

## An Analysis of the Implementation of Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills



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**ABSTRACT:** Abu Hasan, 2023. "An Analysis of the Implementation of the Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills." Supervised by Erwin Akib and Nur Qalbi.

This study aimed to analyze the implementation of the authentic assessment in assessing students' speaking skills by the teachers of SMA 19 Negeri Gowa and the problems that the teachers encounter in implementing the authentic assessment.

The research used a qualitative method, collecting data through two instruments which were observation checklists and interview guides. The subjects of this research were two English teachers who taught in the tenth and twelfth grades.

The findings of this study revealed that teacher who taught in grade tenth implemented all the aspects of the Authentic Assessment to evaluate students' speaking skills based on K-13 (Kurikulum 2013) which included observation, performance, project, written and oral tests, self-assessment, assignment, and portfolio. however, the teacher who taught in the twelfth grade did not apply the project and portfolio due to the lack of time. He found it difficult to manage his time because of many projects in the class that took some quite time. Therefore, the challenges teacher who taught in the tenth grade has not faced any challenges at all because the K-13 (Kurikulum 2013) had integrated the four skills of English which makes the assessment of the teacher easier while the teacher who taught in the twelfth grade faced a challenge in managing his time which made he needs to cut two aspect of the authentic assessment to fit the time.

It can be concluded that both teachers understand the implementation of authentic assessment in class especially to evaluate students' speaking skill.

**KEYWORDS:** Implementation, Authentic Assessment, Speaking Skills.

### 1. INTRODUCTION

#### A. Background

A procedure that stresses what should be assessed process as well as outcomes is called authentic assessment. It is employed to assess the knowledge, skills, and performance of students. Giving students several opportunities to engage on real-world projects is the aim of genuine assessment, which aims to help them develop additional 21st-century skills and increase their knowledge. An established authority on assessments advocates for the use of real assessments in place of standardised tests Boud in Ukashatu et al. (2021)

Authentic assessment aims to measure knowledge and talents in a range of contexts to reflect real-world life. As part of authentic assessment, students must complete real-world projects that demonstrate how foundational knowledge and skills have been applied in the actual world. Students are encouraged to complete hands-on activities to demonstrate how they can use foundational knowledge and skills in meaningful ways. In the real world, students will apply what they learn in the classroom.

The necessity for teachers to evaluate students' skills through performance, project, and portfolio exams makes authentic assessment crucial. A performance evaluation is one that is carried out by watching students as they complete a certain task. The definition of a portfolio assessment is an ongoing evaluation. method based on a collection of data that illustrates how students' competency has grown throughout time. Project assessments, on the other hand, are integrated units of work that cannot be completed in a set amount of time; instead, students must complete a sequence of tasks that culminate in a certain product or set of data.

The implementation of authentic assessment in English language teaching was carried out in one of the state senior high schools in Surakarta. The researchers found that teachers' perceptions of authentic assessment are that it is an assessment that can evaluate the students' knowledge, skill, and attitude during the teaching and learning process. Other researchers, like Prawisanthi

## **An Analysis of the Implementation of Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills**

et al. (2023), also conducted research on the subject and discovered that there are various types of authentic assessment, steps involved in developing authentic assessment, documents used in the process, roles of teachers and students, and obstacles faced by teachers in implementing authentic assessment. The implementation of authentic assessment has an impact on the quality of English language instruction. It can raise pupils' enthusiasm, self-assurance, drive, and interest in studying English.

Moreover, Susani (2018) carried out the application of real assessment in extended reading by determining the definitions of challenging terms, idioms, and expressions. Based on the collected data, the pupils' comprehensive reading ability was on average 80, falling into the very high level. Using authentic assessment could have the following advantages: it can directly measure the expected competence indicators of students' performances; it can motivate students to show their work in a real-world setting; it can give students the chance to create their own learning outcomes by choosing and compiling relevant and meaningful answers based on their knowledge and situational analysis; and it can integrate teaching, learning, and assessment activities.

Therefore, Astari (2023) on The Implementation Assessment in Teaching English in Merdeka Curriculum revealed that Based on the features of formative and summative assessment implementation, procedure implementing assessment, and principles implementing assessment in the Merdeka curriculum and English language assessment, teachers had fairly ideally executed formative and summative assessments. Formative assessment was done by teachers using role-playing and presentations. For summative evaluation, teachers employed written exams with multiple choice questions and essays.

Furthermore, deficiencies were discovered during the assessment process, namely related to the teacher's failure to utilise the assessment rubric and to offer comments on the student assessment outcomes. The instructors encountered difficulties when implementing assessment in the Merdeka Curriculum. These difficulties included the lack of resources to assist teacher-implemented assessment in the classroom, the instructors' lack of readiness to construct assessment instruments, and the instructors' need for additional time to complete the assessment. In order to create evaluation tools based on the Merdeka curricular concept, the teacher needed time. In addition, instructors have limited time to conduct assessments in the classroom due to students' many extracurricular art activities.

Based on the explanation above, it can be concluded that no researchers has trying to find out about the speaking performance that consist of accuracy and fluency through authentic assessment which is why the writer is interested in conducting a research about implementation of authentic assessment especially on speaking performance under the title' The Analysis of the Implementation Authentic Assessment Used By The Teachers To Evaluate The Students' Speaking Skills At SMA Negeri 19 Gowa

### **B. Research Question**

The research question was formulated based on the background mentioned above as follows :

1. How is the teachers' implemented of the authentic assessment in assessing students' speaking skills at SMA Negeri 19 Gowa?
2. What are the problems that faced by the teachers in implementing the authentic assessment at SMA Negeri 19 Gowa?

### **C. Objective of the Research**

Based on the previous research question, the objectives of this research were :

1. To analyze the implementation of the authentic assessment in assessing students' speaking skills by the teachers at SMA Negeri 19 Gowa.
2. To find out the problems that the teachers encountered in implementing the authentic assessment at SMA Negeri 19 Gowa.

### **D. Scope of the Research**

The research was conducted at SMA Negeri 19 Gowa. The subjects of this research were two English teachers who teach English at the eleventh grade. The main selection criteria are teachers who implement Authentic Assessment in the learning process, particularly in Speaking Skills. The aspect of Speaking skills consisted of the student's speaking ability in terms of accuracy in pronunciation and fluency. The research investigated how English teachers implement Authentic Assessment, especially in Speaking Skills, and challenges towards the implementation, assessing the outcome and experience, and evaluating.

## **2. PREVIOUS RELATED STUDIES**

Some researchers have conducted some studies related to the authentic assessment in teaching and learning process. The first was done by Astari, (2023) The purpose of this study was to investigate how SMK N 3 Sukawati uses assessment in English instruction as part of the Merdeka curriculum. Three areas were examined in this study: (1) How formative and summative assessments are implemented in English language instruction under the Merdeka curriculum; (2) The difficulties instructors have in implementing assessments within the curriculum; and (3) The perspectives of teachers regarding the use of assessments in English language instruction within the Merdeka curriculum The study's subjects included tenth-grade students as well as two English teachers who were chosen through the use of a purposive sample technique. Both qualitative and quantitative methodologies were used in the collection and analysis of the data. To obtain the qualitative data, document analysis, interviews,

## **An Analysis of the Implementation of Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills**

and observation were used. While a five-scale Likert questionnaire was used to collect quantitative data, the qualitative data in this study were analysed using the theory developed by Miles and Huberman (1994).

The second, Dewi, (2023) the study aimed to investigate the authentic assessment implementation based on K-13 (Kurikulum 2013) at Vocational High School. During the academic year 2022–2023, this study was conducted at SMKS Pariwisata Werdi Sila Kumara. For this study, two English professors who instruct students in the twelfth grade were chosen as the subjects. This research design, which took the form of a case study and included an observation checklist, interview guide, and document analysis as data collection tools, was categorised as qualitative.

The third, Sakaria, (2018) her study aimed at describing 1 authentic assessment techniques, the procedure in conducting authentic assessment, and the tasks used in the implementation of authentic assessment in the course of Writing in Professional Context in English Study Program. This study used a case study methodology with a qualitative research design. It was conducted at one of the state universities in Yogyakarta Special Territory's English Education Departments. Four methods of data collecting were used in the study: semi-structured interviews, focus groups, documentation, and observation.

The fourth, (Febriyanti, 2019) her study aimed at finding out whether there is any significant difference between the effects of self-assessment and peer assessment on students' reading comprehension, finding out how self-assessment in reading comprehension lesson is implemented, and finding out how peer assessment in reading comprehension lesson is implemented for students of SMP N 2 Mendoyo. The research design used for the study is a mixed method methodology. The population consisted of SMP N 2 Mendoyo eighth graders. There were 296 students in the population as a whole. Three classes served as the study's sample population. Three classes (VIII E, VIII I, and VIII A) were selected as the study's sample using the cluster random sampling technique. One-way ANOVA and the Post Hoc test, which was Multiple Comparison using the Tukey HSD test to gather quantitative data, and observation sheets to collect qualitative data were used to analyse the data collections.

The fifth, Afriadi et al., (2021) In their study, code swapping by EFL teachers in the classroom at Mts. AsSuyuthy Ireng Gunungsari Subdistrict, West Lombok Regency, West Nusa Tenggara Province, is being examined. A descriptive qualitative method is employed in the investigation. The data was gathered using questionnaires and in-person interviews with subject matter experts. 43 eighth-grade students complete a questionnaire, and three English teachers are observed as representative samples throughout the teaching and learning process. The results of the study show that precise assessment is required to assess language learners and ascertain whether or not they are capable of learning languages, especially English.

Based on the previous related finding, it can be concluded that the similarity between this research and the previous one is the learning model used. This research and the previous use Authentic Assessment. While the difference is this research focuses on the authentic assessment in speaking performance.

### **C. Authentic Assessment**

#### **2.1. Authentic Assessment Characteristic**

The 2013 curriculum uses an authentic assessment model, which is unique from the prior curriculum. KTSP According to Permendikbud Number 66 of 2013, the 2013 curriculum includes a comprehensive evaluation procedure that evaluates learning inputs, processes, and outputs in the areas of attitudes, knowledge, and skills. Students' preparedness, the overall procedure, and the learning objectives are all evaluated through authentic evaluation. Every teacher participating in authentic assessments is aware of how each student is progressing during the various teaching and learning activities in the classroom. This authentic assessment considers every aspect of the classroom, including the interactions between the students.

First and foremost, a genuine assessment needs to quantify every facet of learning, including performance and outputs. In other words, when evaluating pupils, it is necessary to gauge both their overall performance and the final items they produce. Permendikbud 2013 in Pamungkas (2020)

Assessment of performance or product guarantees that the latter accurately and impartially reflects students' competencies. Second, both during and after the learning process, assessments are conducted. Put another way, when evaluating students, teachers must evaluate both the students' ability or competence during learning activities and their ability or competence following learning activities.

#### **2.2. Authentic Assessment Types**

Many learning assessment tasks and activities can be grouped into authentic assessments as long as the assignments are in accordance with the nature of authentic assessment. O'Malley & Pierce (1996) mention several authentic assessment models, including Performance assessment, portfolio, and project assessment. The following are explanations of several authentic assessment types that will be mentioned:

##### **1. Performance Assessment**

As part of a performance assessment, students must practise and apply the knowledge they will receive in a variety of situations in line with the necessary criteria. Performance reviews could incorporate the following components as goals for achieving learning objectives: Knowledge;2) Knowledge Application and Practice;3) Visual and Artistic Proficiency;4) Product

## **An Analysis of the Implementation of Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills**

(Work); and5) Attitude (regarding feelings, attitudes, values, interests, and motives). Thus, a performance review can evaluate competence in this case, which includes knowledge, skills, and attitudes. O'Malley & Pierce (1996)

### **2. Portfolio Assessment**

Based on Davis & Ponnampuruma (2005) A portfolio is one kind of student evidence for the learning objectives. Examinees were asked to provide reflections on their learning process, along with summaries of papers, reports, and other materials. These days, portfolios serve as a tool for artists, photographers, painters, and architects to showcase their work in addition to being used to assess students' performance.

The portfolio assessment, which is a compilation of student writings, demonstrated the students' writing ability, emphasised their comprehension, and gave them the opportunity to revise their work for introspection and self-evaluation. Furthermore, the portfolio is a flexible instrument that employs an assessment-centered methodology with the goal of perceiving students' skill development process as their actual achievements and learning outcomes. Chan & Chen (2022).

### **3. Project Assessment**

Project assessment, according to Phillips & Edwards (2000) consists of a number of assignments that must be completed in one sitting. For the purpose of evaluating a project that will produce a product or comprehensive data, students must finish a number of assignments. In order to help students develop their physical, intellectual, and social skills, project work will be promoted in English classrooms. But it's unfair to expect someone who can't finish duties in their own tongue to perform them in a foreign or second language. For instance, educators need to be more cognizant of the students' literacy levels and the degree to which they will be practicing motor skills such as colouring, cutting, and folding.

## **D. Assessing Speaking**

### **2.1. Authentic Assessment**

The assignment, or what the writer will respond to, and the score, or how the speaking will be evaluated, are the two factors to consider when evaluating speaking. Learn how different task elements affect performance on speaking tests and how raters from different backgrounds assess speaking samples will pique the interest of many academics. Moreover, these variables may instruct teachers and administrators to develop original assessments or make use of already-created tests.

#### **1. Task Features**

According to Fox et al. (2017), To make sure that writing alone rather than subject knowledge is being evaluated, writing activities are designed to be based on visual resources. When designing a speaking exam, the administrators might consider specific logistical or administrative aspects, like time management and test instructions. Test administrators are responsible for making sure that test takers have adequate time to finish the written section of the exam. Furthermore, as per Bachman and Palmer, the guidelines for the test's design are as follows: They should:

- a. Tests must be sufficiently understandable for test takers;
- b. be simple enough to read to cut down on administration time; and
- c. be specific enough to ensure that test takers know exactly what is expected of them.

#### **2. Scoring Features**

Two important factors need to be taken into account when grading writing assessments. First, decide on or create a rating system or grading rubric. Since administrators will use the available score to make decisions and draw conclusions about the writer, the scoring procedures are crucial. Second, selecting and educating humans rather than just using machines to evaluate the answers. Weigle also involves the raters in training, ensuring that they consistently and accurately apply the scale.

### **2.2. Characteristic of Speaking Assessment**

In K-13 (Kurikulum 2013), The assessment method has changed from a scientific approach to an authentic one, where students' competencies are measured according to the procedure and the outcome. One of the features of the scientific method itself is the integration of process into the authentic assessment, which unites the three domains of attitude, knowledge, and skills. 2013 Curriculum emphasizes on three forms of real assessment obligated to teacher to do. Related to performance assessment, American Educational Research Association describes it as product and behavior-based measurement designing to relate achieved skill or knowledge in learning process to real-life context Quansah (2018).

### **2.3. The Implementation of Authentic Assessment**

To put it simply, the application or implementation of learning can be understood as the implementation of learning. In general, the execution of learning refers to the action or execution of a meticulously thought-out plan in order to carry out the learning procedure. Experts who have defined implementation have offered a variety of perspectives. In order to synchronise the understanding of implementation from the research concept to a policy or regulation, which is the primary emphasis of this study, this needs to be described. since carrying out the plan is a crucial step in the entire process. Several opinions below illustrate what the implementation means.

The process of putting a new concept, plan, or series of tasks into action so that people can accomplish goals or anticipate change is known as implementation of learning. In a learning environment where teachers and students exchange knowledge, it is also the application of the process of students interacting with educators and learning resources Hidayah & Syahrani (2022)

### **3. RESEARCH METHOD**

#### **A. Research Design**

This study employed a qualitative method of descriptive research. According to Creswell & Poth (2018) descriptive qualitative research aims to provide as accurate an account as possible of what current practice is, how learners do teach, and what classrooms look like, at a particular moment and place. Qualitative research is best suited to address research problems in which you do not know the variables and need to explore. Descriptive qualitative research involves identifying and characterising the circumstances surrounding an occurrence.

#### **B. Subject of the Research**

The subject of this research was Two English Teachers at SMA 19 Negeri Gowa who taught in Tenth and Eleventh Grade and the object of this research was the implementation of authentic assessment in speaking.

#### **C. Research Instruments**

In this research, the researcher was used two kinds of instruments, those are interview and classroom observation checklist.

##### **1. Classroom Observation Checklist**

To gather comprehensive information and confirm that the teacher was using the authentic assessment in the classroom, the writer used observation. An observation checklist was used to assist the observation in order to help the writer better understand how the teachers are using authentic assessment.

##### **2. Interview**

An interview was conducted with two English teachers who implemented authentic assessment in class. From the interview, it is expected that the writer obtained in-depth information about the implementation and challenges of authentic assessment in class.

### **4. FINDINGS AND DISCUSSIONS**

#### **A. Findings**

##### **1. The Ways of Teachers Implementing the Authentic Assessment in the Class**

An observation was used to gather information about how teachers implement Authentic Assessment in class. The subjects of the study were two English teachers in the eleventh grade. Both of the teachers were teaching English. The English subject was integrated K-13 (Kurikulum 2013). The ways teachers implemented Authentic Assessment were observed in this research. The observation was carried out using the observation checklist. The teachers were observed for 4 meetings so the full implementation of observations during the study was carried out for four meetings.

The first, second, third, and fourth observations of teacher 1 were done on Thursday 9<sup>th</sup> September 2023, 16<sup>th</sup> September 2023, 23<sup>rd</sup> September 2023 and 7<sup>th</sup> October 2023. Before the observation started, the lesson plan was first reviewed in this research and the observation checklist was prepared first to know the teachers' implementation of Authentic Assessment. The following are the findings from the observation

During the indicators of learning objectives, there were several things that needed to be seen through which were the flow of learning objectives, the value of Pancasila that needed to be applied, and the material selected has to be based on Learning Objectives. In learning objectives, the teacher fulfills this aspect as in unit 4 the students need to write a letter as an output of the study on that unit or material section. In the flow of learning objectives, it was an obvious that the teacher explained somewhat a major idea before writing a letter. The teacher selects the material based on the books that the school provides which the books was based on the curriculum (k13)

On the other hand, Teacher 2 introduced the main topic of Unit 3 and mentioned the objectives of the lesson by informing the students the competence needed to be achieved. Teacher 3 decided to give a material about Descriptive Text. Teacher 2 then divided the students into 2 groups halving of the members of the students and asked them to divide them as group 1 to be a Healthy Food and group 2 as Junk Food. after T2 explained the topic based on the competence needed to be achieved by the students they were expected to be able to create an essay about The Advantages of Healthy Food and The Disadvantages of Junk Food. Teacher 2 explained first about the difference between healthy food and junk foods and its kind.

Based on the results of the above observations, as indicated by the Classroom Observation Checklist, both teachers implemented the Authentic Assessment very well.

# An Analysis of the Implementation of Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills

**Table 4.6 Classroom Observation Checklist**

The researchers observed based on the five aspects outlined by Putri (2021). These aspect represented the syntax or flow of activities conducted in Implementing the Authentic Assessment During their observations, five aspects were identified for the Authentic Assessment. The findings, as presented in the observation table (referred to in Appendix 2 on page 70), indicated that the two teachers incorporate these five aspects when they implemented the Authentic Assessment.

## 2. The Challenges Faced by the Teachers in Implementing Authentic Assessment in Class.

This research used semi-structured interviews with two English teachers to gather information about the challenges faced by the teachers in implementing authentic assessment in the class. The purpose of this instrument was to enable the teachers to share their thoughts, feelings, or beliefs about the challenges faced by the teachers in implementing the authentic assessment in the classroom. Here were the in depth responses provided by each teacher in answering each question responses from The teacher 1 *"I think in Kurikulum 2013 there is a lot of project that need to be done so I really find it hard to manage and fit the time with the authentic assessment itself"*. Responses by the teacher 2 *"Objectively speaking, to be frank, I didn't have any problems or issues regarding to the use of authentic assessment in the class"*.

This question aimed to determine the challenges faced by teacher in implementing the authentic assessment. Based on the response, Teacher 1 having a hard time to manage his time when implementing authentic assessment due to many projects from K-13 that need to be done and teacher 2 informed that there is no challenges or problem that need to be overcome when implementing authentic assessment.

The stages of group formation were carried out by the teacher in the classroom. Here were the in depth responses provided by each teacher in answering each question responses from The teacher 1 *"Yes, of course, we need to know whether the material from the book fits with the students' needs"*.

This question aims to identify whether the teachers observe the weakness and the needs of the students before giving the students the material or not. Teacher 1 answered "yes of course, obviously the teacher need to know whether the material from the book fits the students needs or not" meaning in order to do so, the teacher identify the weakness of the students themselves and eliminate or rather change the material even though the material is not on the topic of the subject that include in the books' chapter while teacher 2 explained that she observe the weaknesses of the students during the first meeting of the class before the learning process as held to decide whether some materials in the books are fitting with the students needs or even related or not.

Teacher 1 explained that there are four steps that needs to be done when implementing the authentic assessment, first step is deciding the standard, the standard means the KKM (bare minimum score) in order to decide whether a students are pass or not, then collecting the data, checking the attendance, attitude, assignment or test. after that, making criterion based on the learning objectives and last is making the rubric while teacher 2 answered "identifying the learning objectives, planning and reflecting as a feedback". Basically teacher 2 creating a plan based on learning objectives and giving the student a test or assignment as output to be given a feedback later then.

Teacher 1 explained that she assessing the students every mid semester or rather every 6 months after every unit or chapter in the books were explained while teacher 2 answered that she gives the student assessment by giving them a test depending on the material, usually she gives a test gradually after the material of the unit or chapter in the books have ended it could be possibly after every 4 meetings, could be 5 to 6 meetings. Its all depends on the material.

From the explanation above it can be concluded that both teachers recognize the problems when implementing the authentic assessment in assessing students' speaking skills, although with different emphases

## B. Discussion

This section discusses all the facts the researcher found, their relationship with several related literature provided in previous related studies, and the expert opinions and suggestions.

### 1. The Ways of Implementing Authentic Assessment to Assessing Students' Speaking Skill.

Both teachers assessed the students comprehensively in the classroom. There were activities regarding the implementation of authentic assessment. How the teacher design the assessment, moreover, determines the quality of the assessment process at which the ideal assessment result derived from. The activities of implementing authentic assessment direct the students' learning experiences as this assessment is conducted during the instruction. Furthermore, the evaluation aims to give the students chance to do self-assessment.

Designing reliable authentic assessments is as crucial importance as implementing them in instructional activities. Teachers are demanded not only to be able to deliver the learning materials well but also to develop the assessment effectively. Based on the results of observation and documentation, the researcher saw the learning tools of the teacher that used in the learning process. Before the learning process was conducted, the teacher prepared a rubric of assessment as the reference in the

## **An Analysis of the Implementation of Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills**

assessment process.

It clearly stated that Kurikulum 2013 (K-13) assesses students' competence by three domains: attitude competence, knowledge competence and skill competence. In the implementation, the researcher elaborated the way the teacher gather and analyze information of the student. Those were attitude, knowledge, and skill. Each aspect has its own instruments and techniques that could be used by the teacher. From the data collected through the four meetings class observation for first teacher and second teacher that the researcher had done, it indicated that both the English teachers actively assessed the students in the classroom during teaching and learning activity. Moreover, the researcher found both teachers could assess the students successfully.

From the elaboration, it is indicated that the teachers actively assessed the students in the classroom. They observed and recorded the students performance both presentation and speaking test. Related to Callison's in Yustina & Zaim (2018) statement that the 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 is what the teachers did in the classroom. They maximized the use of the students' performance in the class in order to make students get used to speaking, listening, writing, and comprehending English.

The teachers designed the assessment of the students by creating rubric to measure students' performances which were presentation and speaking test. (Mueller, 2005b) stated that to assess the quality of student work on authentic assessment, teachers develop rubrics, or scoring scales. "A scoring scale used to assess student performance along a task-specific set of criteria." Authentic Assessment Toolbox (Mueller, 2005a), "a how-to text on creating authentic tasks, rubrics, and standards for measuring and improving students' learning, can be a good source for the English teachers in creating an authentic assessment."

From the two teachers, they confessed that the attitude assessment nowadays is only for the homeroom and counseling teacher. That was why they did not overlook the attitude assessment since they are subject teacher. The first teacher did the written test on the second meeting. The form of the written test was description questions. Moreover, the second teacher not only used written test in assessing students. From the documentation, there was a form of discussion observation. However, the teacher did question and answer activity on the second meeting before the other groups presented their Personal Letter and Descriptive Text yet the teacher did not use any instrument in assessing students' knowledge. The first teacher asked all students to perform an oral presentation while the second teacher divided the students into groups and asked the students based on what they describe. The oral presentation took 20 to 30 minutes, depending on the number of students in the group. Each student was required to speak. The oral presentation was marked by the teacher, and the teacher was assisted by students' paper for presentation. Although students presented in a group, they received an individual marked criteria sheet and an individual mark. Immediately after the presentation, the teacher provided the group with oral feedback on their group's performance. According to Newmann, Newmann et al. (2007), a monologue is not the only type of performance task. The teacher can also ask students to do telling story, debate, or even doing written assessment. All of the students' performances were observed and recorded by teachers by using instruments. In fact, the first teacher assessed the students' paper of presentation too. From the documentation, the first teacher used two instruments of performance assessment. They are rating scale of presentation and rating scale of paper with the rubric. The second teacher used one instrument of performance assessment. She used assessment rubric of English speaking skill which is developed by herself to assess the students' performance in speaking english.

The first teacher gave evaluation for the students by giving remedial for the students who did not achieve the minimum passing grade. Similar with the first teacher, the second teacher gave remedial for the students who did not pass. But the second teacher gave enrichment for the students who already passed. It is reasonable to think that these kinds of activities are easily implementable in senior high school classrooms, although such an approach might warrant some additional professional development for the teachers and classroom organizational considerations. The ultimate goal probably was to investigate the conditions that best support the production of lasting and flexible knowledge for a wide range of students. Furthermore, the use of assessment by the teachers in the classroom was not only regarding how the teachers assessed the students while doing presentation or drama. It was more likely that the teachers' ways of using assessment in the class, such as giving instruction, questioning, and giving feedback conducted to improve the learning process for the next meeting.

### **2. The Challenges Faced by the English Teachers in Authentic Assessment in Assessing the Students' Speaking Skills.**

The process of implementing authentic assessments in curriculum 2013 at SMA Negeri 19 Gowa did not run properly. The English teachers seemed to experience some constraints in assessing students' competence. The English teachers have generally understood both the concept of the assessment system in the Kurikulum 2013 (K-13) and the idea of authentic assessment but they have not yet got in depth about all type of assessments. However, there were still some difficulties related to the teacher used English in the class. In fact, based on the observation, the researcher did not find the teachers' own difficulties in assessing students in the class.

Furthermore, from the information that the researcher got from the interview, according to the teachers, the main problems they had in assessing students in the classroom were the students and the time they had in the classroom. For the first teacher, students' were varied in the classroom and teachers' prior knowledge of their students influences the objectivity of their

## **An Analysis of the Implementation of Authentic Assessment Used by the Teachers to Evaluate the Students' Speaking Skills**

performance ratings. Personality, effort, work habits, cooperativeness, and the like are all part of a teacher's perception of the students in his or her class. Often, these prior perceptions influence the rating a student is given: the likable, cooperative student with the pleasant personality may receive a higher rating than the standoffish, belligerent student, even though they performed similarly. Assessing students on the basis of their personal characteristics rather than their performance lowers the validity of the assessment. Each of these concerns threatens the validity of teacher interpretations and scores Russell & Airasian In Onyefulu (2018).

For the second teacher, the assessment method was quite complex and time-consuming so that the teacher confused and shifted her focus from teaching to mostly assessing. However, she had another duty to do besides teaching at the school. That was why her work mostly postponed and it made her to finish the unfinished work late at school.

Above all, managing time and scoring the result of the students' were the two most complicated duties to conduct by the teachers. The researcher assumed that the problems of implementing the assessment in relation to the managing time and scoring might have been prevented by designing an application that might facilitate the teachers in manipulating and presenting scores easily. The teachers need an online system in having a mutual relationship between them so that they might save their time and effort. With the existence of the online system, the effort that the teachers, especially the class teachers, spend might be minimized. The researcher also expects that there will be a system that might be implemented easily in the process of score input, score integration and description printout of the results of the students' learning process.

### **5. CONCLUSION AND DISCUSSION**

#### **A. Conclusion**

Based on the Findings and Discussion, the summary of the conclusions are as follows:

1. Teachers 2 at SMA 19 Negeri Gowa who taught in grade X implemented all of the aspects of Authentic Assessment based 2013 Curriculum starting from observation, performance, project, tests whether it is oral or written, self-assessment, doing a project and portfolio. However, different activities were found in the implementation of the portfolio, Teacher 1 did not apply the portfolio assessment due to the lack of time. Apparently, Teacher 1 who taught in grade XI having a hard time to manage his time due to the many project that took time in the class.
2. In terms of the challenges, teacher 2 has not met any problems at all in implementing authentic assessment to evaluate students' speaking skills because the K-13 (Kurikulum 2013) integrated every skill in English which were writing, listening, reading, and speaking that need to be assessed later on. On the other hand, teacher 1 has a problem managing his time which means he needs to cut or skip a project or portfolio assessment that took quite some time to be done. The students in grade XI mainly did a written test because they will do a School Exam to decide whether the students have passed or not.

#### **B. Suggestions**

Based on the conclusion above, the following are some suggestions to be considered.

##### **1. For Teachers:**

Teachers are suggested to understand very well the authentic assessment and what it does to the students and how to properly implement it in the class and the teachers are responsible to find a way to arrange the students' activities in class and manage their time very well in order to implement the authentic assessment completely and without skipping any step.

##### **2. For Researchers**

Future research in this field should develop deeper into the long-term effects of Cooperative Learning Models on students' English writing abilities. Longitudinal studies would provide valuable insights into the sustained impact of these teaching approaches. Researchers should also explore variations in Cooperative Learning Models and their specific effects, especially in terms of the timing of the implementation of the Cooperative Learning Model to make it more effective, ensuring that all students have the opportunity to present the results of their group discussions, thereby enhancing students' understanding of the learning material.

Future research in this field should develop deeper into the long-term effects of authentic assessment on students' English speaking skills and can be used as an additional reference in investigating the Authentic Assessment. It is also suggested to investigate further research on comparing another kind of assessment in teaching English subject.

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