AUTHENTIC ASSESSMENT: THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT TO ASSESS SPEAKING SKILL AT THE EIGHTH GRADE OF MTs.N 6 AGAM

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Abstract

This research aimed to reveal the English teachers' implementation for authentic assessment to assess students' speaking skill at the eighth grade of MTs.N 6 Agam. Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities. This research was a descriptive qualitative. The key informant in this research were two English teachers who taught at the eighth grade in MTs.N 6 Agam. The data were collected through observation, interview and documentation. The data were analyzed by using flow model of Milles and Huberman in Sugiyono. The researcher found that English teachers of eighth grade at MTs.N 6 Agam applied the authentic assessment with various ways. English teachers applied five from six types of authentic assessment according to Brown theory, there are: story or text retelling, portofolios, oral interview, teacher observation, and projects/exibitions. While characteristics of authentic assessment, English teachers needed a simple and familiar materials for students, communicative speaking, and conducted assessment continuously. The last, the ways to administer the authentic assessment, English teachers explained that scoring rubrics are not really important to be explained to the student. It was implied that teachers of eighth grade of MTs.N 6 Agam need clear scoring rubrics to be explain to the students.

Key words: *Authentic assessment, speaking skill.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan guru bahasa Inggris dalam penilaian yang otentik untuk mengukur kemampuan berbicara siswa kelas delapan di MTs.N 6 Agam. Penilaian otentik adalah sebuah proses evaluasi yang melibatkan beberapa bentuk kinerja pengukuran yang mencerminkan prestasi belajar siswa, motivasi, dan sikap dengan materi pelajaran-kegiatan yang relevan. Jenis penelitian ini adalah deskriptif kualitatif. Informan kunci dalam penelitian ini adalah dua orang guru bahasa Inggris yang mengajar di kelas delapan di MTs.N 6Agam. Data dikumpulkan menggunakan observasi, wawancara, dan dokumentasi. Data dianalisa menggunakan model Milles dan Huberman di dalam buku Sugiyono. Peneliti menemukan bahwa guru-guru bahasa Inggris kelas delapan di MTs.N 6 Agam menerapkan penilaian otentik dengan berbagai cara. Guru bahasa Inggris menerapkan lima dari enam tipe penilaian otentik menurut teori Brown yaitu: *story or text retelling, portofolios, oral interview, teacher observation, dan projects/exibitions.* Karakteristik untuk penilaian otentik, guru bahasa Inggris kelas delapan menerapkan materi yang simpel and familiar bagi siswa, menggunakan komunikasi yang komunikatif dan penilaian yang dilakukan terus menerus. Bagian terakhir adalah cara guru dalam mengelola penilaian otentik, guru bahasa Inggris mengatakan bahwa rubrik penilaian bukanlah hal yang penting untuk dijelaskan kepada siswa.

I.   INTRODUCTION

From the four skills in English language skills, speaking is one of the language skill which is very important in our life. By having speaking skills, someone can develop ability in making opinion, changing information, and axtending the ideas. The speaking activities are important to extend the thought, ideas, and feeling of someone.Speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech [1]. The extention of ideas and feeling is used orally to deliver a message from someone to another. In addition, speaking is very important in delivering ideas, thought, and feeling orally.

In teaching learning process include speaking class, assessment is a popular and sometimes misunderstood term in current educational practice. Assessment is no longer simply the achievement of learning objectives, but it is an attempt to obtain a variety of information on a regular basis, continuous and thorough process and students' learning outcomes [2]. The learning process and the process of assessment are one unity, the communicative learning process can only be assessing with authentic assessment, there are assessment that measure the ability of the students receive and conveying information in English. O'Malley and Pierce state that authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities [3]. Authentic assessment in teaching and learning process is a form assessment that can increase the students' ability in speaking [4].

Teachers implement the authentic assessment regarding the assessment activities, the tasks given by teachers, reference of assessment and the types of assessment that

need major concern in developing authentic assessment [5]. Boyer & Ewel, as quoted by Widoyoko defined that assessment is processes that provide information about individual students, about curricula or programs, about institutions, or about entire systems of institutions [6]. According to Snowman, McCown, and Biehler assessment is defined as gathering information or evidence, and evaluation is the use of that information or evidence to make judgments [7]. Gulikers, Bastiaens, and Kirschner define authentic assessment as an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life [8].

Khaira and Yambo argue that authentic assessment should resemble meaningful performances in real world contexts and should involve real life tasks with multiple solutions for the students [9]. Similarly, Mueller suggests that the rationable for using authentic assessment usually springs from the idea that graduates should be proficient and performing the tasks they encounter when they graduated therefore their assessment should require them to perform meaningful tasks that replicate real world challenges [10]. Authentic assessment includes some aspect : attitudes, skills, and comprehensive. There are many expert explain the definition of authentic assessment , such as Mertler states that authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of knowledge and skills that they learn in school [11].

Characteristics of the assessment should concern the development of relevant

professional competencies and should be based upon criteria used in the real life situation[12]. Authentic assessment intended for measuring knowledge and skills of students , assessing students' performance with relevant and contextual tasks and various ways and form of sources[13]. Wiggins state some characteristics of authentic assessment, they are: (1) authentic assessment requires some collaboration with others; (2) authentic assessment must be scored with reference to authentic standards of performance which students must understand to be inherent to successful performance; (3) and typical procedures of assessment design are reversed, and accountability serves students learning[14].

There are many types of authentic assessment according to the experts. According to O'Malley and Pierce the types of Authentic Assessment are: Oral Interview, story or Test retelling, writings samples, projects/exhibitions, experiments/demon rations, constructed-response items, teacher observations, and portfolios[15]. Authentic assessment provides a measure by which students academic growth can be gauged over time while capturing the true depth of students learning and understanding. It moves beyond the practices of traditional tools and tasks and allows for a greater expression of students' abilities and achievements. O'Malley and Pierce suggest teachers to choose appropriate types of authentic assessment which is meet their need in instruction. They are also suggested to be creative to serve their assessment more authentic. Thus, teachers need to have much knowledge about authentic assessmentin order to use them appropriately.

Authentic assessment in teaching and learning process is a form assessment that can increase the students' ability in speaking[16]. Students' ability can be measured well with authentic assessment and teacher can assess the students' language ability and skill in learning precisely. Increasing the authenticity of an assessment is expected and experience by students to have a positive [17]. This kind of assessment tends to assess students' performance in the real-life contextusing several activities.

In actual practice, there were some reseachers did the similar topic about the use of authentic assessment. The first finding from M. Zaim and Refnaldi with the title "From need analysis to authentic assessment development of writing". The primary research question addressed in the curren study was what the curriculum 2013 for high school in Indonesia emphasizes the importance of using authentic assessment in teaching and learning process, including teaching English as a foreign language. This was a research and development study using ADDIE model. The data of the study were obtained from teachers' responses on the questionares regarding the students' need on the use of authentic assessment for English writing skill. The finding shows the problems faced by teachers regarding the assessment of certain language function, teachers' need on the authentic assessment regarding the language function, activities, and scoring rubrics for writing skill, and the model of authentic assessment suitable with the teachers' need related to language function, activities, and scoring rubric for writing skill.

Besides, Refnaldi, M. Zaim, and Elva Mori was also research who did the research about "Teachers' need for authentic assessment to assess writing skill at grade VII of junior high schools in Teluk Kuantan". The aim of this research was to find out teachers' need on authentic assessment to assess writing skill of grade VII students at junior high schools. This is a survey study. The data were collected through interview with English teachers of junior high schools in Teluk

Kuantan. The interview was focused on the teachers' wants on authentic assessment for writing skill. The finding show that there are several types of authentic writing, portofolio, performance assessment, journal and project/exhibition, and teachers need simple analytical scoring rubrics.

Then, Matthew, R. Hodgman also did research about authentic assessment. He did the research under the title "Using authentic assessments to better facilitate teaching and learning : the case for students portofolios". In this research, the reseacher discussed of authentic assessment in teaching. Various forms of student assessments have been employed in modern classroom in accordance with varying theoritical perspectives on what meaningful learning consists of. This aticle outlines research on the use of authentic assessment by instructors in the classroom and specifically discusses the use of student portofolio to enhance student learning, creativity, and confidence.

Based on the result of the previous research, it shows that authentic assessment have positive aspect mostly. It can be applied in any kind of skills and also motivate students to be more interesting to study English. The similarities this research with the previous research are talk about authentic assessment in teaching English. On the other hand, the previous researchers were discussed about what the influences of authentic assessment on speaking skill. In this research, the reseacher wants to analyze about what the teachers' need to authentic assessment development in speaking skill are. Thus, by doing this research, researcher can add teachers' need to authentic assessment to development speaking skill and it becomes new finding in education specially in teaching speaking.

II.   METHOD

The researcher used descriptive qualitative research as the research design, because the researcher wants to find out and make the description about the teachers implementation on the use authentic assessment in teaching learning process as foreign language at eighth grade students of MTs.N 6 Agam Bukittinggi. The data of this research gained from the teachers of eighth grade students MTs.N 6 Agam who teach English speaking subject at MTs.N 6 Agam Bukittinggi. The researcher only analyze the teachers implementation on the use authentic assessment development in teaching speaking process. In this research, the researcher has two teachers who teach English speaking subject of MTs.N 6 Agam as the participant because only two teachers who teach English subject at eighth grade students there.

III.   RESULT AND FINDING

The finding describes about the data obtained from observation and interview. Meanwhile, the discussion describes about several differences. The data were obtained in the form of observation, interview and supported with documentation.

The researcher used triangulation to test validity of the data to find the appropriateness of data obtained from observation, interview and documentation to know the types, the characteristics, and the ways to administer authentic assessment that teachers applied on authentic assessment to assess students speaking. The researcher observed the English teacher in teaching and learning process, the observation was done for four meetings in the eighth grade students' class with consist of 2 classes, VIII.3 and VIII.4. Those data was describe below:

a.   Observation

From the observation done for four meetings, the researcher found that most of the types of authentic assessment implemented by teachers in high categories. There are oral

interview, story or test retelling, writing samples, projects/exhibitions, constructed-response items, teacher observations, and portofolios. It observed from all of the meetings, the teachers applicated almost of them. The researcher conclude that, from the observation teacher A and teacher B implemented six items as the types of authentic assessment, three items of characteristics authentic assessment and also three ways to administer the authentic assessment to assess students speaking skill.

b. Interview

From the interview with teacher A and teacher B, the researcher found that what were the researcher saw when did observation in line with what were the interviewee explained to the interviewer. Based on the interview conducted by researcher, the researcher found that what were said by the teachers in accordance with what has been researcher saw when did observation. Almost the types, the characteristics, and the ways to administer the authentic assessment applied by the teacher although not optimal yet.

c. Documentation

In this term, the researcher will tag the pictures that the researcher collect when did observation to complete and support the data. In this documentation the researcher only attach the pictures of teacher B because teacher A did not allowed the researcher to take her pictures. The researcher only attach the items that have pictures also.

Teachers implementation on authentic assessment for speaking skill were analyzed in order to develop the appropriate models of authentic assessment for speaking skills suitable for grade eight Junior High School. This research has found three points of authentic assessment implemented by teachers. They are related to types of authentic assessment, characteristics of authentic assessment , and the ways to administer authentic assessment. The characteristics of authentic assessment implemented by teachers are simple and familiar with daily life, communicative, and conducted continually as stated by Wiggins, authentic assessment require students to perform, create, produce or do something, use real world context or simulations, etc[14]. It same with the previous research about the use of authentic assessment did by M. Zaim and Refnaldi, they found the characteristics of authentic assessment applied by teachers are simple and familiar, clear rubric score, communicative, and conducted continually.

There are some types of authentic assessment. Brown proposes six types of authentic assessment that can be used by teachers in assessing language[2]. There are performance based assessment, portofolios, journal, conferences and interview, observation, self and peer-assessment. At MTs.N 6 Agam the researcher found that two English teachers applied five of them, there are performance based assessment (story or text retelling), portofolios, conferences and interview (oral interview), teacher observation, and self-peer assessment (projects/exibitions). On the other hand, there are type of authentic assessment that stated not or less important by the teachers; journal (writing examples and experiments/demonstrations). The teachers said that this assessment is good for assessing junior high school students, this assessment is an assessment that related to daily life. Their statements were in line with the definition of authentic assessment stated by some experts. As stated by Schurr, authentic assessment is a type of evaluation that more realistic and relevant[19].

Based on the interview result, it found that one of the teachers stated that scoring rubrics are not really important to be explained to the students. In fact, based on the characteristics of authentic assessment, scoring rubric is something important in authentic assessment in order to help both teachers and students. As stated by Gullikers at all, authentic assessment is an assessment system that fair and free from bias so it does not advantage or disadvantage any group of students[8].

Implement the authentic assessment for assessing speaking skill is something needed by teachers. Teachers need to master some aspects of authentic assessment such as characteristics, types and scoring rubrics. It same with the finding of previous research did by M.Zaim, Refnaldi and Elva Moria, the teachers should know several types of authentic assessment that can used for assessing certain skill. They were concluded into three points; (1) teachers implement several types of authentic assessment such as writing samples, portofolios, performance assessment and project exhibition. (2) teachers applied factual and familiar topics in administering authentic assessment like things around them, and (3) teachers implement simple analytical rubrics. Clearly, the teachers implement several types of authentic assessment that are appropriate to assess students' speaking skill.

IV. CONCLUSION

For the types of authetic assessment used by teacher. The types of authentic assessment implemented by teacher are : oral interview, story and text retelling, writing samples and project/exhibitions, constructed-response items, teacher observation, and portofolios, while experiment /demonstration are not implemented by teachers at MTs.N 6 Agam. For the characteristics of authentic assessment used by teacher. The characteristics of authentic assessment implemented by teacher are : simple and familiar materials and communicative speaking assessment. In contrast, clear scoring rubrics and doing continuously was not applied by teacher. So, teacher at MTs.N 6 Agam not applied it for characteristics of authentic assessment. and for the ways to administer the authentic assessment. The teachers at MTs.N 6 Agam applied scoring rubrics, doing assessment in and outside of the classroom, giving students time to ask question, and giving a model and example before doing assessment although was not optimal yet.

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