculum 2013 to guide national education. In this curriculum, educational assessment as a process of gathering and processing information to measure the achievement of student learning outcomes includes: authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, midterm tests, final tests semester, competency level test, competency level quality test, exam national, and school / madrasa exams. The teacher suggested to apply authentic assessment for meaningful learning in the classroom. It is stated in the regulation of the minister of education and culture republic Indonesia number 66 of 2013 about educational assessment standard, especially in chapter 2 point 1. *“Penilaian semacam ini dianggap efektif untuk pendidikan nasional karena penilaian otentik merupakan penilaian yang dilakukan secara komprehensif untuk menilai mulai dari masukan (input), proses, dan keluaran (output) pembelajaran”*. This kind of assessment is regarded affective for national education because Authentic assessment carried out comprehensive to assess starting from input, process, and learning output⁷. It means that the authentic assessment can contribute to produce good input of education and focuses on real test activities. As the result, the output can be more familiar in applying the education in real life activities. Therefore, this

⁷Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 66 Tahun 2013 tentang Standar Penilaian Pendidikan.P4

research focuses on authentic assessment in learning English, especially assessment in speaking skill.

“Pada dasarnya Kurikulum 2013 merupakan tindak lanjut dari kurikulum sebelumnya, yakni Kurikulum Berbasis Kompetensi (KBK)/Kurikulum 2006”.

Basically, the 2013 curriculum is a follow-up of the previous curriculum, namely the Competency Based Curriculum (KBK) / Curriculum 2006 KTSP Curriculum⁸. Changes to the curriculum are felt to be necessary by the government after carrying out several development processes, both from within and from outside. It is known that the learning system in Indonesia focuses on teachers and one-way learning patterns and passive learning systems that did not create students' creativity and life skill. *Oleh karena itu, dalam Kurikulum 13, ada ruang lingkup, teknik, dan penilaian yang dapat dijelaskan sebagai berikut:*”. Therefore, in Curriculum 13, there are scopes, techniques, and assessment that can be explained as follow⁹:

1. *Scope of Assessment*

Assessment of student learning outcomes includes competency attitudes, knowledge, and skills that are carried out in a balanced manner so that it can be used to determine the relative position of each student against the standards set. Therefore, authentic assessment is recommended in K13 Curriculum because they need real practice rather than theory.

⁸Mulyasa, E. (2013). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya.

⁹Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 66 Tahun 2013 tentang Standar Penilaian Pendidikan.P.5

2. *Assessment Techniques and Instruments*

The techniques and instruments used for the assessment of competency attitudes, knowledge, and skills are as follows.

a. Attitude competency assessment

Educators evaluate attitude competencies through observation, self-assessment, assessment of "peers" (peer evaluations) by students and journals.

b. Knowledge Competency Assessment

Educators assess knowledge competencies through written tests, oral tests, and assignments.

c. Skills Competency Assessment

Educators value skill competencies through performance appraisals, namely assessments that require students to demonstrate a particular competency using practice tests, projects, and portfolio assessments.

“Penting untuk digarisbawahi bahwa struktur kurikulum di k13 dapat dijelaskan dalam aspek KI dan KD”. It is important to underlined that curriculum structure in k13 can be explained in aspects of KI and KD¹⁰. They can be described as the following explanation:

1. Core Competence

¹⁰Peraturan Menteri Pendidikan dan Kebudayaan No.69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah.

Core competencies are designed along with the increasing age of students in certain classes. Through core competencies, vertical integration of various basic competencies in different classes can be maintained.

The formulation of core competencies uses notation as follows:

1. Core-1 Competence (KI-1) for core attitudes of spiritual attitudes;
2. Core-2 Competence (KI-2) for core social attitude competencies;
3. Core-3 Competencies (KI-3) for knowledge core competencies; and
4. Core-4 competency (KI-4) for core competency skills.

2. Basic Competence

Basic competencies are formulated to achieve core competencies.

Basic competency formulations are developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject.

Based on the detail explanation above, it can be concluded that the teachers in Indonesia where the schools adopt curriculum 13 are suggested to apply authentic assessment to complete the application of curriculum 13 because it's main goal depends on the real practice of core competency and basic competence. Then, authentic assessment can help and encourage students to practice the lesson in real daily life.

1. The Definition of Assessment

Assessment is the process of determining students' competence and progress. It is the collection, interpretation, and use of information to

help teachers make better decisions to improve student learning¹¹. From this definition, it infers that a teacher must know a good method of evaluation and correct assessment in order that they can use the results of the assessment for the next step in teaching to improve students' abilities and information for students' progress and also to improve the way the teacher teaches himself. This knowledge shows that assessment is not merely a process of grading students, but it a process of evaluation in some aspects for following up the problems happen.

Then, Huba and Freed stated that assessment can be used to find out the strengths and weaknesses of the learning process in which teacher can make the revision, change and modification after identifying the information¹². It means that assessment involves measurement that may be done by directly observing or testing behaviors or characteristics and assigning numerical rating to whatever is measured using an instrument. The student has the right to receive an assessment after he has carried out the teaching and learning process and the assessment is in accordance with the effort he does, and the teacher cannot be careless in assessing students. As the result, the teachers can explore the students' strength to be increase and the students' weakness to be improve for the next teaching and learning planning.

¹¹ Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 104

¹² Abna Hayati. Analyzing the Issues in the Implementation of Authentic Assessment in the 2013 Curriculum , *Al-Ta'lim Journal*, 2017. P.2.

Based on the experts' statement above, the researcher concludes that assessment is a process by which the teacher performs the objective of assessing students and students to get an assessment of everything they have learned and develops what has been assessed by the teacher that aim to measure the students' weakness to improve and the students' strength to increase.

Assessment is conducted in the classroom after the teacher taught some series of lesson. Assessment is done for the following purposes¹³:

- a. To test how much knowledge has been mastered by the students after teaching.
- b. To give feedback on students' performance in terms of their strengths and weaknesses.
- c. To have a basis for rating students.
- d. To assess not only breadth but depth of knowledge.
- e. To serve as basis for future action.
- f. To communicate expectations and what are valued to students and parents.

2. Authentic Assessment

Authentic assessment is one kind of assessment that is used by teachers in the process of evaluating students. Authentic assessment derived from two words: *authentic* and *assessment*. The word "authentic" refers to measuring affective, skills, and knowledge based on the process and

¹³Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 104

outcomes; and the word “assessment” refers to measuring the knowledge competence based on the outcomes¹⁴. In other words, authentic assessment is measuring affective, skills, and knowledge based on the process and outcomes. In authentic assessment, learners are asked to apply the concept or theory in real life to the actual conditions, in other words, the actual skills or performances possessed by the learners.

Authentic assessment is an evaluation that requires students to construct responses or perform tasks that need more than recall of information and concepts¹⁵. It means that in conducting authentic assessment, the teacher requires students to compile a response or perform a task that requires more information and conceptual withdrawal makes students active in every meeting in class because they must be able to bring back information that has been received previously.

Brown proposes six types of authentic assessment that can be used by teachers in assessing language; they are: performance-based assessment, portfolios, journal, conferences and interview, observation, self-and peer-assessment that is called as alternative assessment¹⁶. From this definition, it can be concluded that authentic assessment is really a process of testing students in a real condition in form of performance students’ real ability in a

¹⁴ Abna Hayati, Alwen Bentri, & Ulfia Rahmi. Analyzing the Issue in the Implementation of Authentic Assessment in the 2013 Curriculum, *Al-Ta'lim Journal*, Vol. 1, March 2017, P. 55.

¹⁵ Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 105

¹⁶ Refnaldi, M. Zaim. Teachers’ Need for Authentic Assessment to Assess Writing Skill at Grade VII of Junior High Schools in Teluk Kuantan. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, Vol. 110, 2017, P.2

certain skill. Therefore, this method of assessment is very effective for teachers and very beneficial for students in grading their real ability.

Additionally, O'Malley and Valdez-Pierce use the term authentic assessment to describe the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities¹⁷. It indicates that authentic assessment is a good method of assessment because students are expected to be able to master the lessons that is not only focus on the students' knowledge but also focuses on students' motivation and attitude in the classroom. So they can show their understanding through performance and take lessons from what is obtained from teachers through structure and appropriate ways.

Advocates for authentic assessment suggest that assessment systems that focus on higher-order thinking skills, problem solving, investigations, and analysis (some of the key real-world skills) can drive improved teaching and curriculum coverage¹⁸. From this definition, it means that authentic assessment is required the students to be able to perform and think for themselves for what is done in the learning process. In other words, the process of assessment is really authentic in activities and give more benefits for students and learning quality. Authentic assessment is defined in a wide variety of ways, usually including one or more of these characteristics, which can be grouped into three broad categories¹⁹: (1) *the context of the assessment*: (a) realistic activity or context; (b) the task is performance-

¹⁷Brynja Björk Reynisdóttir. *The Efficacy of Authentic Assessment*. Islandia. Ásrún Jóhannsdóttir, 2016. P.9

¹⁸Bruce B. Frey. *Modern Classroom Assessment*. America, Sage Publications. 2014. P.7

¹⁹Bruce B. Frey. *Modern Classroom Assessment*. America, Sage Publications. 2014. P.5

based; (c) the task is cognitively complex; (2) *the roles of the students*: (a) a defense of the answer or product is required; (b) the assessment is formative; (c) students collaborate with each other or with the teacher; (3) *the scoring*: (a) the scoring criteria are known or student developed; (b) multiple indicators or portfolios are used for scoring; (c) the performance expectation is mastery.

Based on the above statement, the researcher concludes that authentic assessment is a very effective way of assessing students' real learning outcomes because in this scoring system students and teachers work together and take on their respective roles to be able to reach the same goal, namely students get knowledge and assessed in the right way and the teacher can measure the way of teaching from the results of student assessment.

3. Benefits of Authentic Assessment

The use of authentic assessment give some advantages for students when it uses in school curriculum and apply in English classroom. Williams stated that authentic assessment helps students perform that have applications in real life, deepen their understanding and construct new meaning from what they already know, and apply that knowledge in a substantial manner to new situations²⁰. It means that in application of authentic assessment, the students can understand the teaching materials better because the materials really happens and uses in a real life situation.

²⁰Judith Ojung'a & Daniel Allida. A survey authentic assessment used to evaluate English languagae learning in Nandi central sub-country secondary school, *Interdisciplinary Research Journal*, Vol. 1, 2017, P.3.

Then, the students will also apply it in a real life context because they have already known about the materials in their learning process in the classroom. In short, learning by using authentic assessment is meaningful for students.

Then, it is important to underline the Mueller's concept of traditional assessment versus authentic assessment in teaching and learning process. Mueller stated that the traditional assessment focuses more on checking the cognitive learning, namely: *remember*, *understand* and *apply*; while the authentic assessment focuses more on: *analyze*, *create*, and *evaluate*²¹. The use of authentic assessment in this context is students assessed when they are able to analyze the teaching materials, then show the results of their analysis, and are able to evaluate or see the shortcomings of what they have learned in the classroom.

Furthermore, authentic assessment helps students become themselves with a learning system and how to get the knowledge they enjoy²². It means that students are accustomed to being forced into learning systems that they don't like. It make them sometimes learn only as a formality over the teaching and learning process which is sometimes just a formality without them getting the knowledge they can indeed apply. In using authentic assessment, the students can emphasize what they know, rather than what they do not know; requires them to develop responses instead of selecting them from predetermined options; relates more closely to classroom

²¹Jon Mueller.*What is authentic assesment?*, Retrieved on March 20 from <http://jfmuellet.faculty.noctrl.edu/toolbox/whatisit.htm>

²²Judith Ojung'a & Daniel Allida. *Loc Cit.* P.3.

learning; teaches students to evaluate their own work; considers differences in learning styles, language proficiencies, cultural and educational backgrounds, and grade levels.

Related to advantages of authentic assessment, Williams added that students will not see a benefit to cheating because the assessment activities will be very specific to a given context focusing on real world problems in very specific and local contexts²³. In this context, authentic assessment is useful because in the learning process and assessment students cannot cheat and train students to be honest and confident in their own abilities. Then, it tries to provide the best version in every learning activity. In the end of each learning process, it is not in vain because students are always cheating every time an assessment is made.

Based on the above explanation, it is obvious that that authentic assessment has many benefits both for students and teachers when it applies in EFL classroom. The teaching assessment becomes more meaningful for students.

4. Disadvantages of Authentic Assessment

Many teachers avoid using authentic assessment in their classroom because they thought that this kind of assessment brings disadvantages for students. O' Malley & Pierce stated that authentic assessments are new to most students who may be suspicious; and some authentic forms of

²³Judith Ojung'a & Daniel Allida. *Op Cit*. P.3.

assessment can be time-consuming²⁴. The authentic scoring system was very detailed in assessing students' ability in a certain skill. Students are also expected to be able to pass through each process well to get satisfactory results even though it requires a long time. This is because the work to be done is more time-consuming; applying, analyzing, evaluating, and, creating usually take more time than reciting and restating as discussed earlier that authentic assessment takes time because in the process it follows the correct rules or procedures, so the final results will be in accordance with the long process that has been done.

Authentic assessment may also not be fair or equal to all especially LEP students after they are mainstreamed, to use the same instructional strategies as with native English speakers due to inadequate English skills²⁵. More criticism generally involves both the informal development of the assessments and difficulty in ensuring test validity and reliability and minimizing evaluator bias given the subjective nature of human scoring rubrics as compared to computers scoring multiple-choice test items. Authentic assessment rubrics must be thorough. The teacher is expected to be able to assess students manually and well according to what the students show.

Last but not least, authentic assessment is less economical²⁶. When teachers decide to use authentic assessment, they must know the

²⁴M.J. O'Malley & L.V. Pierce. Traditional Vs. Authentic Assessment, Retrieved on March 20, 2019 from <https://abdao.wordpress.com/2015/07/18/traditional-vs-authentic-assessment/>, P. 5.

²⁵M.J. O'Malley & L.V. Pierce. *Ibid.* P.5.

²⁶*Ibid.*

consequences that it will spend more money than traditional test that only need a set of paper. The process of authentic assessment will use a set of materials that sometimes is very expensive.

5. Procedure in Doing Authentic Assessment

In doing authentic assessment, the teacher should do appropriate procedures. Talking about procedure, it means that it discusses about the tools and real steps of doing the authentic assessment itself. The tools must be carefully selected to provide opportunities for students to practice and perform meaningful tasks that are reflective of life outside of the classroom. Authentic assessment starts with the selection of meaningful learning tasks. These tasks need to be organized and structured so that they are²⁷ contextualized, integrative, metacognitive (require students to think about thinking), related to the curriculum taught, flexible (require multiple applications of knowledge and skills), open to self-assessment and peer assessment, contain specified standards and criteria, and are ongoing and formative²⁸.

Darling-Hammond, Ancess, and Falk studied real life examples of schools that had implemented systems of authentic assessment. For their analysis, they applied four observable characteristics that distinguish

²⁸ Jhon Scott. *Authentic Assessment Tools*. Ohio, The University of Georgia. 2000. P5

authentic assessment in practice from other approaches; the procedures can be²⁹:

1. Assessment tasks are representative of the 'field'. Students actually write and conduct experiments rather than taking spelling tests and recalling science facts.
2. carefully designed standards of the performance evaluate the essential qualities of performance. These aren't secret, they are shared with students and guide instruction.
3. students lay a role in evaluating their own work . real-world contexts required that people self-assess and self-motivate to be successful, and authentic assessment aims to develop those skills.
4. students frequently present their work "publicly." This requires that they reflect on their work and what they know and share it in an understandable way.

B. Speaking Skill in EFL Classroom

1. Basic Concept of Speaking

One of the four skills contained in English is speaking. everyone who learns language considers the indicator of achieving success in learning languages is speaking. Many people who argue if someone is proficient in speaking English means that he is a person who is successful in applying knowledge compared to someone who is adept at writing, reading and listening. Speaking is a skill that can be applied directly in the

²⁹ Bruce B. Frey. *Modern Classroom Assessment. America, Sage Publications.* 2014. P.27

life of communication in everyday life. speaking is a skill where communication occurs between the speaker and listener, what is discussed and what is at the feedback of the conversation

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned³⁰. From this definition, it can be concluded that speaking is a skill one gets through listening skills. speaking is learned starting from us children to adults and even old people, accustomed to listening to other people talk then as time goes by a child learns to imitate what he hears and is spoken by speaking. in other words it takes a long time to be able to speak fluently for things we have never even heard before.

Nunan stated that the successful in speaking is measured through someone ability to carry out a conversation in the language.³¹ it means that someone is said to be successful in learning a language is when he is able to speak well and correctly, then express his opinion in the language of purpose and the opponent is able to respond and understand what he means.

Based on the explanation above, it can be concluded that speaking is an important skill in language learning because it contains interactions, ideas and conclusions in every conversation.

2. Students' Activities in Speaking Class

³⁰Elizabeth Grugeon, Lyn Dawes, Carol Smith, and Lorraine Hubbard. *Teaching Speaking and Listening in the Primary School Third Edition*, London, David Fulton Publisher. 2005. P. 1-10

³¹David Nunan. *Language Teaching Methodology: A Textbook for Teachers*, USA, Prantice Hall, 2005, P. 39.

English teacher should well prepare for appropriate activities in speaking class. Appropriate speaking activities must make students active in speaking and interaction in English. For this case, Nunan explained that three some important speaking activities in EFL classroom³²:

- a. *Interactional uses of language* – The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Examples of interactional uses of language are greeting, making small talk, telling jokes, giving compliments, making casual ‘chat’ of the kind used to pass time with friends or to make encounters with strangers comfortable.
- b. *A Short Turn* – it consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour’s lecture. As soon as a speaker ‘takes the floor’ for a long turn, tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a *coherent* mental representation of what he is trying to say.
- c. *The Use of Role play* – The use of role play has added a tremendous number of possibilities for communication practice. Students can be

³²Penny Ur. *A Course in Language Teaching: Practice and Development*, New York, Cambridge University Press, 1999, P. 53.

shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated or amused, disapproving or affectionate; they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologising, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role-played, according to the physical setting imagined, according to the communicative functions or purpose required.

Related to types of speaking activities, Scott Thornbury suggested some appropriate activities that can be applied in English classroom, namely: drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, and communication tasks³³. Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students³⁴.

Then, Brown added as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or

³³Op Cit

³⁴H. Douglas Brown. *Language Assessment Principle and Classroom Practices*, USA, Longman, 2007, P. 4.

criteria. Those objectives may be classified in term of several types of speaking performance³⁵:

- a. *Imitative* – at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.
- b. *Intensive* – a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.
- c. *Responsive* – responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

3. Students' Problems in Speaking Class

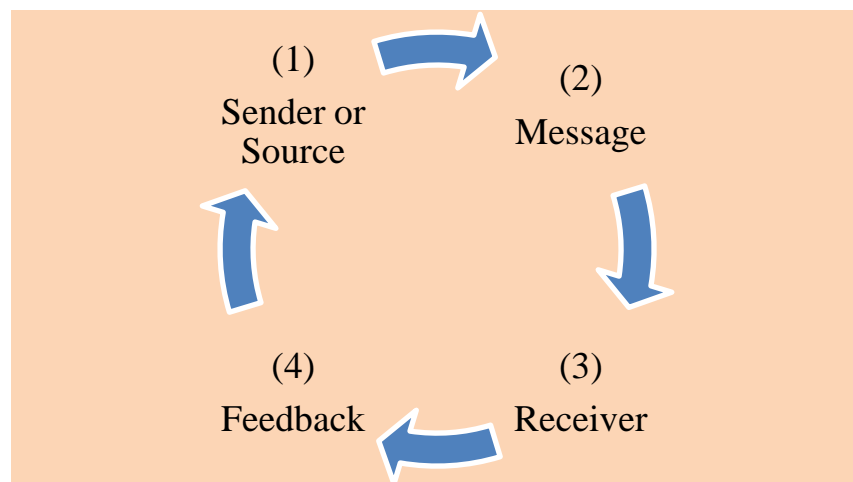
Speaking is regarded as one of difficult skill for students in EFL classroom. In building communication in English, the students should

³⁵Ibid. P. 141

involve the use of verbal and non verbal media in English. In speaking, Flojo stated that there are four important elements needed, namely: (1) the sender or source; (2) a message; (3) a receiver; and (4) a response or feedback³⁶. The communication process can be seen as the following figure:

Figure 1:

The Process of Oral Communication



The sender of source is the speaker or communicator and the medium used to send the message comes in all forms such as story, poem,

³⁶Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 24.

music, etc. The receiver reacts or responds to the message by means of feedback. An important variable that could affect communication is noise. Psychological noise is usually in the sender and/or the receiver of the message. It affects how the sender expresses his message and how the receiver reacts to it. Psychological noise, on the other hand, affects the intelligibility and clarity of the message. A talking audience, background stereo music, the whirring of the ceiling fan, and other sounds in the surrounding are examples of physical noise.

In learning speaking, students find different kinds of difficulties. The difficulties are based on the students' previous experiences. At schools, English teachers find different experience in students' problems in speaking skill, such as some teachers in Teacher Education Council, Department of Education explained some students' problems in learning speaking in the classroom based on their experience; they are³⁷:

a. *Inhibition*

Unlike reading, writing, and listening, speaking requires some degree of real time exposure to the audience. Learners are often inhibited to speak in foreign language, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.

b. *Nothing to say*

³⁷Ofelia Oracion Flojo. Ibid. P. 28.

Learners often complain that they can not think of anything to say. This condition makes them stay silent in their chair. They do not speak anything.

c. *Low or uneven participation.*

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. *Mother tongue use.*

Most learners tend to use their native language because it is easier, and it is more natural for them to communicate.

The students' difficulties above happen in English class because the students do not know a word or just can not remember it. For this problem, the students can employ some solutions or strategies proposed by Hammer³⁸: (1) *improvising* – in this case, the speakers sometimes try any word or phrase that they can come up with in the hope that it is about right. Such improvisations sometimes work, but sometimes they can also mean; (2) *discarding* – when speakers simply can not find words what they want to say, they may discard the thought that they can not put into words; (3) *foreignising* – when operating in a foreign language, speakers sometimes choose a word in a language they know well and 'Foreignise' it in the hope that it will be equivalent to the meaning they wish to express in

³⁸Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 249.

foreign language; (4) *paraphrasing* – speakers sometimes paraphrase some information by paraphrasing lexical substitution.

Basically, all English teachers have the same problems with above explanation. They can be said as common problems in English class, especially in ESL countries in the world, included Indonesia. The problems may be caused by various factors. One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines: How far, for instance, is the structure of a conversation culturally determined (also dealt with in pragmatics and ethnography)? How far are the grammar and vocabulary of speech different from other sorts of grammar (which is related also to the fields of syntax and semantics)? What are the critical factors in the stream of speech that make it intelligible (prosody, phonetics/phonemics)³⁹. In other words, the students should understand distinct areas: the global or discourse level, the structural level and the level of speech production.

These three areas above broadly relate to fairly stable areas of activity in linguistics of discourse, lexis and grammar, and phonology/phonetics and map on to, and overlap with, other threads of study in theoretical and linguistics⁴⁰. Some of the relationships are teaching speaking is not easily separated from other objectives When the spoken language is the focus of classroom activity there are often other

³⁹Rebecca Hughes. *Teaching and Researching Speaking Second Edition*, Great Britain, Pearson, 2011, P. 6.

⁴⁰Rebecca Hughes. *Ibid.*

aims which the teacher might have⁴¹. For instance, a task may be carried out to help the student gain awareness of, or to practice, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point.

The goals of communication process is to get the message accross. If the message is not understood and responded to as intended, communication has not taken place. It means that the communication is failed. In this case, there are some factors that cause communication breakdown. They are related to language; the factors are⁴²:

- a. *Mispronunciations*. For example, if the word “ship” is pronounced as “sheep” that would change the meaning of the message.
- b. *Lack of awarness of the pronunciation of a given word in the different varieties of English*. For example in Australian English the word “today” is pronounced “tudai”. A person used to American English would take it to mean “to die” instead of “today.”
- c. *Different meaning attached to a word*. Denotative meaning is the dictionary meaning of a word while connotative meaning is the personal meaning attached to a word.
- d. *Psychological factors*. Reactions to a message may be conditioned by opinion and feelings for the sender. Moreover, the way word our

⁴¹Loc Cit,

⁴²Ofelia Oracion Flojo. Ibid. P.25

message and the way respond are affected by feelings during the interactions.

- e. *Delivery of the message.* The volume of one's voice and his rate of speaking could have an effect on the intelligibility and clarity of the message.
- f. *Situation or setting.* Physical noise, the size of the room, size of the audience could impede communication.

4. Characteristics of Successful Speaking Class

To reach the success class in speaking class, it is important to the teachers to use the best strategy and model during the lesson. Harmer wrote that when teaching speaking or producing skill, the teacher can apply three major stages, those are⁴³: (1) *introducing new language*, (2) *practice*, and (3) *communicative activity*. This theory means that the teacher should teach the students about basic knowledge of language (English) such as the elements of language that must be learned by the students. Then, the teacher should ask the students to practice the language by using various strategies. To make the students familiar with the new language, they must use the language in everyday life in form of various kinds of communicative activities.

⁴³Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 269.

The successful of speaking activity in the classroom is based on the participation of students in the classroom. To know the characteristics of successful speaking class, Flojo explained that⁴⁴:

- a. *More learner talk* – as much as possible a big part of the period allotted to the activity is in fact occupied by learner talk.
- b. *Even participation* – classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and participate in the classroom.
- c. *High motivation* – learners are eager to speak because they are interested in the topic and have something new to say about it.
- d. *Acceptable language* – learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

To reach the success in the classroom, it needs active participation of teachers as tutor who guide the students in the classroom: how the teacher encourage the learners to speak, give students in even portion, motivate them, and train them in using acceptable English during learning speaking skill in the classroom.

C. Related Previous Studies

There had been many research conducted by researchers in the world related to authentic assessment and speaking skill in EFL classroom. Ojung'a & Allida (2017) conducted their research entitled *A Survey of Authentic*

⁴⁴Ofelia Oracion Flojo. Ibid. P. 27.

Assessment Used to Evaluate English Language Learning in Nandi Central Sub-County Secondary School, Kenya. The result of the research showed that students have limited understanding about what authentic assessments is all about and not sure whether their teachers are intentionally applying them in their English classes. Further, this study discovered that the most common type of authentic assessments applied are group performances such as debate, panel discussion, and cooperative learning and also performance products such as drawings, illustration, posters and essays. The least applied authentic assessment techniques are portfolios, observations and interviews. One of the greatest benefits for the students is the development of their confidence to accomplish those real -life tasks assigned to them and also being actively engaged in worthwhile learning activities⁴⁵.

Then, Bolat and Karakus (2017) conducted their research entitled *Design Implementation and Authentic Assessment of a Unit According to Concept Based Interdisciplinary Approach.* The result of the research showed that students thought that the implemented activities were different from the previous ones. These activities made students' interest into lessons to increase and contributed to developing positive attitude and working collaboratively. Students also thought that authentic assessment activities were different from previous ones in terms of being oriented to learning process, being student-centered, requiring metacognitive strategies and usage of information about various disciplines. Interdisciplinary activities and the process of authentic

⁴⁵ Judith Ojung'a & Daniel Allida. A Survey of Authentic Assessment Used to Evaluate English Language Learning in Nandi Central Sub-County Secondary School, Kenya, *Baraton Interdisciplinary Research Journal*, Vol. 7(Special Issue), 2017, P.1.

assessment prepared by teachers consciously provided beneficial contributions for students to take responsibility of their learning and for teachers to make more realistic assessment⁴⁶.

In addition, Syahyoni and Zaim (2017) conducted their research entitled *Authentic Assessment of Speaking Skill for Grade I Junior High School*. The result of the research showed that there are six authentic assessment models appropriate for grade I junior high school. They are: role play, information gap, picture talks, brief questions and answers, narrating sequences, and pair dialogues.

Based on the research above, this research has some similarities and differences with the three studies above. The similarities are: *first*, the three studies have the same focus with this research about authentic assessment; *second*, Syahyoni and Zaim (2017) also focused their research in speaking skill. However, there will be some differences between this research and the three previous studies above: *first*, Ojung'a & Allida (2017) focused their research on the survey of the use authentic assesment for evaluating English language learning; and Bolat and Karakus (2017) focused their research on the design and concept of authentic assessment based on interdisciplinaty approach. On the other hand, this research will focus on the use of authentic assessment in speaking skill of junior high school. *Second*, the three research above used different research method with this research. The last but not the

⁴⁶Yelis Bolat &Memet Karakus. Design Implementation and Authentic Assessment of a Unit According to Concept Based Interdisciplinary Approach, *International Electronic Journal of Elementary Education (IEJEE)*, Vol 10, Issue 1, 2017, P. 37.

least, the difference in population and sample will also cause the difference in the result of the research.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied descriptive qualitative method. Descriptive Qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability given the narrative, descriptive, and non numerical nature of the data⁴⁷. It means that descriptive qualitative method is a research focuses on describing object in form of narrative and avoid using numerical data or statistic in analysis.

Then, Creswell said that qualitative method uses natural setting of the research, researcher as key instrument, and participant meaning⁴⁸. Natural setting means that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study This up-close information gathered by actually talking directly to people and seeing them behave and act within their context face-to-face interaction. Then, researcher as key instrument means that qualitative researchers collect data themselves through examining documents,

⁴⁷L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications – Third Edition*. New York, Pearson, 2012, P. 465.

⁴⁸Jhon W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches Fourth Edition*, Los Angles, SAGE, P. 234

observing behavior, or interviewing participants. The researchers are the ones who actually gather the information. In addition, participant meaning

means that in the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or that writers express in the literature.

Furthermore, Yin stated that in doing qualitative research, the researcher *multiple sources of evidence* rather than relying on a single source alone⁴⁹. It means that qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources.

From the definition above, it can be concluded that descriptive qualitative research is a research method that focuses the analysis on describing object of the research in form of narrative and avoid using numerical data or statistic in analysis the data. Then, the researcher uses natural setting of the research, researcher as key instrument, participant meaning, and uses multiple sources in collecting the data. This research method was used by researcher to investigate the use authentic assessment in speaking skill at the second grade students of SMA Pancasila in academic year 2018/2019.

B. Subject of the Research

The researcher focused the research in analyzing English teachers at eleventh grade SMA Pancasila Kota Bengkulu in academic year

⁴⁹Robert K Yin. *Qualitative Research from Start to Finish*, New York, The Guilford Press, 2011, P. 8.

2018/2019 in using authentic materials in teaching speaking skill. In this school, there is only one English teacher who teaches English at the eleventh grade. The English teacher was as the subject of analysis in this research. All of his activities related to the use of authentic materials in teaching speaking were analyzed as main sources of data in this research.

C. Instrument of the Research

a. Observation Checklist

Researcher will design observation checklist that can be an instrument to observe the activities in the classroom, especially the activities related to the use of authentic assessment in learning speaking skill. Observation checklist will be helpful to collect the data in systematic way to understand and interpret actions, interaction or the meaning of activities.

b. Field Notes

Field notes will be used to describe some information that is not included in the observation checklist.

c. Interview

Interview is important to get information more detail and deeper from the interviewee, in this research is the English teacher.

d. Documentation

Documentation will be used to supporting document to describe authenticity of the data in the research. In this research,

documents refer to a wide range of written, physical, and visual materials

D. Data Collecting Technique

Researcher will use some tools to her to work easier, systematic, effective, and intensive during the research. To collect the data in this research, the researcher will use some methods of data collecting and research some instruments. In collecting the data, the researcher will use instruments, such as: primary data (observation checklist and field note), secondary data (interview), and supplementary (documentation). The research instruments above are designed and used as the following procedures:

1. Primary data

a. Observation Checklist

The researcher will do observation during the English class, especially in speaking skill. To get deep information about the case of authentic assessment, the researcher will do some procedures; the researcher will: (1) the come to English class after getting permission from the English teacher; (2) sit in the classroom during the lesson; (3) observe the English teacher's activities related to speaking activities and assessment process; and (4) use observation checklist to describe the activities.

b. Field Notes

Field notes will be helpful to complete the data getting from observation checklist. In this research, the researcher will also write every information that is not included into observation checklist happen during the lesson.

2. Secondary data

a. Interview

The interview will be conducted after the English class by following some procedures; the researcher will: (1) write some question related to the current teaching and learning in one meeting of the lesson; (2) ask the English teacher about the data needed; (3) record the teacher's answers; (4) interview the teacher for several times until the researcher obtains complete data or information.

3. Supplementary

a. Documentation

Documentation will be used to supporting document to describe authenticity of the data in the research. In this research, documents refer to a wide range of written, physical, and visual materials. They can be in form of records, personal writing, the result of observation checklist, interview scripts, instructional materials, and instruments in assessing students used by the English teacher that related to authentic assessment and activities in the classroom. All the documents and photographs will be filed to support the primary data.

will be done by making summary contact, developing category coding, making reflection and data selection.

The second is Data Display. It is the process showing data simply in the form of words, sentence, narrative, table, and graphic in order that the data collected are mastered by the researcher as the basic to take appropriate conclusion. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher will use narrative essay in displaying the data because it is the most common data display used in qualitative research.

The third is Verification and Conclusion. Making conclusion is the process of drawing the content of data collected and the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. After getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be obtained in this stage.

CHAPTER IV

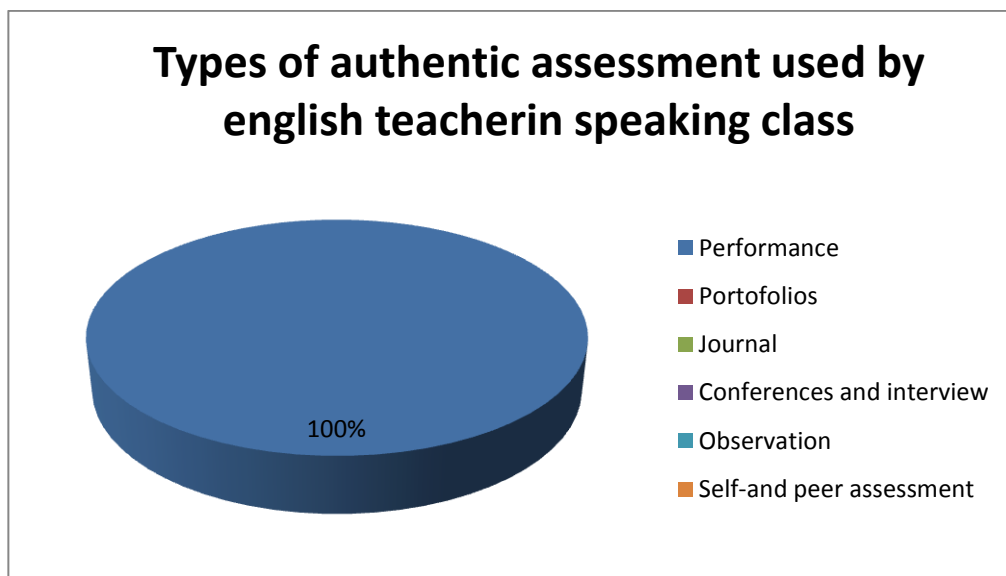
RESULT AND DISCUSSION

This chapter presented the result of the research and its detail discussion. The Result explained the detail process of data analysis that produced research findings. On the other hand, discussion discussed about the process of all stages of the research. The research finding covered: Authentic Assessment in Speaking Class - Pre- Assessment, Formative Assessment, and Formative Assessment. The detail description of result and discussion is as the following details:

A. Result

1. *Dominant Authentic Assessment Used in Speaking Class*

The dominant autehentic assessment used by the english teacher in speaking skill in Pre-Assessment, Formative Assessment, and Summative Assessment in Senior High School Pancasila Bengkulu is performance, it can be seen as the following table:



Based on the pie chart above, it is clear that the dominant authentic assessment used in speaking class is Pre-Assessment, Formative Assessment, and Summative Assessment is performance.

2. *The Implementation of Authentic Assessment in Speaking Class at the Eleventh Grade of SMA Pancasila Kota Bengkulu*

In a semester, the English teacher did some steps of assessment in order to control the students' progress in learning speaking. Assessment in speaking was conducted in the classroom after the lesson, in mid semester, and at the last of semester. The assessment can be said as: (1) *pre-assessment*—it assesses 'prior knowledge' and that data are then used to revise planned instruction (making it formative assessment); (2) *formative assessment*- a kind of assessment that provides feedback and information after finishing some teaching materials to measure students' progress. It can be conducted in mid semester test; (3) *summative assessment*- an assessment that takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. In other words, summative assessment is conducted at the last semester or called as final test in each semester. To describe the authentic assessment process of speaking skill at the eleventh grade of SMA Pancasila Kota Bengkulu, see the following detail phases:

a. *Pre-Assessment*

This kind of assessment was conducted in each speaking class.

The teacher conducted the assessment after explaining the lesson and

doing simulation in the classroom. Actually, there are many meetings of speaking class at the eleventh grade of SMA Pancasila Kota Bengkulu. However, there were only three meetings that the English teacher conducted authentic assessment in speaking class. The schedule can be seen as the following table:

Table 1:
Authentic Assesment in Speaking Class

| No. | Date | Topics | Teaching Materials |
|------------|------------------|-------------------------|---|
| 1 | July 29, 2019 | Offering and Suggestion | Offering and Suggesting Solution (Problem Solving) |
| 2 | August 5 , 2019 | Opinion and Thought | Benning of Cigarette and Buying a new car (Higher-Order Thinking Skill) |
| 3 | August 12 , 2019 | Natural Disaster | Passive Smoker is Silent Killer (Investigation and Analysis) |

The table above can be explained as the following description:

Authentic Assessment 1

Authentic assessment in speaking class firstly conducted by the English teacher on July 29, 2019. In the meeting, the teacher took topic “Offering and Suggestion”. Then in assessment for this meeting, the English teacher provided a case to solve by students in form of

performance in the classroom. The case was “Offering and Suggesting Solution” (For more information, see appendix 1).

In this meeting, the English teacher conducted an evaluation that required students to construct responses or perform tasks that need more than recall of information and concepts. The students were faced at solving problems . The English teacher asked students to solve problem in a certain case that the teacher took from English textbook. The teacher required students to compile a response or perform a task that requires more information and conceptual withdrawal makes students active in this meeting in the classroom because they must be able to bring back information for solving problems based on teaching and learning materials that has been received previously.

(1) Students’ Activities in the classroom

During the lesson, the students did some kinds of learning activities. Firstly, the students paid serious attention to the English teacher’s explanation about basic concept of “Offering and Suggestion” material. Second, the students did active interaction with the English teacher during the lesson. Third, the students did simulation of making dialogues by using situations provided by the English teacher. At the last step, the students did some activities: collaborate with their friends in pair to discuss the test topic; prepared themselves to do project in pair; and demonstrate their outcome in front of the classroom in form of performance.

(2) The Teacher's Roles in the Classroom

In conducting speaking assessment, the English teacher played his roles as educator and assessor. First, the English teacher stood in front of whiteboard to explained the lesson with the topic "Offering and Suggestion". The teacher completed the explanation with various kinds of examples in order to make the students familiar with the topic. He also hoped that the students could do a real performance well after the lesson. Second, after making sure that the students master the theory of "Offering and Suggestion", the teacher asked the students to do simulation in pair by making dialogues with some cases that the teacher had prepared. Third, the teacher did evaluation by doing the following activities: determining students in a pair for discussion partner to solve problem based on the case that the teacher give them.

Then, the teacher asked students to create speaking project before assessing them. The English teacher gave the opportunity to the students to show what they have learned through collections of work over time, performance and demonstrations in front of the classroom. During the classroom activity, the English teacher focused on all students in order that they can reach the success. Before performing in front of the classroom, the teacher remind for some important information, namely: the aspects is being assessed to the students based on scoring instrument. After the students'

performance, the English teacher gave feedback on students' performance in terms of their strengths and weaknesses. Therefore, the result of students' performance can be data for the teacher to do improvement in the next lesson. For more detail information, see appendix Appendix 5 about the Result of Observation meeting 1.

(3) The Aims/Benefits of Assessment

In this meeting, the aim of the lesson in general is to improve students' speaking skill by explaining two kinds of fixed expressions in English that involved the context use of expressions, cultural background of using those expressions, and the real use of the expressions. Specifically, this activity is useful for students to improve the aspects of speaking skill, namely: students' pronunciation, fluency, vocabulary, critical thinking, and idea creativity. In addition, it also improve students' self-confidence for public speaking and higher learning motivation, especially in doing performance or demonstration in learning English. In short, both the students' speaking skill and their self-confidence can be improved through this performance activity and assessment. For more detail information and data, see appendix 8 about the transcript of interview meeting 1.

(4) The Scoring Procedures

After doing performance in front of the classroom, the English teacher assessed students in order to know about the students' strength and weakness in mastering teaching materials. For doing authentic assessment, the English teacher designed a specific instrument to assess the students in order to get valid score standard in each students' performance. The instrument is as the following description:

**Table 2:
Instrument of Speaking Assessment**

| | |
|---|---|
| Excellent (For the purposes of the speaking test graded Students in this category 90-100) | Presents ideas clearly. Is able to fluently express ideas and ask and answer questions from classmates with ease. Is willing to take risks and test out new language presented in a unit. |
| Good (80-89) | Presents ideas well enough to be understood. Is able to give brief answers to questions from classmates. Takes some risks. |
| Satisfactory (60-79) | Speaks with some hesitation, but can communicate basic ideas. Shows hesitation in understanding and responding to classmates' questions and comments. Occasionally uses new vocabulary, but |

| | |
|--|--|
| | generally does not take risks. |
| Needs Improvement Below 60 | Attempts to speak, but has difficulty communicating basic ideas to classmates. Has difficulty understanding classmates' questions and comments. |

Based on the scoring instrument above, it is clear that the English teacher focused on some aspects in assessing students in speaking class, namely: (1) Correct respond based on the situation; (2) Speaking confidently with a little hesitation (fluency), (3) Accurate use of grammar (Accuracy); (4) Use of vocabulary; and (5) Pronunciation. For more detail information and data for scoring procedures, see appendix 10 about the transcript of interview meeting 1.

Authentic Assessment 2

Authentic assessment in speaking class secondly conducted by the English teacher on August 5, 2019. In the meeting, the teacher took topic “Opinion and Thoughts”. Then in assessment for this meeting, the English teacher provided a topic to order thinking by students in form of performance in the classroom. The topic was “Benning of Cigarette and Buying a new car (Higher- Order Thinking Skill)” (For more information, see appendix 1).

In this meeting, the English teacher conducted an evaluation that required students to construct responses or perform tasks that need more than recall of information and concepts. The students were faced at higher order thinking . The English teacher asked students to higher order thinking in a certain case and topic that the teacher took from English textbook. The teacher required students to compile a respon or perform a task that requires more information and conceptual withdrawal makes students active in this meeting in the classroom because they must be able to bring back information for opinion and thought based on teaching and learning materials that has been received previously.

(1) Students' Activities in the classroom

During the lesson, the students did some kinds of learning activities. Firstly, the students paid serious attention to the English teacher's explanation about basic concept of "opinion and thoughts" material. Second, the students did active interaction with the English teacher during the lesson. They asked to understand the material and the example that the teacher explain and discuss with them. Third, the students did simulation of making dialogues by using situations provided by the English texbook. At the last step, the students did some activities: collaborate with their friends in pair or group to discuss the test topic; prepared themselves to do

project in pair or group; and demonstrate their outcome in front of the classroom in form of performance.

(2) The Teacher's Roles in the Classroom

In conducting speaking assessment, the English teacher played his roles as educator and assessor. First, the English teacher tell the students story about bullying to brainstorm the students related to the topic that the teacher will explain for this meeting. Second, the English teacher stood in front of white board to explained the lesson with the topic "Opinion and Thoughts". The teacher completed the explanation with various kinds of examples in order to make the students familiar with the topic. He asked the students to read the conversation in the text book. He also hoped that the students could do a real performance well after the lesson. Second, after making sure that the students master the theory of "Opinion and Thoughts", the teacher asked the students to do simulation in pair or group by making dialogues with some cases that the teacher had prepared. Third, the teacher did evaluation by doing the following activities: determining students in a pair or group for discussion partner to solve problem based on the case that the teacher give them.

Then, the teacher asked students to create speaking project before assessing them. The English teacher gave the opportunity to the students to show what they have learned through collections of

work over time, performance and demonstrations in front of the classroom. During the classroom activity, the English teacher focused on all students in order that they can reach the success. Before performing in front of the classroom, the teacher remind for some important information, namely: the aspects is being assessed to the students based on scoring instrument. After the students' performance, the English teacher gave feedback on students' performance in terms of their strenghts and weaknesses. Therefore, the result of students performan can be data for the teacher to do improvement in the next lesson. For more detail information, see appendix Appendix 6 about the Result of Observation meeting 2.

(3) The Aims/Benefits of Assessment

In this meeting, the aim of the lesson in general is to improve students' speaking skills and also know how far students can understand the material and apply it. Specifically, this activity is useful for students to improve aspects of speaking skills, namely: intonation, student pronunciation, fluency, vocabulary, critical thinking, and ideas of creativity. In addition, it also increases students 'knowledge and students' confidence in public speaking, especially in conducting performances or demonstrations in learning English. In short, both students' speaking skills and their confidence can be improved through these performance and

assessment activities. For more detailed information and data, see appendix 9 about interview transcript 2.

(4) The Scoring Procedures

After doing performance in front of the class, the English teacher evaluates students to find out how far students understand the learning material, gives feedback about students' weaknesses and strengths. For doing authentic assessment, the English teacher designed a specific instrument to assess the students in order to get valid score standard in each students' performance. The instrument is as the following description:

Table 2:

Instrument of Speaking Assessment

| | |
|--|--|
| <p>Excellent (For the purposes of the speaking test graded Students in this category 90-100)</p> | <p>Presents ideas clearly. Is able to fluently express ideas and ask and answer questions from classmates with ease. Is willing to take risks and test out new language presented in a unit.</p> |
| <p>Good (80-89)</p> | <p>Presents ideas well enough to be understood. Is able to give brief answers to questions from classmates. Takes some risks.</p> |
| <p>Satisfactory (60-79)</p> | <p>Speaks with some hesitation, but can communicate basic ideas. Shows hesitation</p> |

| | |
|--|---|
| | in understanding and responding to classmates' questions and comments. Occasionally uses new vocabulary, but generally does not take risks. |
| Needs Improvement Below 60 | Attempts to speak, but has difficulty communicating basic ideas to classmates. Has difficulty understanding classmates' questions and comments. |

Based on the scoring instrument above, it is clear that the English teacher focused on some aspects in assessing students in speaking class, namely: (1) Correct respond based on the situation; (2) Speaking confidently with a little hesitation (fluency), (3) Accurate use of grammar (Accuracy); (4) Use of vocabulary; and (5) Pronunciation. For more detail information and data for scoring procedures, see appendix 10 about the transcript of interview meeting 1.

Authentic Assessment 3

Authentic assessment in speaking class thirdly conducted by the English teacher on August 12, 2019. In the meeting, the teacher took topic “Natural Disasters”. Then in assessment for this meeting, the English teacher provided a case to solve by students in form of performance in the classroom. The case was “Investigation and analysis

(Passive Smoker is Silent Killer)” (For more information, see appendix 1).

In this meeting, the English teacher conducts an evaluation which requires students to read aloud and do assignments based on the material from the textbook and information that has been received. The students are confronted with a topic and they are asked to be able to investigate and analyze a problem. The teacher asks students to have a conversation about a topic so that they can provide counseling or persuade to others. Students are expected to be persuasive towards others based on teaching and learning materials that they have received so that students can be active in the teaching and learning process.

(1) Students' Activities in the classroom

During the lesson, students do several types of learning activities. First, students read a teks in a textbook with the reading aloud method. Second, students pay serious attention to the English teacher's explanation of the basic concept of the material "natural disaster-exposition". Third, students do active interactions with the English teacher during the lesson. Third, students simulate making a conversation based on the instructions given. In the final step, students undertake several activities: collaborating with their peers in pairs to discuss the test topic; prepare to do projects in pairs; and show their results in front of the class in the form of a performance.

(2) The Teacher's Roles in the Classroom

In conducting speaking assessments, English teachers play their roles as educators and assessors. First, the English teacher asks all students to read the text in the textbook using the reading aloud method with the aim that students not only read but also understand what the text means. secondly, the English teacher stands in front of the blackboard to explain the lesson to the topic "natural disaster-an exposition". The teacher completes the explanation with various examples to make students familiar with the topic. . Third, after ensuring that students master the theory of "natural disaster", the teacher asks students to do a pair simulation by making a dialogue with a case contained in a student's textbook. Fourth, the teacher evaluates by doing the following activities: asking students to pair up for discussion partners to solve problems based on the case contained in the textbook.

Then, the teacher asks students to make a speaking project before assessing them. The English teacher gives students the opportunity to show what they have learned through work collections from time to time, performance and demonstrations in front of the class. During class activities, the English teacher focuses on all students so they can achieve success. Before appearing in front of the class, the teacher reminds some important information, namely: aspects that are assessed to students based on

assessment instruments. After student performance, the English teacher gives feedback about student performance in terms of their strengths and weaknesses. Therefore, student performance results can be data for teachers to make improvements in subsequent lessons. For more detailed information, see Appendix 5 of the Observation 3 meeting results.

(3) The Aims/Benefits of Assessment

In this meeting, the purpose of the lesson Specifically, this activity is useful for students to improve aspects of speaking skills, namely: pronunciation, intonation, where the correct stopping point, where words must use a quiet voice. The goal, when they read well and follow the correct procedures is to be sure they understand what the meaning of the text is. In addition, it also increases students 'confidence in public speaking and higher motivation to learn, out of the students' comfort zone so who are always shy when they asked to appear in front of the class, especially in performing shows or demonstrations in learning English. In short, both students' speaking skills and their confidence can be improved through these performance and assessment activities. For more detailed information and data, see appendix 10 about interview transcript 3.

(4) The Scoring Procedures

After doing reading aloud and performance in front of the classroom, the English teacher assessed students in order to know about the students' strength and weakness in mastering teaching materials. For doing authentic assessment, the English teacher designed a specific instrument to assess the students in order to get valid score standard in each students' performance. The instrument is as the following description:

**Table 2:
Instrument of Speaking Assessment**

| Criteria | Score 4 | Score 3 | Score 2 | Score 1 |
|---------------|---|---|--|---|
| Pronunciation | the pronunciation can be understood even with certain accents | there is a problem in pronunciation so that the listener must be very focused and sometimes cause misunderstandings | difficult to understand because there are problems in the pronunciation and frequency often | almost always mistaken in pronunciation so it is incomprehensible |
| Grammar | almost no grammatical errors | there are some grammatical errors but they don't affect the meaning | there are many grammatical errors that affect meaning and often have to rearrange conversation | the grammar is so bad that the conversation is very difficult to understand |

| | | | | |
|---------------|--|--|--|---|
| | | | sentences | |
| Vocabulary | sometimes the pronunciation is incorrect and requires further explanation due to inappropriate vocabulary | often use inaccurate vocabulary so that the dialogue becomes limited due to limited vocabulary | use the wrong vocabulary so it can't be understood | the vocabulary is very limited so that dialogue is not possible |
| Fluency | Smooth dialogue has very few difficulties | not very smooth because it has language difficulties | often doubt and stop because of language limitations | often stop and be quiet during dialogue so that dialogue is not created |
| Comprehension | the entire contents of the conversation can be understood even though there are occasional repetitions in certain sections | most of the contents of the conversation can be understood even though there are a number of repetitions | it is difficult to follow the dialogue carried out except in the general dialogue section with slow conversations and many repetitions | cannot be understood even in the form of a brief dialogue |

Based on the scoring instrument above, it is clear that the English teacher focused on some aspects in assessing students in speaking class, namely: (1) Pronunciation; (2) Grammar, (3) Vocabulary); (4) Fluency; and (5) Comprehension. For more detail

information and data for scoring procedures, see appendix 10 about the transcript of interview meeting 3.

b. Formative Assessment

In eleventh grade students in SMA Pancasila Bengkulu, the teacher assessed students ability in form of performance test. The teacher asked the students to choose one interest topic in a semester they had learned before. In this test, the teacher asked student to prepare before explaining it to their friends in front of the classroom.

c. Summative Assessment

In the final test the teacher does not provide a performance assessment, but the assessment is done by written or some multiple choices because this assessment is done after all learning is complete and summarizes the teaching and learning process. In final test instrument of eleventh grade, there were 8 items to test students' integrated skill in English. There were only 3 items used to assess students' speaking skill. In a final test the 3 topics of speaking were in form of dialogue completion (written) test in some kinds of topics.

3. Teacher Perception about applying authentic assessment in EFL class

Based on the explanations in points a and b that the teacher uses authentic assessment type performance and in each process described in the pre-assessment and formative assessment conducted by the teacher, the teacher has a perception about the application of authentic assessment in the EFL class.

The teacher only uses authentic in pre-assessment and formative assessment because in both learning processes the teacher has enough time to do the assessment, so that it can be very effective to do authentic assessment. whereas in summative assessment it is not possible to use authentic assessment, because there is not much time and not only one material but the whole material in one semester is assessed. and not only speaking but other skills are also valued.

then from the explanation above it can be concluded that, the teacher says there are positive and negative sides. The positive side of applying authentic assessment in EFL classes is that student learning outcomes are very real, students can understand the lesson not only in theory but also understand at a practical level in real life. The negative side of authentic assessment is that, this assessment requires a lot of time and energy because students must be assessed one by one from the beginning the teacher gives the material, the teacher gives direction, and finally the teacher gives the assignment directly and finally the teacher evaluates the student.

B. Discussion

The problem in this study is that English teachers have difficulty applying authentic assessments to speaking skills in the classroom, especially limited time to assess a large number of students and also the dominant authentic assessments the teacher used in speaking class. Therefore, this research focuses on authentic assessment of speaking skills in efl class. In this case the teacher at the second grade students of senior high school pancasila Bengkulu.

This research applied authentic assessment proposed by Douglas Brown. He divided authentic assessment in six types, namely: performance-based assessment, portfolios, journal, conferences and interview, observation, self and peer assessment. Then, this research applied descriptive method, especially qualitative. The result of the research can be as the following discussion:

The first test conducted by the English teacher was pre-assessment. Pre-assessment was conducted by the teacher frequently after she gave teaching material. It was done to check the students' daily understanding or a unit understanding. In pre-assessment tests of speaking skill, the English teachers used performance.

The second test conducted by the English teacher was formative-assessment. It was conducted by the teacher after she gave teaching material in a half of semester. It was done to check the students' understanding of learning materials after they have finished a half of learning materials. In formative-assessment test of speaking skill, the English teachers used performance types of authentic assessment.

The third test conducted by the English teacher was summative assessment. It was conducted by the teacher after she gave full teaching material in a semester. It was done to check the students' understanding of learning materials after they have finished all of learning materials during a semester. There was no performance test in final exam. All the items in form of written multiple choices.

The dominant authentic assessment used in speaking skill was performance .

Based on the explanation above, it is clear that the English teacher gave performance type to assess the student in authentic assessment. Assessment techniques in speaking skill dominantly in daily or unit assessment in Pre-assessment and formative assessment. However, in final test, the teacher used written assessment .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing data analysis, the researcher concluded that: *first*, the dominantly authentic assessment used by the English teacher in assessing speaking was *performance*. *Second*, the authentic assessment was only conducted in pre-assessment and formative assessment; but in summative assessment, the teacher used written test. The implementation of authentic assessment in the classroom were the teacher asked students to construct responses or perform tasks that need more than recall of information and concepts. The English teacher asked students to solve problem in a certain case (problem solving). The teacher required students to compile a response or perform a task that requires more information and conceptual withdrawal to encourage them to be active in the classroom because they must be able to bring back information for solving problems based on teaching and learning materials that has been received previously. *Third*, the teacher's perception about authentic assessment: in one side authentic assessment was very good at improving students' speaking abilities because the students showed their real outcome of speaking. Students are able to convey ideas directly without fear. Students not only understand the theory but also understand more at the practical level in real life. On the other side, authentic assessment required a lot of time in the process of assessing students.

B. Suggestion

After completing this research, the researcher would like to suggest that:

1. Applying authentic assessment techniques in teaching speaking is important so that assessment results can be useful data for teachers to act on students' problems and maximize student potential.
2. Authentic assessment of speaking skills is very difficult. In this case, the English teacher should use more types of authentic assessment, not only use one type of authentic assessment.
3. Next researchers to develop research related to authentic assessment techniques so that teachers can have more attention in assessment. Then, research can be developed in the scope of boarders to provide more benefits.

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