

# The Implementation of Authentic Assessment in Speaking Skills at MTS As-Suyuthy Ireng

Zurhan Afriadi\*

*Department of English Education  
University of Mataram  
Mataram, Indonesia  
zurhanafriadi@yahoo.com*

A Arifuddin

*Department of English Education  
University of Mataram  
Mataram, Indonesia*

N Nuriadi

*Department of English Education  
University of Mataram  
Mataram, Indonesia*

**Abstract**—This study is addressed to investigate the use of code switching by EFL teachers in classroom setting at Mts As-Suyuthy Ireng Gunungsari sub district, West Lombok Regency, West Nusa Tenggara Province. The research employs a descriptive qualitative method. The data were obtained by providing questionnaires and conducting direct interviews with subject teachers. Three English teachers are observed as samples of observation during the teaching and learning process, and forty three students of grade eight become the respondents of questionnaire. Based on the results of this study, it can be concluded that authentic assessment is needed in assessing language learning students and can find out the students' ability in learning languages, especially English.

**Keywords**—Authentic Assessment, Speaking skill, Performance, Ability

## I. INTRODUCTION

The development of the word, science and technology, language has played a crucial role for human life. With language a person can express ideas, emotion and desires. With language, as a medium of interaction, human being can interact with each other and work together to create a better life, [1] state that language is vital from a functional view as a vehicle for expressing of functional meanings.

English is one of the languages used for wider communication with all people in the world due to its status as an international language. It should be mastered in order to be able in interaction with other people in the world. Nonetheless, most of the teachers of English face difficulties when teaching to their students, especially when dealing with speaking skill. They are worried so much in making mistakes and they are often shy when they want to begin speaking in front of their friends and teachers. In addition, the students have limited motivation in learning English and speaking the language because they feel that English is never going to be used in their daily life and in their neighbourhood. Consequently, they become very passive and silent in teacher-centred classes.

The problem in teaching can come from various sources. While most of the cases are related with teaching strategies and learning motivation, the practices in the EFL teaching world have to a certain extent contributed significantly. In most EFL cases in Indonesia, teaching speaking has made use of dialog memorization presented individually or in groups for the teachers to assess. The marking might be valid and reliable but in most cases it is unnatural, it demotivates students for more learning and it fails miserably to represent

how the acts of speaking in real-life are enacted. There are various studies on this issue, but studies on how real-life authentic assessment of speaking skill is enacted in actual remote EFL classes are very few, if any. Thus the writer investigates how authentic assessment functions to progress English competency of the students. This is important, as [2] states, assessment is an important part of learning not only because it communicates applicable information but is also provides backwash effect to teaching and supports student learning. Assessment not only asks questions about what students already know and how students make use of it in real life, but it also how students have learned or expected to learn what is considered relevant to knowledge. This could only be done only if only authentic assessment is implemented.

Authentic Assessment technique can be applied in order to build the spirit and skill each student, in which the implementation of authentic assessment teaches real world activity to the student. It means that if the authentic assessment is applied to build the student speaking skill, the teachers should give appropriate assessment with what is real in the daily life of their student.

In addition, the importance of authentic assessment influences instructional decision and it engages children in the evaluation of their own work. The process is directed to the student and teaching style. The process is monitored more frequently than when the students are given formal norm-referenced testing. When assessment and instruction are merged, both teachers and students become learners. Teachers focus on what and how to teach while students are more self-directed, motivated and focused on learning. Authentic assessment put the teachers and students in charge. Consequently, it is our responsibility as educators to understand the elements of good authentic assessment.

Authentic assessment can be seen as systematic organized collection of evidence used by the teacher to monitor the growth of the students' knowledge, skill and their attitude in specific content area. Authentic assessment is not only the activity of the teacher but also the students as well because the authentic assessment demands the teacher and student to cooperate in order to create successful teaching and learning processes.

Authentic assessment has been applied widely among educational setting including Islamic Junior High School As-Suyuthy where the study was conducted. In this study, the following research questions are concerned with:

1. What are the types of authentic assessment used to assess students' speaking skills?
2. How do the teachers use the authentic assessment in improving students' speaking skill?
3. What is the Advantage authentic assessment in teaching speaking?

**II. METHODS**

In this case, the research design of this study is therefore a descriptive qualitative method. This method belongs to the natural phenomena, systematic, factual and accurate description of situation. [3] explains that qualitative research is a method that is used by researcher to observe a natural phenomenon in finding data.

To achieve the purpose of this study, there are three phases in present the data, namely, observation, recording and questionnaire. The first technique is observation. Observation is one way for researcher to recognize the people ability for example EFL teachers to speak by EFL language in community or English classroom teaching. In this case, the study focused to observe the implementation of authentic assessment in speaking skills occurred in EFL teaching classroom [4]. The second is recording. To obtain the data needed, the study used Smartphone mobile to record the EFL teachers' explanation of lesson to the students in the classroom. This research took 10 meetings to record the teachers. Each meeting consisted of 2 x 45 minutes. The data that found from recording were transcribed into English written form, and verified then by the researcher.

The last is questionnaire. In this case it was arranged related to the research questions. The total questions that provided were ten items. For this aim, the students were asked to code they respond particularly the implementation of authentic assessment in speaking that teachers' applied to demonstrate the topic discussed in the classroom teaching.

**III. RESULTS AND DISCUSSION**

*A. Results*

Based on data gathered, it can be concluded that, the implementation of authentic assessment in speaking skills in Mts As-Suyuthy Ireng of grade VIII at academic year

2019/2020 can be measured by using the types of authentic assessment used to assess the students' speaking skills, authentic assessment in improving students' skills, and the advantages of authentic assessment in teaching speaking. From those parts, this study found the differences of percentages on teaching learning applied, for instance, Role Play, Picture Text, Short Question and Answer, Pair Dialogue, and Narrating sequence on the Type Authentic Assessment. According to data collected role play, picture text, and pair dialogue most frequently used by the teacher with (14 %), followed by short question and answer and narrating sequence (6%). Furthermore, the used of the Authentic Assessment by the EFL Teachers particularly Applying speaking board games, and Giving listening activities to provide the model of expressions most frequently used by the teacher with (12 %), furthermore, Giving the students some practices is rarely employed with (6%). In addition, the advantages of authentic assessment in increasing the students' speaking skill in English at MTS As-Suyuthy of grade VIII namely The way of EFL teacher in Using the Authentic Assessment in Improving Students' Speaking Skill in MTS As-Suyuthy of grade VIII at academic year 2019/2020 are, Assessment can be done directly, and Integrated learning, most frequently occurred in teaching learning of EFL Classroom with (12 %), then the Opportunity to display learning results is rarely appeared with (6%). Besides that, the difference of these points is influenced by the learning environment carried out in the classroom between EFL teachers and learners.

*B. Discussion*

In the teaching of English specifically speaking which is done by teachers in As-Suyuthy Ireng MTS there are several authentic assessment types that are used by teachers in this case the teacher to assess students' ability to speak English. From the results of the research conducted with respondents as a three teachers, it was found that the authentic type of assessment used to assess students in learning English in this case speaking included. In short, to observe the types of authentic assessment employed by the EFL teachers in the classroom, the researcher used the study of [6]. Those types are mentioned by authentic in EFL classroom, for instance: role play, picture text, short question and answer, pair dialogue, and narrating sequence.

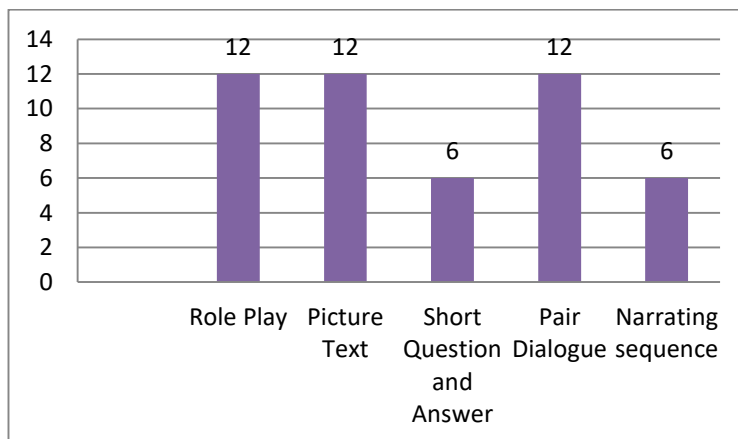


Fig. 1 Total of Using the Types of Authentic Assessment by EFL Teachers in the Classroom

Based on the table above, it can be described that the types of authentic assessment used by the teacher to assess the ability of students in English in MTS As-Suyuthy of grade VIII at academic year 2019/2020 are, role play, picture text, and pair dialogue most frequently used by the teacher with (14 %), followed by short question and answer and narrating sequence (6%). In addition, the difference in the use of elements in the authentic type of assessment is

influenced by the learning environment carried out in the classroom between EFL teachers and learners.

Furthermore, the results of research conducted on 3 English teachers at MTs As-Suyuthy Ireng found that the way teachers judge authentically to improve students' ability to learn English, among others. It would be stated by following the table.

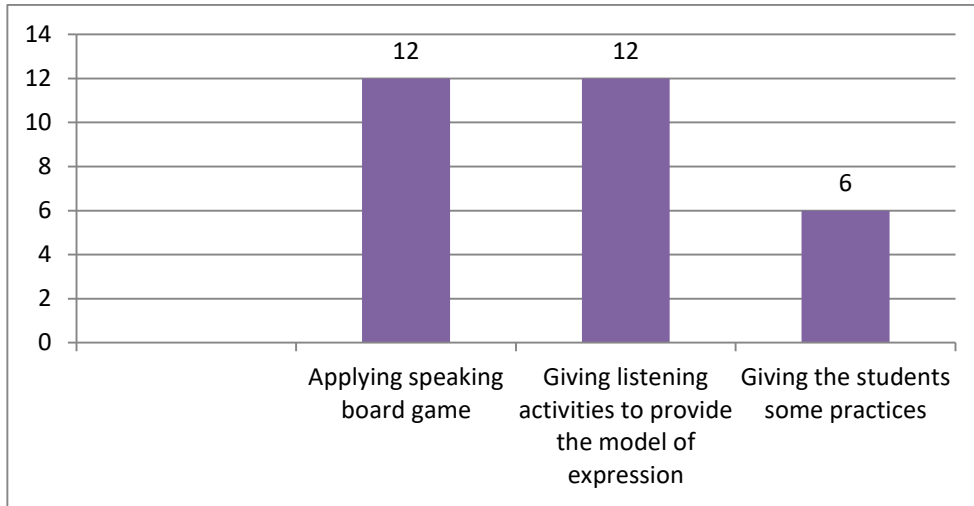


Fig. 2 The Way of EFL Teacher in Using the Authentic Assessment in Improving Students' Speaking Skill

Related to the table above, it can be inferred that The way of EFL teacher in Using the Authentic Assessment in Improving Students' Speaking Skill MTS As-Suyuthy of grade VIII at academic year 2019/2020 are, Applying speaking board games, and Giving listening activities to provide the model of expressions most frequently used by the teacher with (12 %), furthermore, Giving the students some practices is rarely employed with (6%). Besides that, the difference in the use of elements in the authentic type of assessment is influenced by the learning environment carried out in the classroom between EFL teachers and learners. In addition, to describing more of the way of EFL teacher in

Using the Authentic Assessment in Improving Students' Speaking Skill, it can be seen by following descriptions

Based on research conducted at MtsAs-SuyuthyIreng with English teacher respondents, it was found that there are several advantages of using authentic assessment in assessing students learning English, especially in learning English. The data from respondents are selected by perspective of [6]. Furthermore, he explained that, there are some advantages the EFL teachers using authentic assessment in English classroom, including; it can be done directly by the EFL teachers, then it has integrated meaning, and the last it has opportunity to display learning result [6].

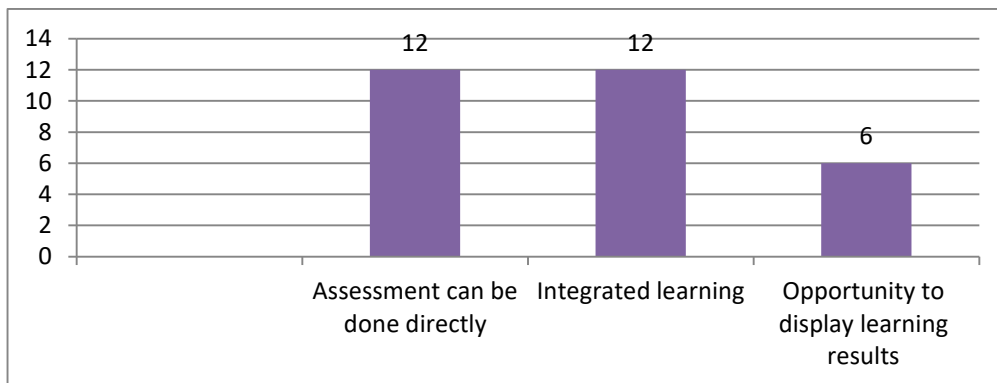


Fig. 3 The Advantage of Authentic Assessment in Teaching Speaking

Based on table above, it would be described that advantages of authentic assessment in increasing the students' speaking skill in English at MTS As-Suyuthy of grade VIII namely The way of EFL teacher in Using the

Authentic Assessment in Improving Students' Speaking Skill in MTS As-Suyuthy of grade VIII at academic year 2019/2020 are, Assessment can be done directly, and Integrated learning, most frequently occurred in teaching

learning of EFL Classroom with (12 %), then the Opportunity to display learning results is rarely appeared with (6%). Besides that, the difference of these points is influenced by the learning environment carried out in the classroom between EFL teachers and learners. In addition, Some of the advantages of using authentic assessment, one of which is that the teacher can do the assessment directly, this is important because by doing the assessment directly the teacher can find out the ability of each student in learning English, especially in speaking.

#### IV. CONCLUSION

From those parts, this study found the differences of percentages on teaching learning applied, for instance, Role Play, Picture Text, Short Question and Answer, Pair Dialogue, and Narrating sequence on the Type Authentic Assessment. According to data collected role play, picture text, and pair dialogue most frequently used by the teacher with (14 %), followed by short question and answer and narrating sequence (6%). Furthermore, the used of the Authentic Assessment by the EFL Teachers particularly Applying speaking board games, and Giving listening activities to provide the model of expressions most frequently used by the teacher with (12 %), furthermore, Giving the students some practices is rarely employed with (6%). In addition, the advantages of authentic assessment in increasing the students' speaking skill in English at MTS As-Suyuthy of grade VIII namely The way of EFL teacher in Using the Authentic Assessment in Improving Students' Speaking Skill in MTS As-Suyuthy of grade VIII at academic year 2019/2020 are, Assessment can be done directly, and Integrated learning, most frequently occurred in teaching learning of EFL Classroom with (12 %), then the Opportunity to display learning results is rarely appeared with (6%). Besides that, the difference of these points is influenced by the learning environment carried out in the classroom between EFL teachers and learners.

#### ACKNOWLEDGMENT

First of all, I would like to thank to Allah the Almighty, because of his mercy I could finish our Paper. Secondly I would like to extend my deep gratitude to: The Head of the English Graduate Department of Post Graduate Program Mataram University, Dr. H. Muhammad Amin, M.TESOL The Secretary of the English Graduate Department of Post Graduate Program Mataram University, My Main Supervisor Prof. Dr. Arifuddin, M.Pd. and My Associate Supervisor Dr. Nuriadi, S.S., M.Hum who have given valuable guidance, aid, and advices during the process of writing, My beloved Parents BQ. Sarwani, Inaq Rakibah, Itrvan Efendi, Sunarya Sakiman Hadi and my beloved Wife Nurul Aeni and my Child Hafiza Rahmadania Zahira and Attar Zhulhijjah Faribi and all my Family who have supported me everytime. Finally, I am aware that this thesis is still far from perfection, therefore I do expect the constructive suggestions and advices in order to develop this thesis and may this gives a valuable contribution for the development of next research which investigate such similar field.

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