

ENGLISH TEACHERS' DIFFICULTIES IN IMPLEMENTING AUTHENTIC ASSESSMENT IN SPEAKING SKILL

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Abstract

The background of this research is the important of implementing authentic assessment since it is one of the demands of the current curriculum, curriculum 2013. However, many teachers still face some problems in implementing it. This research aims to investigate the types of authentic assessment in speaking and teachers' difficulties in implementing it. The method used is descriptive. The data were collected through interviewing the English teachers of grade XI in MAN Koto Baru Solok, and analyzing teachers' documents. The findings showed that the teachers used type and various steps in implementing authentic assessment in speaking; however, they still faced some problems such as not having enough time to assess all of the students' performances that make it less optimal in assessing them, and having difficulties in categorizing speaking rubrics based on its level.

Keywords: Authentic Assessment; Teachers' Difficulties; Speaking Skill

Introduction

Curriculum 2013 is the newest curriculum that has been implemented in Indonesia since several years later. The government has changed the curriculum based on the teaching and learning process, and students' behavior. Because of the newest curriculum, almost teachers have trained how to implement it. Then, based on this training it is hoped that the teachers understand the 2013 curriculum well, such the process of teaching and learning, the role of teachers and students, and assessment in teaching and learning.

Furthermore, the development of curriculum is based on the condition of problems in implementing of previous curriculum. According to The Regulation of the Minister of Education and Culture (2014) the development of the 2013 curriculum is the new step of developing of curriculum based on the competency that is started since 2014 and KTSP 2006 that range the competency of attitude, knowledge, and skill integrally. Also, the Ministry of Education and Culture published the curriculum 2013 to refine the implementation of KTSP. The curriculum 2013 used to improved religious tolerance as education should not only make people be smart but also to train Indonesian' students to be mentally thought, physically healthy, tolerant and willing to live in harmony with others with different religious, race and tribes.

There are several rules that teachers should follow in implementing 2013 curriculum. One of that they should understand is about assessment. Actually, Assessment is one of the ways to know the students' achievement in learning, which needed in each education system. Then, it is hoped that teachers know the process assessment in order to find out the result of their students' achievement. Because of one of point 2013 curriculum is to show students' achievement that are not only in their knowledge but also in their behavior.

Additionally, in 2013 curriculum, it is called authentic assessment. Authentic assessment is kind of assessment that used by almost of teachers to measures students' ability in implementing curriculum 2013.

According to O'Malley & Pierce (1996) stated that authentic assessment is a multiple forms of assessment that reflect to the students' learning, achievement, motivation and attitudes on instructional relevant classroom activities. In addition, The European Conference on Language Learning (2014) stated that authentic assessment is an alternative assessment which has the capacity of providing students with the opportunity to explore life like situations by having problem solving tasks. Meanwhile, the Regulation of the Minister of Education and culture (2013) defined authentic assessment is an assessment which significantly focuses in measuring student's learning process dealing with their behavior, knowledge and skill.

Furthermore, Authentic assessment is complete assessment that use for measuring students' achievement in learning, where it is not only to measure students' knowledge but also their habit or attitudes, that tended of using contextual and complex tasks enables students to show their more authentic competence. Accordingly, in authentic assessment, teachers are required to assess students' skills using performance,

project, and portfolio assessments. Performance assessment is an assessment which is conducted by observing students activities in doing particular activity, then portfolio assessment is defined as a continuous assessment process based on a set of information that shows the development of students competence in a given period of time, while project assessment is an integrated unit of works which cannot be finished at a given time, it requires the students to do a series of tasks resulting on specific product or data (The Regulation of the Minister of Education and Culture, 2014)

The authentic assessment, sometimes it is called complete assessment because it should be followed by some activities which teachers must do several points in implementing it such as building a team, determining the purpose of the authentic assessment, specifying objectives, conducted professional development on authentic assessment, collecting examples of authentic assessment, adapting the existing authentic assessment or developing a new one, trying out the assessment and reviewing the assessment (Barker: 2003).

In addition, the authentic assessments of speaking should focus on student's ability to interpret and convey meanings for authentic purpose in interactive context. Teachers need to use assessment tasks which are as authentic as possible in a classroom setting. This means (1) using authentic language in speaking, (2) setting real world task, and (3) giving the students opportunities to use language in situation based on everyday life. It is important to expose students to authentic language and help them work out strategies for dealing with less than total comprehension (Porter & Roberts, 1987). O'Malley and Pierce (1996) provide some steps in preparing speaking assessment: 1) identifying purpose, 2) planning for assessment, 3) developing scoring procedures, 4) setting standard, 5) selecting assessment activities, and 6) recording information.

Because of the complete in doing this assessment, it is quite challenging for the English teachers. They still face by some problems in doing this assessment beside they are demanded to do this assessment. Commonly, the problem happened because of limited time, less understanding, and having many students that should be assessed.

There are some studies from other researchers that doing the research about implementing authentic assessment. Retnawati. et.all (2016) study about the difficulties of vocational school teachers in implementing the assessment in 2013 Curriculum at Yogyakarta. Here, the researchers found the teachers' problem in implementing it such the teachers do not fully understand about system of assessment (e.g. authentic assessment), teachers have difficulties in developing the instruments of attitude, formatting the indicators, designing the rubric assessment, and also gathering the score. Then, Fitriani (2014) has found the generally problem that is faced by Indonesian teachers such as the challenging in designing the purpose of assessment, encouraging the fairness and also doing grades system.

Furthermore, based on preliminary research in MAN Koto Baru Solok, the English teachers have implemented authentic assessment is assess students' speaking skill. Actually, the teachers have follow training before implementing it and also discuss in MGMP forum. Although, they have trying in implementing it, they are still having some difficulties to assess their students' performance by using authentic assessment in speaking. Based on these, this study aims to describe teachers' difficulties in implementing of authentic assessment in assessing students' speaking skill.

Method

This study is qualitative research. It contained of the description of information about using of authentic assessment in assessing speaking skill by the teachers. This data was conducted at MAN Koto Baru Solok, at Koto Baru Solok in West Sumatera. Subject of this research were both teachers of grade ten, while the object was the process of implementing authentic assessment in assessing students' speaking skill.

Furthermore, interview and analysis of teachers' documents were used to collect the data. Interview was used to collect information from the teachers about their challenging or difficulties in implementing authentic assessment in assessing speaking. While teachers' documents were used to see types and rubrics that used by the teachers for speaking. Then, for collecting the documentation, it was seem from the teachers' lessons plan and speaking rubrics.

After the data were collected, they are analyzed by giving description of the data. Then the study used the theory of O'Malley and Pierce (1996) to analyze steps of teachers in doing speaking assessment. Particularly, the scope of this study was to analyze teachers' difficulties in implementing authentic assessment in speaking and what types of authentic assessment used by the teachers.

Results and Discussion

Based on the interview and teachers' document analysis were found that types of authentic assessment that used by the teachers in assessing speaking skill is performance assessment. Here, students are asked to

perform themselves related to what the teachers are asked to do for them. There are many activities have done based on authentic materials. One of example is about narrative text, the students are asked to find out a story that became from their country such as Malin Kundang legend from West Sumatera. Then, the teacher assessed their performance by using some criteria. But this assessment is not fully complete yet, because teachers still find difficulties in implementing this assessment. Previously, in assessing speaking, the teachers only asked the students to remember the dialogue and practice in front of the classroom. Then, also teachers do the project assessment, where the students are asked to create their daily life conversation at home and then submit it to the teachers.

Moreover, based on the interview, they have told that they have training for several times to increase their knowledge about implementing authentic assessment and attend English teachers' forum that placed in that city. However, they still faced by problems about authentic assessment especially for speaking. The most important problem that teachers faced is the limitation of time for assessing students' performance. Actually, in the theory of O'Malley and Pierce (1996) suggested six steps in preparing speaking assessment, they are identifying the purpose, planning for assessment, developing scoring procedures, setting standard, selecting assessment activities and recording information.

Practically, teachers have tried implementing this ways, however they have no much time to complete this steps. Almost of activities that have done, teacher miss one steps in recording information. Furthermore, in document analysis of their lesson plans showed that they have complicated it related to authentic assessment. In fact, it was found that the teachers conducted professional development on the authentic assessment. Unfortunately, they did not do complete steps, sometimes they miss the identifying the purpose of assessment and recording the information.

Here, there findings of interview for both of English teachers of MAN Koto Baru Solok about implementing authentic assessment for students' speaking skill. The finding of interview with first teacher, she stated that

"In implementing 2013 curriculum, I should have done the authentic assessment in assess my students' achievement. Then, I think that authentic assessment has complete assess in assessing students' performance. However, I still have not much time to complete the assessment, the time that I have in doing the assessment is still not complete, I should have much time to complete the assessment, but I still have not complete time". (source: Interview with teacher Nini Mardona, S.pd, English teacher of MAN Koto Baru Solok)

Then, the second teacher stated that:

"After getting the 2013 training, I implement the authentic assessment in my classroom. However, it is not an easy activity. I should assess my students completely, and in implication I did not have much time to do that. Then, I should more attention to my students' activities and I still get difficulties in taking my students' fairness" (Source: Mr. Ardison, S.Pd, as an English teacher of MAN Koto Baru Solok)

Then, based on the teachers' document analysis, the teachers use rubric in assessing students' speaking skill.

Table .1 : Speaking Rubric Assessment

Name : Class/Number :/

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KKM : 75

No	Criteria to be assessed	Low performance 75	Good Performance 80-85	Very Good Performance 90	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	monotonous	begins to vary the intonation	Accurate intonation	
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total score : 4					

Source: Teachers' documentation

The rubric above is kind rubric used by the teachers in assess students' speaking skill. This rubric shows separating of speaking criteria such pronunciation, intonation, grammar and content. There are three kind categories are low, good and very good. When assessing students' performance, teachers separate their score based on the criteria. The highest score that will be got by the students is 90.

Based on the finding above, they are kinds of the teachers' difficulties in doing the authentic assessment, actually the teachers try to assess their students assessment based on the theory that had been given for them, but it is still became a difficulties in application. Similarly, the assessment method was quite complex and time assuming so that the teachers were confused and shifted their focus from teaching to mostly assessing. The findings are in line with O'Malley and Pierce (1996), stating that authentic assessment is likely to encounter three difficulties concerning the purpose, the fairness and the grading process. The purpose of assessment affects whether or not the students receive special language based instruction, the type instruction, and the duration over which the instruction held. With limited source, time and partners, the teachers were not able to develop assessment appropriately.

Furthermore, in assessing speaking skill, O'Malley and Pierce (1996) suggested several kinds of performance assessments such as, oral interview, radio broadcast, information gap, story or text retelling, etc. In this case, teachers asked students to do oral presentations based on narrative text to do storytelling based on story that happen in *Minang* because it related with their culture. However, in giving the assessment, the teachers did not do the last preparation, where O'Malley and Pierce's (2006) suggest steps in preparing speaking assessment. Particularly, teachers have no document of their students' performance.

Additionally, based on the interview of both of English teachers, they have implemented authentic assessment in their classroom. However, both of them have limited time to complete the assessment, they need more time to complete their students' achievement. In this case, both of teachers should manage their time to assess their students' achievement. In another cases, sometimes, when teachers plan the assessment of speaking skills, they faced problems in identifying the purpose of the assessment. They use the same purpose for several activities in speaking assessment, even though it should be changed. Then, in setting the standard, the teachers have different standard of score in speaking, although they are in the same school.

On the other hand, teachers use analytic rubric. They separate speaking criteria to get students' score. The criteria are divided into pronunciation, intonation, grammar and content. From this criteria teachers could know where is the students' weakness in their speaking. Actually every students have different problems in speaking skill, some students get problem in pronunciation, some of them in other criteria. This situation makes the teachers sometimes get problems in making fairness in students' score. Teachers should more pay attention to the students while they are having performance.

From the result above, it is indicated that teachers have effort to do the authentic assessment in assess students' speaking skills. Based on the interview, they said that they have English forum to share and discuss their problem in teaching or assessing students' achievement. Then, it is difficult for teachers to assess the students' performance because the number the students are more, and they need enough time to assess it.

Related to previous research by Fithriyani (2014), it is mentioned the teachers' challenge in implementing authentic assessment are describe purpose of the assessment, make fairness, haven't enough time, make objectivity and reliability of scoring. Based on her research, teachers should be able to prepare long schedule from planning to score before starting the instruction. This preparation needs much time to do it, however the time is not balanced to the situation.

Similarly, Rukmini (2017) stated that there are some problems of the teachers in implementing authentic assessment such as applying portfolio, performance, and project assessment in assessing students' productive skills, having not enough time consuming, and dealing with the large class. These happened because the authentic assessment is more complete and have some criteria that should be followed. And also teachers still have limited sources about the knowledge of authentic assessment, and they are seldom to discuss with other teachers.

As above research, the teachers in MAN Koto Baru Solok also faced by the problem in having not enough time consuming the authentic assessment. Although they try to manage their time, managing large class still caused this problems. Then, differentiate with other research, teachers also have problem in recording the information from the students' performance. Actually, it is important to record the students' performance when the teachers miss the task such students' intonation while giving the task, they can look back their data.

Relation to the teachers' difficulties, it will become a study research, why teachers still find the problems in the field. Actually, based on their problem, both of teachers of MAN 1 Solok have limited time to do complete assessment, besides assessment is important. Furthermore, giving feedback must be done by teachers to their students; it means complete feedback so that they will know about their mistake and repair it. Although, teachers should maximize their time at school to complete their students' assess, and find many resources how to assess their students' achievement completely.

Conclusions

The English teachers of MAN Koto Baru Solok have implemented the authentic assessment to measure students' speaking skills. However it is not run well, in case the teachers still have difficulties in implementing it. Actually authentic assessment has complicated assess in measure students' achievement, such as portfolio, performance, and project. However, it has not been conducted properly in designing authentic assessment, implementing the authentic assessment and in scoring students' product as well as in giving students feedback. In oral, students are asked to practice based on narrative text as a performance assessment, but they did not give the complete assessment for them. In short, teachers have effort to implement the authentic assessment in curriculum 2013, unfortunately they are still faced with the problem or difficulties. Actually, as a teacher, they must try to find the solution of the problems, they should try almost technique in doing the authentic assessment in assess students' speaking skill.

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