

Teachers' and Students' Needs for Authentic Assessment for Speaking Skills in Online Learning

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ABSTRACT

Online learning is one of the learning methods applied by the government in the pandemic situation. In the 2013 curriculum, authentic assessment of English subjects is the most important part in assessing students' authentic skills including speaking skills. However, authentic assessment has experienced some significant changes and problems during the COVID-19 pandemic. This study aimed to analyze the needs of students and teachers in conducting an authentic assessment of speaking skills in online learning. This research was survey research conducted using a questionnaire distributed to 36 senior high school students and 2 English teachers. The results showed that (1) online learning activities are needed by teachers and students in assessing speaking skills, namely providing video samples or demonstrations, online interviews, speaking skills by making videos, and providing clear feedback. (2) There were four important components for students and teachers to assess speaking skills, namely comprehension, fluency, vocabulary, and grammar. (3) The characteristics of authentic assessment needed by teachers and students in online learning were simple and contextual, communicative, clear rubric scores, and carried out continuously.

Keywords: Teachers' and students' needs, authentic assessment, speaking skill, online learning

1. INTRODUCTION

COVID-19 pandemic causes a serious problem in All aspects, and without exception in the aspect of education. Many countries including Indonesia have decided to close the schools and universities. This situation causes the implementation of face-to-face learning to become online learning. Online learning is one of the learning methods applied by the government in a pandemic situation. This method is expected to help the teaching and learning process run well. Of course, to ensure the learning process continues well even during a pandemic situation that applies online learning methods, an assessment is needed. One of the assessments in the 2013 curriculum that can measure students' English skills, especially in speaking skills is authentic assessment.

Authentic assessment is an assessment that reflects student achievement as measured in real situations, which makes students engage in meaningful and useful tasks. In addition, authentic assessment can develop students' ability to think critically, help them to process information, criticize, analyze information, and document the relationship between learning and teaching. Therefore, in authentic assessment, the use of assessment strategies and tools can assess the actual and realistic learning process of students and can provide

many learning opportunities for students. Most authentic assessment strategies require students to have higher levels of thinking skills, problem-solving, and creativity [1]. In addition, authentic assessment is a diagnostic tool that is carried out continuously and centered on students [2]. This helps students to be more involved in their learning and gives them a sense of control over their learning.

In the authentic assessment of English skills, most teachers and students experience problems in its implementation [3][4][5]. In addition, teachers are required to improve student's language skills under any circumstances. One of the indicators that show students' improvement in language learning is the students' speaking ability [6][7]. Therefore, teachers are expected to design authentic assessments in online learning situations, so that students' speaking skills in English remain guided.

Designing authentic assessments in online English learning is a new job that has rarely been carried out before. The first step in designing an authentic assessment is to conduct a Needs Analysis. Needs analysis is considered as a systematic process of gathering information about students' needs and preferences, interpreting information, and making decisions based on interpretations to meet needs [8]. According to Jordan (1997) needs analysis is a formal

process that focuses on how a product meets human needs [9]. So, we can conclude needs analysis is an effort to collect as much information as possible to build a comprehensive understanding of the needs and problems faced for teaching.

The activities involved in needs analysis in authentic assessment of speaking skills in online learning are first, the form of authentic assessment used in speaking skills including nine forms of speaking assessment according to Zaim and Zul Amri (2017) and Ulhasanah (2019), namely oral interviews, stories or retelling text, description cue pictures, role play, oral reports, video clips, information gaps, debates and, radio broadcast assignments [10][11]. Second, the characteristics of authentic assessment of speaking skills in online learning have four main characteristics according to Zaim and Mukhayar (2017), namely simple and contextual, communicative, clear scoring rubrics and carried out continuously [12]. Third, speaking competence is tested in authentic assessment in online learning. According to Baleghizadeh et al (2014), the competencies tested in speaking skills include understanding, fluency, vocabulary, and grammar [13]. From the several aspects of the need analysis above, the process of collecting information from teachers and students can be carried out to achieve learning objectives.

The activities involved in needs analysis in the authentic assessment of speaking skills in online learning are first, the form of authentic assessment used in speaking skills including 9 forms of speaking assessment according to Zaim and Zul Amri (2017) oral interviews, stories/texts retell, pictures description cues, role play, oral reports, video clips, information gaps, debates and radio broadcast assignments [10]. Second, the characteristics of authentic assessment of speaking skills in online learning have 4 main characteristics according to Zaim and Mukhaiyar (2017) simple and contextual, communicative, clear scoring rubrics, and carried out continuously [11]. Third, speaking competence is tested in authentic assessment in online learning. According to Baleghizadeh et al (2014), the competencies tested in speaking skills include understanding, fluency, vocabulary, and grammar. From the several aspects of the needs analysis above, the process of collecting information from teachers and students can be carried out to achieve learning objectives.

Many researches on needs analysis of authentic assessment for speaking skills has been carried out including Ulhasanah (2019) which conducted a needs analysis on senior high school students regarding authentic assessment on aspects of authentic assessment characteristics, types of authentic assessment for speaking skills, and types of authentic assessment texts. The same thing is the research conducted by Zaim and Zul Amri (2017) who conducted a needs analysis of the form of authentic assessment for speaking skills used by junior high school students. Furthermore, research conducted by Zaim and Mukhayar (2017) conducted a needs analysis on the characteristics and forms of authentic assessment for speaking skills in junior high

school students. From previous studies, the researchers conducted needs analysis in face-to-face learning. Meanwhile, in the current pandemic conditions, this research is trying to analyze the needs of authentic assessments for speaking skills in online learning.

The purpose of this study was to determine the analysis of the need for authentic assessment of speaking skills in high school in online learning in terms of the form of authentic assessment of speaking skills needed by students in online learning, speaking competence tested by teachers in the authentic assessment of speaking skills in online learning and characteristics of authentic assessment of skills. speaking that students need in online learning.

2. RESEARCH METHOD

This research is survey research. This study examines the needs analysis of students and teachers of SMA Negeri 2 Sumatera Barat on authentic assessment of speaking skills in online learning. The results of the needs analysis research are expected to be a constructive and contributive input for English teachers when conducting authentic assessments in online learning. Data was collected by distributing online questionnaires using the Google Form platform and interviews. The instrument on the questionnaire was adapted from the research of Zaim and Zul Amri (2017), Zaim and Mukhaiyar (2017), and Baleghizadeh et al (2014) about the form of authentic assessment of speaking ability, speaking competence, and characteristics of authentic assessment in online learning. Furthermore, interviews were conducted with two English teachers at SMAN 2 Sumatera Barat to support the results of the closed-ended questionnaire. The data was then analyzed using a descriptive explanation. Descriptive analysis is needed to describe and analyze the needs of teachers and students in the process of authentic assessment of speaking skills in online learning. To analyze the data, the researcher used references from Zaim and Zul Amri (2017) in determining the category as follows; Low category with a percentage of 26%-50%, medium category with a percentage of 51%-75%, and the last category is high with a percentage of 76%-100% [10].

3. FINDING AND DISCUSSION

Result

1. Student Need

a. Types of authentic assessment of reading skills in online learning

The form of authentic assessment to assess students' speaking ability consists of nine forms of oral interview, story/text retell, description cue picture, role play, oral report, video clip, information gap, debate, and radio broadcast assignment. The form of authentic assessment needed in online learning during a pandemic by 36 students of SMAN 2 Sumatera Barat can be seen in Table 1 below:

Table 1. Types of authentic assessment of reading skills in online learning

No	Type of Authentic Assessment for Speaking	Percentage	Category
1	Oral interview	84.75%	High
2	Retelling story/text	57.00%	Medium
3	Picture cue description	57.00%	Medium
4	Role play	46.50%	Low
5	Oral report	45.25%	Low
6	Video Clip	81.25%	High
7	Information gap	55.50%	Medium
8	Debate	39.50%	Low
9	Radio Broadcast	41.00%	Low

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

Based on the table above, the forms of assessment used for authentic assessment in online learning that students need are online oral interviews and making video clips.

b. Authentic assessment characteristics in online learning

There are four aspects of needs analysis of authentic assessment characteristics in assessing students' speaking skills, namely simple and contextual, communicative, clear scoring rubrics, and carried out continuously. The characteristics of authentic assessment needed in online learning during a pandemic by 36 students of SMAN 2 Sumatera Barat can be seen in Table 2 below:

Table 2. Authentic assessment characteristics in online learning

No	Characteristics of Authentic Assessment for Speaking	Percentage	Category
1	Simple and contextual	94.44%	High
2	Communicative	88.89%	High
3	Clear rubric scores	80.55%	High
4	Carried out continuously	83.33%	High

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

2. Teachers Need

Data on teacher needs were collected through interviews with 2 English teachers at SMA Negeri 2 Sumatera Barat who teach in class XI. The interview focused on the teacher's needs regarding speaking competence which was tested in the authentic assessment of students' speaking skills during online learning. Authentic assessment speaking competencies required during online learning are as follows: (1) understanding, (2) fluency, (3) vocabulary, and (4) grammar. Therefore, the speaking competence tested in online learning is not much different from the speaking competence applied to conventional or face-to-face learning.

Discussion

This study discusses the needs analysis conducted on 36 eleventh grade students and two English teachers of SMAN 2 Sumatera Barat by using a google form-assisted questionnaire on authentic assessment of speaking skills in online learning. In this study, three aspects of needs analysis were carried out on the authentic assessment of speaking skills in online learning. The first is an authentic assessment form for speaking skills that students need in online learning. Second, the characteristics of authentic assessment that students need in online learning. Third, speaking competence was tested by the teacher on authentic assessment in online learning.

a. The forms of authentic assessment for speaking skills are needed by students of SMAN 2 Sumatera Barat in online learning

The findings reveal that students prefer to use online interviews (84.75%) and video making (81.25%) in authentic assessments for students' speaking skills in online learning. The findings of this study are in line with Zaim and Zul Amri's (2017) research on junior high school students in face-to-face learning, revealing that the form of authentic assessment needed by students for speaking skills is an oral interview. So that in authentic assessment of reading skills, both in face-to-face and online learning, more use of oral interviews to assess students' speaking skills. However, the assessment of oral interviews conducted in online learning uses the google meet, zoom, or WhatsApp platform.

b. Characteristics of authentic assessment needed by students of SMAN 2 Sumatera Barat in online learning

The findings reveal that students prefer authentic assessment characteristics in online learning as follows; communicative (94.4%), simple and contextual (88.89%), carried out continuously (83.33%), and a clear rubric score (80.55%). The findings of this study are also the same as Zaim and Mukhaiyar (2017) in junior high school students in face-to-face learning revealing that the characteristics of authentic assessment needed by students for speaking skills are simple and contextual, communicative, clear scoring rubrics and carried out continuously. There is a slight difference in previous research that in this study the first position of authentic assessment characteristics is communicative. Communicative is the main factor of fluency in learning English.

c. Speaking competence tested by the teacher in authentic assessment in online learning

Based on the results of interviews conducted with two English teachers at SMAN 2 West Sumatra. Authentic assessment speaking competencies required during online learning are as follows: comprehension, fluency, vocabulary, and grammar. The same thing was done by research by Baleghizadeh et al (2014) and Zaim et al (2017). Therefore, it can be concluded that the speaking competence tested in online learning is not much

different from the speaking competence applied in conventional or face-to-face learning.

4. CONCLUSION

Analysis of student and teacher needs was conducted on 36 high school students and 2 English teachers at SMAN 2 Sumatera Barat. that (1) online learning activities needed by students in assessing speaking skills are online interviews and speaking skills by making videos. (2) There are four important competencies for teachers to assess students' speaking skills, namely comprehension, fluency, vocabulary, and grammar. (3) The characteristics of authentic assessment that students need in online learning are simple and contextual, communicative, clear scoring rubrics, and carried out continuously. Therefore, the researcher suggests that teachers can apply all types of authentic assessments to assess students' speaking skills in online learning.

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