



## An Analysis of Authentic Assessment Implementation in English Speaking Skill of Second Grade Students

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### Abstract

This paper is a qualitative study which aimed at finding the result of authentic assessment implementation in assessing student English speaking skill. The data were analyzed using content analysis approach. The result of the study showed that the students in their speaking practice got various score in each category. In fluency category, there were five students or 16.67% got 5 score. It meant the student's fluency and their volume is better. It was smooth and fluid speech. There were few or no hesitations and also there were not attempts to search for words. In pronunciation and accent category, the students who got 5 score was only two students or 7% which their pronunciation is excellent. They had good effort at accent like native. In vocabulary category, the students who got 5 score was 11 students or 37%. It meant their language control was excellent and there was a wide range of well-chosen vocabulary. In grammar category, there were only one student or 3.33% got 5 score. His/her grammatical structures are accuracy and variety. The last category was details which 16 students 53.33% got 5 score. It meant that their level of description was excellent. Additional details information beyond the required included. In the process of conducting evaluation, authentic assessment has big enough influence especially in assessing students' speaking skill.

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## INTRODUCTION

One of skills that should be mastered by students in English classroom situations is speaking. It is being important skill because the students can produce many languages in certain times and will always increase as time goes by. Moreover, it is also being challenging process for the teachers when students produce the language, the teachers should be able to record and take notes the strength and weakness of the language students produce at that time. In Curriculum 2013, teachers necessitate to implement authentic assessment according to the real-time assessment in the speaking classroom. Although this demand is should be done by the teachers, there is less investigation of this kind assessment implementation, particularly in assessing students' speaking skill and also its result in the classroom. Therefore, this research aimed to find and explore the result of implementation of authentic assessment in assessing students speaking skill in English.

Assessing speaking competencies according to the ministry of national education (2014) told that the curriculum 2013 syllabus guideline demands teachers in junior high schools to be able to assess three speaking competencies, namely linguistic competence, functional competence, and the last is sociolinguistic / cultural competence. The linguistic competence encourages students to use grammar princely, having sufficed vocabularies, and clear pronunciation. It means this competence requires the students select and understand the words they choose while they are expressing their ideas or communicating with people around. The second competence is functional. It refers to the ability to achieve communication goals in a language. It means this competence sees students' ability to answer each questions completely and logically. The last is sociolinguistic / cultural competence. It refers to use and respond language properly, remember the setting and topic discussed, and communicate with people around. It means this competence makes students able to arrange words and phrases which suit the setting and topic of discussion, know how and when to express a specific attitude (courtesy, authority, friendliness, respect) and able to appreciate what other person's attitude is expressing.

The process of gathering and processing information to measure the achievement of student learning outcomes is called assessment. Kunandar (2014:36) states the 2013 Curriculum emphasizes a shift in assessment, from assessment through tests that measure knowledge based on results alone, to authentic assessments that measure knowledge competencies, attitudes, and skills. Attitude assessment is used to obtain descriptive information about student behavior. Knowledge assessment is used to measure students' mastery of knowledge. Skills assessment is used to measure the ability to apply knowledge in carrying out tasks.

Authentic assessment is not new notion. In some discipline areas, students have always been required to develop products and/or perform realistic tasks in order to demonstrate mastery. Gulikers et al., (2004:69) define that assessment of authentic is as tools or media in assessing students by using their competencies, such as knowledge, skills, and attitudes in their life. Moreover, Wiggins (1993) also describes authentic assessment as also describes authentic assessment as exercises and procedures application of students' skills and knowledge in solving their 'real-world' problems. It can be inferred that this assessment focuses on students using and applying knowledge and skills to solve their real life problems.

According to Poikela (2004:267), there are two major reasons of why authentic assessment can be utilized as one of the assessment methods in Curriculum 2013. First, the assessment does not assess and include all students' result. The assessment only arranges the students based on the scores result that students' got during the authentic assessment process which is conducting by the teachers. Second, the teachers can arrange planning of instructional activities based on the recent information they got in the classroom. The result of the assignments given in the authentic assessment provides meaningful information for the teachers to know their students' ability, knowledge, and skill in giving instructional activities.

Authentic assessment has several purposes according to the Choate and Evans (1992). First, authentic assessment gives multiple opportunities for students to perform their performance or work. It means that students have big chance to perform or do their work both written and spoken properly. It

shows students' progress in learning. Second, it gives instructional time which is conducted at the end of the learning session to evaluate students' comprehending during teaching learning process. The third purpose is teachers can give an assessment that is related directly to the teaching objectives. In this way, the teachers can plan kinds of activities which precisely measure the objectives. Later, authentic assessments give direct instruction in a real and relevant task. It purposes to train students in solving problems related to the situations/events that happen in real life. The fifth purpose is it gives students to know their self-ability towards the material that they receive during learning process. It purposes to make students analyze their strength and weakness in learning something, especially a language. Moreover, they can also see the progress that happens to their self.

There are several types of authentic assessment for assessing students' speaking skills and monitor their progress of studying which stated by O'Malley and Pierce (1996:11). First is the oral interview or short questions and answers. It is one of the authentic assessment types conducted The teachers ask students view simple information and questions about related topics that they have determined before. It aims to urge students to start speaking and train them to be braver in producing language orally. Second activity is storytelling. It needs higher logical thinking. The students are asked to process information they got after they listened or read a story. For the students who get low proficiency, this activity can be implemented by using series of pictures. It is also supported by Sahyoni and Zaim (2017:20) who explained that in this kind of activities, students are given a series of pictures and prompts. The pictures are taken from the stories of real people to describe or tell a story about pictures of real people they see. Third activity is the information gap activity. This activity is asked students to speak with their friends in order to collect missing information from series of incomplete pictures. It purposes to train students to be braver in speaking by using language target with their friends and sharing their strategies in completing the incomplete pictures. The last activity is role play. It is one of the interesting and fun activities because it encourages students to be creative and to put themselves in another person's

place for a while situation. The teachers can plan and select the situations and encourage the students to act as in the real situation.

The teachers usually use rubrics to measure students' level of skill and ability. According to Brown (2012), the rubrics can be used for assess students' language ability or for giving feedback of students' achievement or progress in learning language. Furthermore, Dawson (2015:347) also defined that rubric means the assessment guide used to evaluate the quality of responses built by students which usually contains evaluative criteria, definition of quality, and assessment strategies. There are four types of rubrics in scoring students' performance according to Arter (2000), namely holistic rubrics, analytic rubrics, general, and task specific. Each type has its own characteristics. They also provide benefits and drawbacks. The teachers can choose what rubrics they need to score their students.

The analytic scoring rubric is used in speaking rubric assessment. This rubric divides students' language ability into different aspects. Each aspect is rating accordingly to the level of the ability. The speaking rubric assessment adapted from Brown (2004) which the category are divided based of the sub skill tested, such as fluency, pronunciation and accent, vocabulary, grammar, and details.

## METHODS

This method of this research is using a descriptive qualitative approach in case study research design. It is supported by Ary (2006) which stated that qualitative research focuses on understanding social phenomena from the human participant perspectives. Furthermore, Moleong (2007) added that in descriptive research, the data gathered are words, pictures, and no calculation.

The participant of this research was the eleventh grade students of SMA PGRI Teluknaga in the 2<sup>nd</sup> semester of the 2019/2020 academic school year which consisted of 30 students; 13 males and 17 females. The sample for this analysis research is not using random sample because the subject is not too large. All the subjects are used.

The present research aimed at finding the result of authentic assessment implementation in student English speaking skill. It focuses on the implementation of authentic assessment types and

the scoring rubrics for speaking skills used by the teachers in the classroom. Finding out the result of authentic assessment implementation in student English speaking skills, it used document analysis. The document analysis that be analyzed was the result of students' speaking rubric. The students were given three topics and each of them was expected to speak around three to five minutes due to their personal opinions about the topic they chose. The documents were analyzed using content approach. The frequencies of students' speaking scores were analyzed using simple percentage and then presented on a bar chart. In addition, every student was given enough time to write, revise, and practice their personal opinion before the teacher conducted authentic assessment.

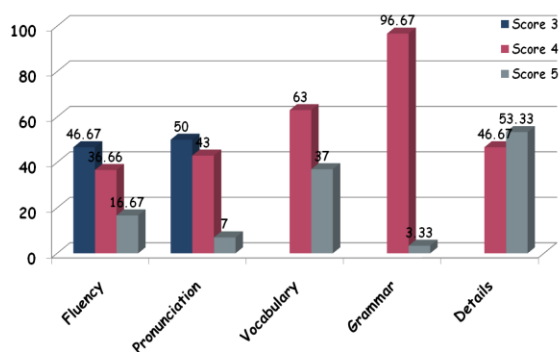
**RESULTS AND DISCUSSION**

**Results**

The result of the authentic assessment of students' speaking skill obtained through document analysis which was showed as follow:

**Table 1.** Result of Speaking Rubric Assessment

Scores	Category				
	Fluency	Pronunciation and Accent	Vocabulary	Grammar	Details
5	16.67% (5 students)	7% (2 students)	37% (11 students)	3.33% ( 1 student)	53.33% (16 students)
4	36.66% (12 students)	43% (13 students)	63% (19 students)	96.67% (29 students)	46.67% (14 students)
3	46.67% (14 students)	50% (15 students)	-	-	-
2	-	-	-	-	-
1	-	-	-	-	-
TOTAL	100% (30 students)				



**Figure 1.** Result of Speaking Rubric Assessment in Bar Chart

According to the table and bar chart above, the authentic assessment of students' speaking skill showed various result in each category. In fluency category, the total of the students who got 5 score was five students or 16.67%, the students who got 4 score was 12 students with 36.66%, and the students who got 3 score was 14 students with 46.67%. There were not students who got 1 or 2 score in fluency category.

In pronunciation and accent category, the total of the students who got 5 score was two students or 7%, the students who got 4 score was 13 students with 43%, and the students who got 3 score was 15 students with 50%. As same as fluency category, there were not students who got 1 or 2 score in pronunciation and accent category.

In vocabulary category, the total of students who got 5 score was 11 students or 37%, the students who got 4 score was 19 students with 63%, and there were not students who got 1, 2, or 3 score in this category.

In grammar category, the total of students who got 5 score was only one students or 3.33%, and the students who got 4 score was 29 students with 96.67%. There were also not students who got 1, 2, or 3 score in this category. Grammar category was the highest result of students' speaking skill in authentic assessment.

The last category is details with the result of total students who got 5 score was 16 students or 53.33%, and the students who got 4 score was 14 students with 46.67%. There were also not students who got 1, 2, or 3 score in this category. It was the second highest position result of students' speaking skill in authentic assessment.

**Discussion**

The authentic assessment types which used by the teachers in assessing students' speaking skill was oral interview or questions and answer to ask the students' opinion related on the topic had given. It can urge the students to speak well, actively, responsively, and also can create students confidence while speaking with others (Handayani et al., 2019). The type of activity the teacher did was same with the activity of oral assessment suggested by O'Malley and Pierce (1996).

The document analysis result found that the teachers used was speaking rubric assessment by

Brown (2004) which had five categories like fluency, pronunciation and accent, vocabulary, grammar, and the last is details. The scores, in this case, are 5 for the highest score, 4 and 3 for the medium score, 2 and 1 for the lowest score.

According to the data analysis result, it could be inferred that students in their speaking practice got various score in each category. In fluency category, there were five students or 16.67% got 5 score. It meant that the student's fluency is better. It was smooth and fluid speech. There were few or no hesitations and also there were not attempts to search for words. The volume was excellent. For the students who got 4 score, there were 12 students or 36.66%, meant that the student's fluency was good, It was smooth and fluid speech. There were few hesitations caused by searching for words. One or two words did not listen clearly. There were also 14 students or 46.67% who got 3 score which meant the student's fluency is good enough. There are still some hesitations and unevenness caused by repeating and searching for words. The volume is unstable.

In pronunciation and accent category, the students who got 5 score was only two students or 7%. It meant that the two students' pronunciation is excellent. They had good effort at accent like native. For the students who got 4 score, there were 13 students or 43%, meant that their pronunciation was also good. They still had good effort at accent like native. There were also 15 students or 50% who got 3 score which meant the student's pronunciation was good enough. There were some effort at accent, but is definitely non-native.

In vocabulary category, the students who got 5 score was 11 students or 37%. It meant that the students' language control was excellent. There was a wide range of well-chosen vocabulary. For the students who got 4 score, there were 19 students or 63%, meant that the students' language control and range of relatively were good. Vocabulary was well-chosen.

In grammar category, the students who got 5 score was only one students or 3.33%. It meant that his/her grammatical structures are accuracy and variety. For the students who got 4 score, there were 29 students or 96.67%, meant that there are some errors in grammatical structures possibly caused by attempt to include a variety.

In the last category, details, there are 16 students 53.33% who got 5 score. It meant that their level of description was excellent. Additional details information beyond the required included. Moreover, there were also 14 student or 46.67% who got 4 score which meant that the level of description is good. All required information was included.

In the vocabulary, grammar, and details category, there was not one student who got 1, 2, or 3 score.

## CONCLUSION

The result of the authentic assessment implementation and discussion could be inferred that authentic assessment has big enough influence in the process of conducting students' evaluation. It helps teachers to analyze students' strengths and weaknesses, as well as to determine on strategies effectively applied in the classroom. It also requires students to use their competencies, such as knowledge, skills, and attitudes (courtesy, authority, respect, and friendliness) to solve their 'real- world' problems.

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