

Teachers' Need for Authentic Assessment to Assess Speaking Skill at Grade X of Senior High School in Batusangkar

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Abstract

Authentic Assessment is an assessment process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructional relevant activities. Senior high school teachers still have problems in using authentic assessment for assessing students' achievement. Therefore, the appropriate model of authentic assessment should be developed based on teachers' needs on authentic assessment. This article aims to find out the teacher needs an authentic assessment to assess the speaking skill of grade X students at senior high schools. This is survey research and data were collected through questionnaires from English teachers. The findings show that (1) the characteristic of authentic assessment need by the teacher-related on curriculum K-13 needed by the teachers are easy to apply in daily life, effective rubric score, communicative and continually (2) types of authentic assessment needed by teachers to assess speaking skills, are role play, oral interview, information gap, story retelling and radio broadcast; (3) the text type of authentic assessment needed by the teacher are monolog text, functional text, transactional text and interpersonal.

Keywords: *authentic assessment, teachers' needs, speaking skill*

Introduction

The notion of authentic assessment become a popular method to measure student learning by offering developmentally suitable, student-centered active learning strategies that help learners create long-lasting learning skill such as efficient decision making, communication, and collaboration (Mueller, 2011). When applied authentic assessment, a student is required to produce a product to demonstrate their mastery. A student is responsible for developing a plan and a schedule for creating their product while the teacher provides guidance to ensure the process is manageable and the students stay focused on the topic.

The authentic assessment is the alternative way from the traditional assessment has only tested students based on a common set of standards, the authentic assessment provides more concrete and efficient ways to evaluate students (Case, 2013: 319). Traditional assessment refers to a traditional technique of assessing students, such as multiple-choice tests, true-false statements, filling gaps and matching exercise, and may also refer to adherents of process-oriented curricula that are inappropriate for the curricula of the foreign language classroom (Nasab, 2015: 170). The authentic assessment can be developed to the needs of the students and the environment of the students. The teacher will recognize student diversity in need and culture as it can influence how students receive information and learn something; for example, cultural differences can impact how students view and achieve results and goals. It provides a real-life situation that students may encounter in their real-life has become the main purpose in this present era of teaching and learning in the class (Wang, 2008:31, Reynisdotti, 2016:4).

Indonesia's focus on education was authentic learning and assessment as expressed in the 2013 curriculum (Zaim & Refnaldi, 2017:368). It has been implemented in Indonesia since July 2013 by elementary schools, senior and junior high schools. It strengthens education authenticity because its aim is to develop regional knowledge, promote self-development projects, and master training and life skills (Retnawati, Hadi & Nugraha, 2016:34). It is expected that teaching and learning can direct students to be successful, creative, imaginative, and effective by concentrating the learning process on the three core goals of attitude (spiritual and social), awareness, and skills. Therefore, the requirement to use the authentic assessment is stimulated as student evaluation should point out the students' behavior, knowledge, and skills.

There are few researchers who have conducted the research authentic developing assessment for speaking skills at the senior high school level. But before designing a new product of authentic assessment in speaking skills, it necessary to know what the teacher needs on assessing speaking skills. Analyzing the need for assessment is

necessary to do. This looks at what students really understand and what they need to learn. It can be done by interviewing, questionnaires and other ways of having to ask the information from the teachers. Need analysis focuses on lack, want, and necessity. In addition, Nation and Macalister (2010) need into goal needs and needs for learning for example, in analyzing the need to target; what is needed in the use of language by students? What's missing from the students? What are the students wanting to learn? Those may mean that requirements fit in need of knowledge, lack fit in present knowledge, and want fit in subjective needs.

Based on observation and interview with a senior high school English teacher at West Sumatra. Some senior high school teachers in Batusangkar explained that speaking ability does not format national assessment and does not allow teachers to test it in the classroom more. However, the teacher faced several problems with implementing accurate speaking ability assessment. Several forms of assessment have been used by the English teacher in Batusangkar, but the tests appear to be conservative because they did not fully incorporate the authentic speech test.

This research would examine the teachers' need for authentic assessment for speaking skills. This article discusses the need for authentic assessment related to the characteristic of authentic assessment, types, and topics of authentic assessment that teacher need for assessing speaking skills.

Method

This research is an inquiry into the survey. The data was collected through a questionnaire distributed at Grade X Senior High School in Batusangkar to English teachers. The questionnaire was used to show the extent of teachers' need for speaking skills related to the authentic assessment model. The data were classified into the types required for authentic assessment, the topics needed, and the rubrics needed for scoring. Quantitative and qualitative data analysis analyzed the data.

Results and Discussion

The data of teachers' needs were collected through a questionnaire with an English teacher at grade X in Senior high school in Batusangkar. Sumatera Barat, Indonesia. The questionnaire focused on the teacher's need on the characteristics of authentic assessment for speaking skill, the ways administer the authentic assessment, text type, and topic. The writer asked some questions on the authentic assessment that the teacher did in the classroom. Some of them said that their familiar with the authentic assessment but did not implement it well. Then some teachers who had implemented some types of authentic assessment in which they did not know the types itself.

The writer also asked the teacher assessed students speaking skills. Some teacher has criteria to assess speaking skill using a rubric. And some others did not have a criterion to assess student speaking skills. They just assessed students from the ability to speak up, spelling of word, vocabulary, and student confidence to speak in front of the class.

This research was done by distributed a questionnaire to an English teacher in 6 senior high schools in Batusangkar. The teacher needs the characteristic of authentic assessment, type of authentic assessment, text type:

1. Characteristics of authentic assessment

Building on the summary of the essential characteristics of authentic assessment (Herrington & Herrington, 1998), to provide a synthesis of the recent literature and research while considering authentic assessment on *context*, *student factors*, *task factors*, and *indicators*. The teacher needs to consider the context that occurs when task-related daily communication and doing continuously. Student factor characterized by communicative conversation, students to be effective performers with acquired knowledge, and to craft polished, performances or products. Task factors considered simple and It requires the assessment to be seamlessly integrated with the activity. And the last one, authentic assessment should have Indicators that reflect from the scoring rubric. So, the teachers needed authentic assessment for speaking which has the following characteristics: (1) simple, (2) tasks related to daily communication, (3) communicative, (4) having clear scoring rubrics, and (5) doing continuously.

2. Types of Authentic Assessment

According to experts' theories, O'Malley and Pierce (1996:77) and Brown (2010) speaking skill assessment into some activities: oral interview, picture cued description or stories, radio broadcast, video clips, information gaps, story retelling, text telling, role play, oral reports, discussion, and debates There are 11 types of authentic assessments needed by the teachers. The level of need can be categorized as high, medium, and low. Look at table 1:

Table 1. Types of Authentic Assessment

No	Types of Authentic Assessment	Percentage	Category
1	Role play,	80 %	High
2	Oral Interview,	80 %	High
3	Information gap,	80 %	High
4	Story retelling	80 %	High
5	Text retelling	70%	Medium
6	Discussion	70%	Medium
7	Radio broadcast	70%	Medium
8	Video Clip	60%	Medium
9	Pair dialogue	60%	Low
10	Debates	50%	Low
11	Picture Cued Description	50%	Low

Note: L= Low:26%-50%, M= Medium: 51%-75%, H= High: 76%-100%

The table above shows that there are four types of authentic assessment needed in the high category, they are role play, oral report, information gap, story retelling,(80%). Five types of authentic assessment are in the medium category, they are text retelling, discussion, radio Broadcast (70%), video clip, pair dialogue (60%), speech, and discussion (62%). Two types of authentic assessment are in a low category, they are debates and Picture cued description (50%). It means that the teacher needed a type of authentic assessment where role play, oral interview, information gap, and story retelling.

3. Text types of authentic assessment

The writer was analyzed the topic of speaking skill that will be assessed by the teacher need from English Curriculum K-13.

Table 2. The Topic of Speaking skill

No	Topic	Percentage	Categories
1	Introducing self, friend and parents' topic	90 %	High
2	Expressing congratulation	90 %	High
3	Expressing Asking and giving to do something	90 %	High
4	Expressing intentions of doing weekend/holiday/school activities and school project	90 %	High
5	Describing ecotourism destination and historical building	90 %	High
6	Describing recreational places	90 %	High
7	Expressing asking and giving information to public announcement	90 %	High
8	Telling an experience of meeting an idol/favorite singer	90 %	High
9	Telling historical event	90 %	High
10	Telling the past events related to the life of prominent figures	80 %	High
11	Telling folktale story	80%	High
12	Telling the lyric meaning song	80%	High

The topic considering here are four types of texts needed for speaking skills, they are monolog text, functional text, transactional text and interpersonal. It categorized with a specific topic.

Table 3. Text Types

No	Type Text	Topic
1	Interpersonal Text	<ul style="list-style-type: none"> •Introducing self, friend and parent •Expressing congratulation
2	Transactional Text	<ul style="list-style-type: none"> • Expressing Asking and giving to do something • Expressing intentions of doing weekend/holiday/school activities and school project
3	Functional Text	<ul style="list-style-type: none"> • Describing ecotourism destination and historical building • Describing recreational places • Expressing asking and giving information to public announcement
4	Monolog Text	<ul style="list-style-type: none"> • Tell an experience of meeting an idol/favorite singer • Tell historical event • Telling the past events related to the life of prominent figures • Tell folktale story • Tell the lyric meaning song

The result of this research quite a similar previous study about developing an authentic assessment. The first research was done by Sahyoni (2016) The research findings showed that students need an assessment model that is communicative, relevant, continuous, simple and various forms. His research done in Junior High School, it was different from this study that focused on Junior High School Grade X. He analyzed student need. The next project was done by Sahriati (2017), she also researches about developing authentic assessment in Junior High School, but she starts analyzed from student need, teacher need and review from Document analyzed like Curriculum, syllabus, and lesson plan. Recently research that similar to this from work Moria (2017) showed that the developed model of authentic assessment for assessing writing skills is valid and practice to be used. The present research is different from this research since the researched different levels of education. Moria has conducted the research on Junior high school level, while the writer of this research will research senior high school level. And she has researched with Writing skills. Another research conducted by Mukhaiyar, Syarif, Refnaldi & Arianto (2019) explored students' needs on writing material for journal writing.

For speaking skills in grade X in Senior High, the resulting teacher needs accurate evaluation review. The type of authentic assessment we need was role-played, oral interview, knowledge distance, and retelling of stories. Brown (201) represents the four forms of authentic evaluation that authentic assessments require students to conduct, make, develop, or do something. Talking subjects should be relevant to the situation in the real world. In a real-world situation, the topics like presenting oneself, family, historical setting, folklore, ecotourism, and announcement have been identified. There were three functions of speaking, (1) talks as interaction, (2) talks as transaction and (3) talks as performance. Talks as interaction refer to when the people meet, they exchange greetings, engage in small talk and to establish a comfortable zone of interaction with others. Talks as transactions refer to situations where the focus is on what is said or done such as describing something, asking the question, asking for clarification, confirming information, making a suggestion and agreeing or disagreeing something. Talks as performance are usually in the form of monolog rather than dialogue such as giving a speech and giving describe the place.

Conclusion

Teachers need an authentic assessment for speaking skills that were analyzed to develop the appropriate models of authentic assessment for speaking skills suitable for grade X Senior High School. This research has found four needs for authentic assessment. They are related to characteristics of authentic assessment, types of authentic assessment, and the ways to administer the authentic assessment. The characteristics of authentic assessment needed by the teachers and students are simple and familiar with daily life, clear rubric score, communicative, and conducted continually. The types of authentic assessment needed by students and teachers to assess speaking skills were role play, oral interview, information gap, story retelling, and radio broadcast; the text type of authentic assessment needed by the teacher are monolog text, functional text, transactional text and interpersonal.

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