

**AUTHENTIC ASSESSMENT OF SPEAKING SKILL IN EFL CLASS:  
AN ANALYSIS ON ENGLISH TEACHERS' ASSESSMENT PROCESS**

Siti Maysuroh<sup>1)</sup>, Zahratul Fikni<sup>2)</sup>, Astrid Dwimaulani<sup>3)</sup>, Khaerunnisa Miraja<sup>4)</sup>

<sup>1)2)3)4)</sup>Hamzanwadi University, East Lombok, Indonesia

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**CORRESPONDENCE**

Email:  
sitimaysuroh@hamzanwadi.ac.id

**A B S T R A C T**

The objectives of this study are to find out and determine the dominant type of authentic assessment used by teachers, the activity of authentic assessment implemented by teachers, the advantages and disadvantages of using authentic assessment in speaking class. This study used qualitative methods which employed interview, observation, and documents to collect the data. Using the purposive sampling technique, three English teachers at MA NW Perian under Yayasan Pondok Pesantren Pendidikan Darul Muttaqien (YP3DM) NWDI Perian were chosen as the participants of the study. The results of this research showed that (1) the dominant type of authentic assessment used in assessing speaking was performance based assessment; (2) the dominant authentic assessment activities used in assessing speaking were discussion, role-play and debate activity; (3) all of the English teachers agreed that using authentic assessment helped their students demonstrate and perform their true abilities without cheating; and (4) the most disadvantages felt by teachers in implementing authentic assessment in speaking class is that it consumes a lot of time because the teacher must complete the assessment everyday in every activity.

**Introduction**

The concept of education is to teach and to assess. The teaching process becomes the first step in learning activity which is followed by assessment to measure the progress of learning process. It is believed that the importance of assessing the learning process has increased along with the importance of learning itself. In addition, assessment is an activity that cannot be separated from learning activities in general (Syafi'i, Marfiyanto, & Rodiyah, 2018) in (Rahmawati, 2021). It plays a vital role in education because it helps teachers determine what they must accomplish to enhance and develop students' abilities. Darling-Hammond et al., (2020) & Puspitasari (2016) in Syaifuddin (2020)

In addition, Römer (2017) defined assessment as a method that helps teachers learn about students' progress in the classroom to achieve their objectives. (Masruria, 2021). Furthermore, the result of an assessment may be a reflection of teachers' success in the classroom (Pit-ten Cate et al., 2018). In line with the previous opinions, Huba (2000) explained that as part of the teaching and learning process, assessment involves the process of obtaining, analyzing, and recording data regarding students learning progress and the effectiveness of the teaching strategies (Latipah & Purnawarman, 2019). If the assessment results show that more students obtained good scores above the benchmark, it signifies that a teacher has been successful in teaching. yet, if more students fail the test, it shows that not only did the students fail, but also the teacher failed in the teaching process. As a result, the assessment results can be used by the teacher to encourage improvement in the following class.

In Curriculum 2013 of the Indonesian Ministry of Education and Culture, one of the significant changes from School-Based Curriculum is the implementation of a new method of assessment. It recommends practices of authentic assessment. Based on *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013*, n.d.), teachers need to use authentic assessments as a method for assessing their students' proficiency (Ayubi et al., 2021; Rahmawati, 2021; Rukmini & Saputri, 2017) Moreover, according to the regulation of Permendikbud No.104 year 2014 on assessment system teachers are supposed to evaluate students' abilities using performance, project, and portfolio assessments. (Ambarwati & Damayanti, 2021; Ayubi et al., 2021; Rukmini & Saputri, 2017)

Speaking is one of the language abilities that students need to acquire the most. A number of researchers, including Afriadi et al., 2021; Elsara & Maiwen, 2019; Inayah et al., 2019; Jannah & Hartono, 2018; Latipah & Purnawarman, 2019) have conducted investigation about the implementation of authentic assessment in speaking. Afriadi et al., (2021) conducted a research to find out types of authentic assessment used to assess students' speaking skills and to determine the advantages of authentic assessment in teaching speaking of EFL Classroom at Mts As- Sayuti Ireng in academic year 2021/2022. Inayah et al., (2019) also has the similar purpose to describe the application of authentic assessment in a speaking classroom which is related to the types of the assessment and the scoring rubric. The result of their study indicates that authentic assessment is a practical method for evaluating students' speaking abilities and should be used to evaluate other skills for learning languages as well.

In addition, the authentic assessment approach requires that teachers evaluate their students' attitudes, knowledge, and skills based on their learning process as well as their results. (Jannah & Hartono, 2018). Students can actively show what they studied in class through performance as a consequence of authentic assessment in English lessons. Not just a few engaged students who can demonstrate their opinion, but the entire class. In fact, very few teachers actually apply authentic assessment in the classroom because they must analyze each student's performance individually. This type of assessment requires a lot of time. The teachers then usually concentrate on the active students while ignoring the passive ones. However, by using authentic assessment, all students may feel that they are treated equally by the teacher when it comes to instructional material.

Moon (2005) in (Zaim, 2020) mentioned several characteristics of authentic assessment: (1) focus on the material that is essential, big ideas or the skill-specific skills, (2) rely on an in-depth assessment, (3) study flexibly in the classroom or in the school environment, (4) emphasis on product quality or performance of the single answer, (5) develop students' strength and learning mastery, (6) have criteria that are known, understood and negotiated by students and teachers before the assessment begins, (7) provide lots of ways students can demonstrate that it has met the established criteria, and (8) do assessment based on the essence of the task.

Furthermore, according to Feuer and Fulton (1993) in Ayubi et al., (2021), there are several types of authentic assessment employed in classrooms today; performance assessment and Portfolio assessment. An authentic assessment includes various techniques such as written products, portfolios, checklists, observations, and projects (Amsami et al., 2015; Natalia et al., 2018; Sasmaz-Oren & Ormanci, 2011) cited by (Syaifuddin, 2020)

In reality, to encourage students to speak English in class is one of the complicated tasks for an EFL teacher. For the majority of students, speaking is not an

easy activity, particularly when it comes to English, which is a foreign language. The students may find difficulties when they try to speak on another language which has differences compare to their mother language. Most of EFL students in Senior High School are beginner English learners, thus, to speak a totally new language must be difficult for them. In addition, not every student has the same experience in English. Therefore, they are struggling to understand the words, grammar, and pronunciation they use when speaking. Furthermore, when speaking, students need to pay attention to word choice, grammar, pronunciation, and diction. It makes speaking become difficult to learn.

In line with the difficulty of learning speaking in EFL class, it also needs a special assessment treatment. When teachers assess students' ability in speaking, they should use an appropriate assessment technique. In addition, speaking is tested in an oral production test. Students must pay attention to pronunciation, fluency, and diction in this type of test. In terms of speaking, the teachers examine the students' performance in accordance with authentic evaluation criteria. Thus, it must be done using just an oral test and cannot be changed with another kind of test. Teacher assesses the students' speaking skills through authentic assessments such as an oral interview, a project, a portfolio, an experiment, and so on (Zaim, 2020). This makes the assessment appropriate to be used in speaking evaluation. As a result of that issue, this study will focus on the following research questions:

1. What is the dominant type of authentic assessment used by teachers?
2. What are the activities of authentic assessment implemented by teachers?
3. What are the advantages and disadvantages of using authentic assessment in speaking class?

### **Research Method**

Descriptive qualitative method was applied in this study. It was conducted in Islamic boarding school named Yayasan Pondok Pesantren Pendidikan Darul Muttaqien (YP3DM) NWDI, located at Perian, Montong Gading, East Lombok, West Nusa Tenggara. This boarding school was chosen because its' teachers have implemented authentic assessment to assess their students' speaking ability. In addition, result of observation revealed that three English teachers used authentic assessment in their classroom. As the result, using purposive sampling technique, those three teachers were chosen as the participants of this study.

To collect the data, observation, interview, and document analysis were utilized by the researchers to gather the data required for this investigation. Erlandson et al., (1993) in (Inayah et al., 2019) explained that the observation enabled the researchers to describe existing situations using the five senses, providing a 'written photograph' of the situation under study. In conducting observation, the activities the teachers implemented in class were the main focus of the researchers. There are several aspects observed in the classroom including the assessed competencies, types of assessments, and activities implemented.

In addition, interview and document analysis were conducted by the researchers to get information from the teachers/participants regarding the assessment methods utilized, the activity of authentic assessment that teachers implemented, and the advantages and disadvantages of implementing authentic assessment in speaking classes.

Furthermore, the data collected from the previous instruments were then analyzed qualitatively through three steps: data reduction, data display, and conclusion drawing.

Sutopo (2002) in (Inayah et al., 2019) & Mattew and Miles (1994) in Maylia et al., (2020) cited in (Islam & Musdalifah, 2022).

## Result and Discussion

Considering the objectives of this study, the discussions of findings are divided into four subsections; (1) the dominant type of authentic assessment used by teachers, (2) the activity of authentic assessment implemented by teachers, and (3) the advantages of using authentic assessment in speaking class; and (4) disadvantages of using authentic assessment in speaking class. Each of them is supported by the data obtained from the instruments of the study and interpreted specifically to gain the conclusions.

### 1. Dominant Types of Authentic Assessment Used in Speaking Class

Based on the observation and interview results, performance-based assessment was the most common type of authentic assessment utilized by English teachers at MA NW Perian. It is represented by the following chart.

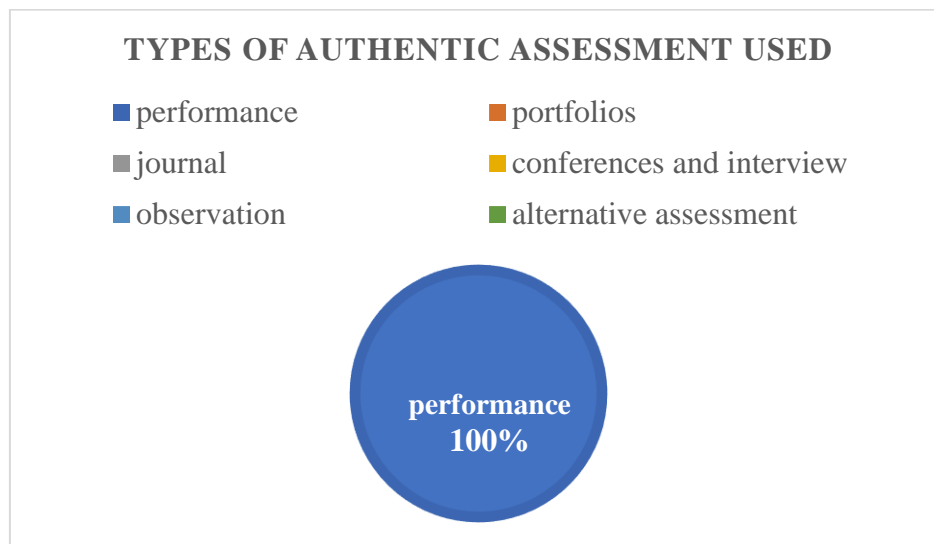
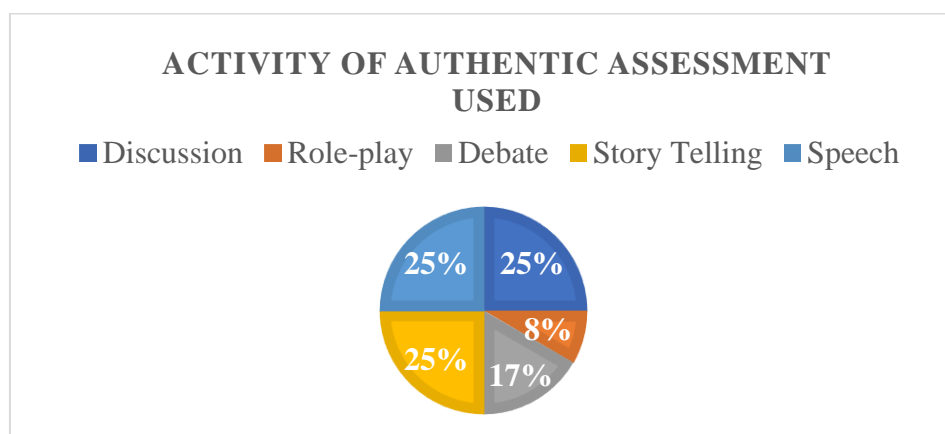


Figure 1. Frequent Types of Authentic Assessment used

Teacher 1 dominantly used discussion, role-play, debates, narrating and speech activity in his classroom. Teacher 2 dominantly used dialogue, role-play, speech and discussion. While teacher 3 dominantly used discussion, speech and reading the story as the authentic assessment in her classroom. All the activities are included into performance assessments. This result seems to confirm the conclusions of earlier researches conducted by Latipah & Purnawarman, (2019) & Rukmini & Saputri (2017) that for assessing speaking skill, the teachers used a performance assessment. (Latipah & Purnawarman, 2019; Rukmini & Saputri, 2017).

### 2. The Activity of Authentic Assessment Used in Speaking Class

Based on the results of observation and interview, the teachers implemented some activities of authentic assessment. They can be represented by the following chart:



**Figure 2.** Dominant Activities used in Authentic Assessment

Teacher 1 frequently employed discussion, role-playing, debates, speeches, and narrating activities. He believes that by engaging the students in these activities, they can quickly learn how to speak. Those various activities were determined by the class situation. Students were following the discussion activity in everyday meetings. If the speaking class was full of the dialogue, Teacher 1 would urge them to participate in roleplaying and discussion games. Teacher 1 also included debate as the assessment activity, although it was rarely used because debate was difficult for the beginner learner of speaking.

Teacher 2 frequently employed discussion, speech, debates and narrative story activity in her class. She chose those activities because she felt they would be the easier to complete in the speaking class. In every meeting of speaking class, teacher 2 included discussion activity, except on days when they did another activity. It was because, according to Teacher 2, dialogue helped her students train their abilities, even if it was difficult at first. They completed the speech and story-telling task based on the subject they were studying. Teacher 2 held debates both in the middle and at the end of the semester to assess students' ability to respond quickly and argue effectively.

In the speaking class of Teacher 3, the activities of authentic assessment were reading story, discussion and speech activity. Their activity was based from the subject matter. For example, if students study about a particular type of text, Teacher 3 will invite them to tell their peers about a story connected to the text they studied about..

The findings are in line with Zaim (2020) and Evalinda et al., (2020). To encourage students' interpersonal communication abilities and enable teachers to evaluate students' achievement at the required level of proficiency, there are several models of authentic speaking evaluation; roleplay, act out, pair dialogue, oral interview, picture-cued description, story/text retelling, and oral report (Zaim, 2020). Similarly, Evalinda et al., (2020) has found that to evaluate interactive speaking ability, interviews, role plays, dialogues, discussions, oral presentations, and storytelling activities were used.

### 3. The Advantages of Using Authentic Assessment in Speaking Class

Related to the third research question, it is found that for Teacher 1, authentic assessment allowed the students to easily learn how to speak while also allowing the teacher to readily assess them based on their progress in each activity. In addition, authentic assessment helped the students to show and perform their true abilities. They also could speak freely following the class activity made. Because the assessment was presented concurrently with the other activity, the teacher can ensure that students



demonstrated their true competence without cheatings. With authentic assessment, students are more likely to talk after class because they are used to speaking in class every day.

Moreover, according to the teacher 2 and 3, they believed that they found their students made a significant progress. This assessment allowed the students to show their ability without overshadowed by other students. It was a deliberate activity to allow them all to communicate and interact with their friends. It also allowed teachers to assess student's progress one by one, as well as to provide additional treatment to those who left behind.

The finding is likely in line with the previous study conducted by Latipah & Purnawarman (2019). They found that most of the teachers believe that the performance-based assessment has positive impact on students.

#### **4. The Disadvantages of Using Authentic Assessment in Speaking Class**

Finding revealed that teaching speaking was difficult for Teacher 1, especially since the students were English beginners. So it required more patience than teaching another skill. He must also discover an appropriate method to teach and assess the students to make sure they are capable to mastery speaking skill. It is also difficult to compel students to talk and participate in teacher-led activities due to their lack of speaking abilities. It also consumed a lot of time because the teacher did the assessment everyday in every activity.

Meanwhile, according to teacher 2, teaching speaking was hard when the students were the English beginner. The hardest part in teaching speaking for teacher 2 was the assessment activity. Difficulty of authentic assessment was it may take a long time to complete and it was difficult to assess the students in each activity.

Furthermore, teaching speaking, for teacher 3, wasted so much energy especially because she taught the beginner students. The hardest part in teaching speaking was to make the students speak in speaking class. The difficulties found by teacher 3 in authentic assessment process in her speaking class was it needs a lot of time to assess the students in limited time.

Relevant to the finding, Latipah & Purnawarman (2019) mentioned that teachers perceived performance-based assessment negatively because it takes so much time. Elsara & Maiwen (2019) added that the teachers still encountered certain issues, such as not having enough time to evaluate every student's performance, which makes it less effective to evaluate them, and finding it difficult to arrange speaking rubrics according to their difficulty level.

#### **Conclusion**

Based on the result above, undoubtedly, the English teachers in Yayasan Pondok Pesantren Pendidikan Darul Muttaqien (YP3DM) NWDI Perian dominantly used performance types of authentic assessment to assess the students in speaking class. Additionally, in assessing students' speaking skill, the teachers used dialogue, discussion, role-play, debates, narrating or reading the story and speech activity in their classroom. Those activities were part of performance based assessment. Furthermore, the teachers believed that authentic assessment is effective to be applied in evaluation process of speaking. However, it is also known that the teachers have negative perceptions of authentic assessment in terms of time consuming.

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