An Analysis of Teachers' Practices in Using Alternative Assessment for Speaking at SMKN 2 Padang Panjang

Thesis

Submitted In Partial Fulfillment of Requirements for Getting a Strata One (S1) Degree In the English Education Study Program

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ENGLISH EDUCATION STUDY PROGRAM

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2025 M/1447 H

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the field of language education, assessment is an essential tool not only for measuring students' language proficiency but also for supporting their learning process. In recent years, many teachers have moved away from traditional assessment methods, such as multiple-choice tests and written exams, toward more authentic and student-centered approaches. One of these approaches is alternative assessment, which focuses on performance-based tasks that require students to use the language in real-life or meaningful situations. According to Brown (2004), alternative assessment includes methods such as portfolios, journals, peer and self assessments, presentations, and projects, all of which emphasize students' active involvement and communicative competence. These methods are particularly useful in speaking classes because they allow students to practice language in realistic and interactive ways, rather than merely recalling memorized information.

In Vocational High Schools (SMK), speaking is one of the main English skills that students must master to meet the demands of real-world communication. Speaking plays a central role in preparing students for the workplace, where they are expected to engage in practical conversations such as job interviews, customer interactions, presentations, and cross-cultural communication. Since vocational

education aims to prepare graduates who are not only technically skilled but also communicatively competent, speaking becomes a key focus in English instruction, particularly in workplace-oriented programs (Kurniawan 2024).

Assessing speaking skills is not only about assigning scores but also about evaluating students' readiness to use English in authentic situations. An effective speaking assessment should reflect students' ability to use language meaningfully in context. However, many teachers find it challenging to design such assessments because speaking is a spontaneous and interactive process that involves aspects such as fluency, pronunciation, and coherence (Anita et al. 2023). As a result, some assessments tend to oversimplify speaking skills and fail to represent students' actual competence.

In the school where this study takes place, teachers use alternative assessment because it supports both teachers and students in developing speaking skills more effectively. They believe that traditional assessments, such as written tests, are less effective in showing students' communicative abilities. According to the English teachers, alternative assessment methods such as portfolios, group discussions, presentations, and self- or peer assessments are regularly applied in speaking classes. One teacher explained, *"I usually give various speaking activities such as role plays, group discussions, and video projects to make students more active and confident.*" These activities provide students with opportunities to use English in authentic situations, help teachers monitor their progress over time, and motivate

learners to participate actively in speaking tasks. This information was gathered through classroom observations and teacher interviews conducted on 1 August 2025.

One example of the application of alternative assessment was observed in grade XI RPL 1 at SMK Negeri 2 Padang Panjang. In this lesson, teachers use alternative assessment to teach narrative texts to grade XI students. After learning about the structure and language features of narrative texts, students worked in small groups to write their own stories. Then, they created a digital presentation using Canva to organize their ideas visually. Finally, each group presented their narrative story orally in front of the class with the help of an LCD projector. In this activity, students were assessed not only on their speaking performance, including fluency, pronunciation, and coherence, but also on their creativity, teamwork, and ability to present ideas clearly.

Based on the researcher's preliminary research, conducted on Thursday, 1 August 2025, at SMK N 2 Padang Panjang, by conducting observations and interviews with English Teachers, the researcher found several problems in the use of alternative assessment. First, the rubric that the teacher prepared for speaking was not shared or explained clearly to the students. As a result, students performed presentations and role plays without knowing exactly what criteria would be used to evaluate them. The rubric itself can be seen in Appendix 6, page 74, but since it was not communicated, the process became less transparent and students felt unsure

about how they were judged. Second, the assessment process required too much time. The teacher had to evaluate around 30 students within two periods, which made it impossible to give feedback to everyone. The classroom atmosphere showed that some students were still waiting for their turn when the bell rang, while others left without receiving feedback. This condition delayed the teaching process and reduced the effectiveness of assessment.

These findings indicate that even though alternative assessment is useful in supporting students' speaking skills, its implementation in the classroom still needs to be studied further in order to understand how teachers apply it in practice.

Based on the above phenomenon, researchers are interested in conducting a study entitled **"An Analysis of Teachers' Practices in Using Alternative Assessment for Speaking at SMKN 2 Padang Panjang."**

B. Identification of the Problem

1. The speaking assessment rubric was not clearly defined or shared with students.
2. The assessment process took too much time and provided delayed feedback.

C. Research Questions

1. What types of alternative assessments are commonly used by teachers in assessing students' speaking skills?
2. How do the teachers apply alternative assessments in speaking classes?

D. Research Objectives

1. To identify the types of alternative assessments implemented by teachers in the class.
2. To describe how the teachers apply alternative assessments in assessing students' speaking skills.

E. Significance of the Research

1. For Teachers: This research provides insights into current assessment practices and offers suggestions for implementing more varied and effective speaking assessments in classrooms.
2. For Students: Improved assessment practices will help students receive fairer and more accurate evaluations of their speaking ability, which can boost their motivation and confidence in learning English.
3. For Schools: The findings may support curriculum development and encourage schools to provide training or resources that promote better speaking assessment practices among teachers.
4. For Future Researchers: This study can serve as a reference for further research related to speaking assessment, especially in the context of vocational education.

F. Definition of the Key Terms

1. Alternative Assessment: A non-traditional form of assessment that evaluates students' performance through authentic tasks such as portfolios, projects, self- and peer-assessment, and digital recordings.

2. Speaking Skills: The ability to convey thoughts, ideas, and feelings orally in English with clarity, fluency, correct pronunciation, grammar, and vocabulary.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Theory

1. Assessment

a. Definition of Assessment

Assessment is an essential and ongoing process in education that aims to understand and improve student learning. It involves setting clear expectations, making learning objectives explicit, and establishing appropriate criteria and high standards for evaluating student performance. Teachers systematically collect, analyze, and interpret evidence to determine how well students meet these expectations and standards. According to Pal (2019), the information gathered from assessment is used not only to document and explain student performance but also to enhance learning outcomes.

Furthermore, assessment plays a crucial role in classroom decision-making. Teachers need to collect, synthesize, and interpret different types of information to make informed instructional decisions. According to Russell and Airasian (2012), depending on the purpose of the decision, assessment may involve various methods such as testing, measurement, and evaluation. Since assessment is an ongoing part of classroom life, it enables educators to monitor student progress and adjust their teaching strategies as needed.

In addition, assessment is not limited to formal evaluations but takes place continuously throughout the learning process. For instance, whenever a student answers a question, shares an idea, or completes a written task, the teacher is informally assessing their understanding and progress. According to Brown (2004), assessment can occur in many forms, ranging from casual classroom interactions to structured evaluations. Whether incidental or planned, teachers constantly assess students to support and improve their learning experiences.

In conclusion, assessment is a fundamental aspect of education that goes beyond structured tests and formal evaluations. It is an ongoing and dynamic process that enables teachers to make informed decisions, monitor student progress, and improve learning outcomes. By integrating both formal and informal assessment methods, educators can create a more comprehensive and supportive learning environment that fosters student growth and achievement.

b. Type of Assessment

According to Brown (2004), assessment can be classified into several types, including formal and informal assessment, formative and summative assessment, and norm-referenced and criterion-referenced tests.

1) Formal and informal assessments

Formal and informal assessments differ in terms of planning, structure, and purpose. Informal assessment is spontaneous, unplanned, and often

embedded in classroom activities. It includes incidental feedback, such as comments, corrections, or suggestions given during learning. This type of assessment helps guide students without necessarily being recorded or scored. Examples include oral corrections, marginal notes on drafts, or strategy advice.

In contrast, formal assessment is structured and systematically designed to measure students' knowledge or skills. These assessments are planned, usually graded, and used to evaluate specific objectives or competencies. While all tests are considered formal assessments, not all formal assessments are tests. Portfolios or systematic observations, for example, are formal but not classified as tests. In essence, informal assessments support learning in real time, whereas formal assessments provide structured evaluations of student achievement.

2) Formative and Summative Assessment

Formative and summative assessments differ in terms of their function in the learning process. Formative assessment is carried out during instruction to help students develop their skills and competencies. Its main purpose is to provide constructive feedback that both teachers and students can use to guide future learning. It is ongoing, often informal, and focused on improvement rather than judgment.

In contrast, summative assessment is administered at the end of an instructional period to evaluate what students have learned. It summarizes achievement and is commonly associated with final exams or standardized tests. These assessments usually result in grades and are less focused on future growth. While many tests are typically viewed as summative, teachers are encouraged to shift this perception and use testing experiences as opportunities for learning, thereby making them more formative.

3) Norm-Referenced and Criterion-Referenced Tests

Norm-referenced and criterion-referenced tests differ in how student performance is interpreted. Norm-referenced tests (NRTs) compare a test taker's score to the scores of others, placing individuals along a statistical scale such as the mean, median, standard deviation, or percentile rank. The main goal is to rank students, typically through standardized tests like the SAT or TOEFL, which are designed to be cost-effective and easily scored for large groups.

In contrast, criterion-referenced tests (CRTs) assess a student's performance against specific learning objectives or standards, rather than in relation to other test takers. These tests are common in classroom settings and are used to provide detailed instructional feedback. The focus is on what the learner can do according to course goals, regardless of how others perform. According to Brown (2004), for classroom-based assessment,

criterion-referenced tests are more relevant and beneficial for guiding teaching and learning.

4) Traditional and Alternative Assessment

According to Brown (2004), the concept of alternative assessment emerged as a supplement to traditional test designs, particularly in the context of performance-based classroom assessment. Traditional assessment generally refers to standardized, formal testing formats such as multiple-choice, true–false, matching, or short-answer questions. These tests are efficient and objective, but they often fail to capture the authentic communicative abilities of learners.

In contrast, alternative assessment, sometimes referred to as authentic assessment, emphasizes tasks that are more contextualized and communicative, such as projects, portfolios, journals, peer- and self-assessment, or conferences. These approaches provide richer feedback and offer a more complete description of students' abilities. However, they also require more time, effort, and resources, and they involve more subjective judgment (Brown, 2004).

It is important to note that Brown (2004) cautions against drawing a strict line between traditional and alternative assessment. Many assessment practices fall somewhere between the two, or combine elements of both.

Furthermore, while Table 2.1 in his book highlights differences between traditional and alternative approaches, the table itself shows a bias toward alternative assessment. Therefore, both approaches should be valued and used according to their appropriate functions. Traditional tests remain useful for efficiency and standardization, while alternative assessments can provide authenticity, intrinsic motivation, and deeper insights into learners' communicative competence.

2.1 Difference between Traditional and Alternative Assessment

Traditional Assessment	**Alternative Assessment**
One-shot, standardized exams	Continuous long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items	Contextualized communicative tasks
Scores suffice for feedback	Individualized feedback and washback
Norm-referenced scores	Criterion-referenced scores
Focus on the "right" answer	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation

(Source: Brown (2004)

c. Objectives of Assessment

Assessment plays a vital role in supporting the teaching and learning process, especially in EFL speaking classrooms. It is not limited to assigning scores but also serves as a guide for instructional decisions, student development, and classroom improvement. According to Pal (2019), several objectives of assessment help ensure that it is meaningful, structured, and learner-centered, including the following:

1) To prepare students for the new pattern of competency-based teaching and competency-based assessment.
2) To make evaluation an integral part of the teaching-learning process.
3) To make evaluation a cooperative and democratic process, involving various stakeholders of the evaluation programmer.
4) To collect more valid and reliable evidence about the total development of the learners.
5) To form sound judgments and take timely decisions about learners' instructions and learning environments.

2. Alternative Assessment

a. Definition of Alternative Assessment

Alternative assessment has emerged as a response to the limitations of traditional testing, offering a more authentic and comprehensive way to evaluate students' abilities, particularly in language classrooms. Brown (2004) defines alternative assessment as a variety of classroom-based,

student-centered assessment practices, including portfolios, journals, self-assessments, peer-assessments, and observations. These methods emphasize learners' active involvement and provide more reflective and interactive assessment approaches that are closely connected to real-world language use.

According to Hancock (1994), alternative assessment can be defined as "any method of measuring students' progress or achievement that differs from conventional paper-and-pencil tests." This definition opens the door for a wide range of assessment strategies that better capture learners' progress over time. Rather than relying solely on one-time test results, alternative assessment encompasses ongoing and diverse means of evaluation.

Further reinforcing this perspective, Dawson (2003) states that alternative assessment includes nonconventional forms of evaluation developed in response to the limitations of traditional standardized testing. These approaches emphasize learner-centeredness, real-world tasks, and the integration of evaluation into the teaching process. Alternative assessment, therefore, serves not only as a measurement tool but also as a pedagogical strategy that enhances learning.

According to McNamara (2001), alternative assessment reflects a shift from relying on standardized multiple-choice tests toward the use of performance-based tasks that are more complex and authentic. These tasks are

designed not only to test what students know but also to demonstrate what they can actually do in real communicative .

From the definitions above, it can be concluded that alternative assessment is a non-traditional, performance-based approach that emphasizes authenticity, learner involvement, and ongoing evaluation. Unlike conventional assessments, which often rely on isolated testing moments, alternative assessment provides a more holistic and dynamic understanding of student learning. In EFL (English as a Foreign Language) classrooms, especially in vocational high schools, this type of assessment offers meaningful opportunities to evaluate students' communicative competence and their ability to use language in real-world situations.

b. Characteristics of Alternative Assessment

According to Brown and Hudson (1998), alternative assessments have several defining characteristics that distinguish them from traditional assessments. These assessments require students to actively perform, create, or produce work, often in contexts that simulate real-world situations. They are integrated into daily classroom activities, allowing students to be assessed on what they normally do rather than on isolated tests. Alternative assessments focus not only on the final products but also on the learning processes, providing teachers with comprehensive information about students' strengths and weaknesses. They encourage transparency in evaluation criteria and rely

on human judgment rather than automated scoring. Moreover, these assessments promote higher-order thinking, problem-solving skills, and call upon teachers to take on new instructional and assessment roles.

In line with these characteristics, this study examines how teachers at SMK Negeri 2 Padang Panjang implement alternative assessments in speaking classes. The focus is on the types of tasks given to students, such as presentations, projects, or other performance-based activities, and the methods teachers use to evaluate them. This approach ensures that the assessment not only measures students' speaking performance but also reflects their engagement, creativity, and learning process.

c. Benefits and Challenges of Alternative Assessment

Before teachers decide to use alternative assessment in their classroom, they need to understand both the benefits (advantages) and challenges (problems). Alternative assessment gives many positive effects for students and teachers, but it also has some difficulties when applied in real teaching situations. Several experts have explained these benefits and challenges from different points of view. In this section, the researcher combines the ideas from (Mamanova 2021), (Guha and Roy 2025), and (Janisch and Liu 2007) to give a full explanation.

1) Benefits of Alternative Assessment

According to Mamanova (2021), one of the benefits of alternative assessment is that it helps students develop their thinking skills, such as analysis, logical reasoning, and problem-solving. It also enables teachers to gain a clearer understanding of each student's abilities while giving students more freedom to express their learning. In line with this, several researchers highlight that alternative assessment promotes deeper learning. For instance, Guha and Roy (2025) argue that instead of merely memorizing content, students apply their knowledge in authentic tasks, such as projects or group work. This approach not only supports student-centered learning but also accommodates different learning styles and strengthens communication and teamwork. Furthermore, Janisch and Liu (2007) emphasize that alternative assessment provides students with a more positive learning experience. By fostering a sense of ownership over their learning, it increases student motivation while simultaneously offering teachers valuable insights to improve their instruction.

However, despite these potential benefits, the preliminary research revealed some challenges in practice. The speaking assessment rubric was not clearly defined or shared with students, leaving them uncertain about the evaluation criteria. In addition, the assessment process was time-consuming and provided delayed feedback. These problems limited the extent to which alternative assessment could fully support students'

thinking skills, promote deeper learning, and create a positive learning experience. From the three sources above, the benefits of alternative assessment can be grouped into these points:

a) It helps students improve real-life skills like communication and problem-solving.
b) It gives students a chance to express their learning in different and creative ways.
c) It increases students' motivation and confidence.
d) It supports deeper and more meaningful learning.
e) It helps teachers understand students' needs better and give better instruction.
f) It fits different learning styles and supports fair learning for all students.

2) Challenges of Alternative Assessment

Even though alternative assessment offers many benefits, it is not always easy to implement. According to Mamanova (2021), it requires more time and effort from teachers because scoring and providing feedback are more complex. It also demands additional resources, and sometimes the scoring can be less objective.

Other researchers have highlighted similar challenges. For instance, Guha and Roy (2025) explain that in large classes, managing alternative

assessment fairly can be difficult. Teachers may face issues with time management, consistency in scoring, and resistance from students who are more accustomed to traditional tests.

Meanwhile, Janisch and Liu (2007) point out additional problems, such as limited support from schools, pressure to prioritize test scores, and insufficient teacher training. Some students may also feel confused or stressed if they do not fully understand the assessment process.

Based on these experts, the main challenges of using alternative assessment include:

a) It is time-consuming for both teachers and students.
b) Scoring may be difficult and less consistent.
c) It needs more preparation and tools.
d) It is harder to apply in large classes.
e) Teachers and students may feel unsure or unready to use it.
f) Schools may focus more on test scores than on student growth.

In conclusion, alternative assessment brings many important benefits, such as supporting real-life skills, improving student motivation, and helping teachers teach better. However, it also has some challenges, such as the time needed, difficulty in scoring, and lack of support. Teachers who want to use this kind of assessment need to prepare carefully and

understand both the strengths and weaknesses, so it can really help students in learning, especially in speaking classes.

c. Types of Alternative Assessment

Alternative assessment has received increasing attention in language education because it offers more authentic and learner-centered ways to evaluate students' abilities. Unlike traditional tests, which often rely on multiple-choice questions or written responses, alternative assessment emphasizes tasks that reflect real communication and meaningful language use (Brown, 2004). This approach allows teachers to gain a more holistic understanding of students' performance and progress.

According to Brown (2004), several types of alternative assessment are commonly implemented in language classrooms, including:

1) Performance-Based Assessment

This type of assessment requires students to demonstrate their language abilities through real performance, such as role plays, presentations, or group projects. Brown (2004) outlines several steps for conducting performance-based assessment:

1. Specify the overall goal of the assessment.
2. Identify the specific observable criteria to be evaluated.
3. Prepare learners through practice activities.

4. Use a reliable form or rubric to score performance.
5. Provide systematic feedback to students.
6. Include self-assessment and peer assessment when possible.

2) Portfolios

Portfolios are purposeful collections of student work that demonstrate their efforts, progress, and achievements. Brown (2004) outlines the procedure for using portfolios in assessment:

1. State the purpose of the portfolio.
2. Give guidelines on what materials to include.
3. Communicate assessment criteria to students.
4. Designate time within the curriculum for portfolio development.
5. Establish periodic schedules for review and conferencing.
6. Designate an accessible place to keep portfolios.
7. Provide positive washback-giving final assessments.

3) Journals

Journals are written reflections by students that provide insights into their learning process and experiences. Brown (2004) suggests the following guidelines for using journals:

1. Sensitively introduce students to the concept of journal writing.
2. State the objective(s) of the journal.
3. Give guidelines on what kinds oftopics to include.
4. Carefully specify the criteria for assessing or grading journals.
5. Provide optimalfeedback in your responses.
6. Designate appropriate time frames and scbedules for review.
7. Provide formative, wasbback-giving final comments.

4) Conferences or Interviews

Conferences (or interviews) involve direct, face-to-face interaction between teacher and student, where oral proficiency is evaluated. Brown (2004) notes several important points in conducting interviews:

1. Offer an initial atmosphere of warmth and anxiety-lowering (warm-up).
2. Begin with relatively simple questions.
3. Continue with level-check and probe questions, but adapt to the interviewee as needed.
4. Frame questions simply and directly.
5. Focus on only one factor for each question. Do not combine several objectives in the same question.

6. Be prepared to repeat or reframe questions that are not understood.
7. Wind down with friendly and reassuring closing comments.

5) Observations

Observation involves the teacher systematically watching and recording students' performance in the classroom. Brown (2004) provides steps in conducting observations:

1. Determine the specific objectives of the observation.
2. Decide how many students will be observed at one time.
3. Set up the logistics for making t:mn0ticed observations.
4. Design a system for recording observed performances.
5. Do not overestimate the number of different elements you can observe at one time-keep them very limited.
6. Plan how many observations you will make.
7. Determine specifically how you will use the results.

6) Self and Peer Assessment

Self-assessment and peer assessment involve learners in evaluating their own performance or that of their peers. According to Brown (2004), teachers should:

1. Tell students the purpose of the assessment.
2. Define the task(s) clearly.

3. Encourage impartial evaluation of performance or ability.
4. Ensure beneficial washback through follow-up tasks.

In addition to Brown's framework, Mertler (2017) presents a simpler classification of alternative assessment that consists of three categories:

1) Informal Assessment

Informal assessment refers to spontaneous and unplanned techniques used by teachers during instruction to assess student understanding and progress. It is not intended for grading purposes but rather to provide immediate feedback and support learning. The main types of informal assessment include teacher observations, teacher questions, and student reflections. These techniques allow teachers to quickly assess how well students are grasping the lesson and adjust their instruction accordingly.

a) Teacher Observations

Observations conducted by teachers involve watching and/or listening to students as they perform an activity or judging the material they have produced. Observation is often seen as a primary, but often underutilized, tool for assessing learning and instruction. Its purpose is to record and describe student behavior as it occurs in a natural setting. Several characteristics of informal teacher observations:

1. Many events in the classroom are observed either simultaneously or in very quick succession and are observed at various levels of detail.
2. Classroom observations often become focused on one event. When this occurs, observations of other critical events must be maintained.
3. Teachers should depend on the observations of students.
4. Realize that most events that go on in the classroom go unnoticed
5. Observations are often quickly forgotten or distorted when recalled.
6. Observations often require inferences, which may be erroneous

Beginning teachers cannot fully learn how to observe simply by reading a textbook. Learning to observe continuously and accurately throughout the school day can only be developed through practical experience. The following guidelines are intended to help refine your skills in informal observation as you gain experience. They cover key aspects of observational techniques, which teachers should not only be aware of but also actively practice whenever observing students. These guidelines are summarized as follows:

1. Know what to observe.

2. Know when to place limits on how much is being observed.
3. Be familiar with what is being observed.
4. Avoid extended inferences; begin with hypotheses and look for substantiating evidence.
5. Recognize that observations may overestimate achievement.
6. Document observations that must be recalled at a later time.

b) Teacher Questions

In most cases, teacher questions are informal, unplanned, and spontaneous oral inquiries posed by teachers for students to answer. Questioning can be particularly useful during instruction as a way to informally assess the extent to which students understand the material being presented. The main characteristics of teacher questions include:

1. Questions are obtrusive. When students expect questions to be asked, as is typical during a lesson, they tend to pay greater attention to what is being taught.
2. Questions must be interpreted by others; therefore, they must be stated clearly.
3. Questions can be directed to individuals or to groups.
4. Details of questions asked and their subsequent responses are quickly forgotten.

Several guidelines can help teachers structure and improve their skills in posing questions to students.

1. Develop questions from instructional objectives.
2. Provide a clear problem for students to address.
3. Allow sufficient time for students to respond to oral questions.
4. Avoid embarrassing students.
5. Exhibit caution when reacting to student responses.

c) Student Reflections

Student reflections are brief narratives or self-reports written by students to evaluate their own understanding of the material presented during a lesson. They are variations of journals or learning logs and are written periodically throughout a unit of instruction. These entries allow students to reflect on the instructional content, express their thoughts, and connect the material to their experiences or current events. Entries may include summaries of the material, questions arising from class discussions or activities, reflections on project work, or connections to real-world situations.

Student reflections serve multiple purposes. For teachers, they provide insight into how students process the material and highlight any

difficulties students may encounter. This enables teachers to give individualized feedback to support each student's learning. From the students' perspective, reflections create a safe space to share thoughts, concerns, and questions, especially for those who may feel uncomfortable asking questions during class. Access to the reflective journal is limited to the teacher and the individual student, ensuring privacy.

Procedure for Implementing Student Reflections:

1. Introduce the reflection process: Teachers explain to students the purpose of reflections as a tool for self-evaluation and learning.
2. Writing entries: Students write short narrative entries in their reflective journals at regular intervals throughout the unit.
3. Content of entries: Entries may include summaries of lessons, questions, reflections on projects, or connections to current events.
4. Teacher review: Teachers read the entries to understand students' thought processes and identify difficulties.
5. Provide feedback: Teachers offer individualized feedback based on each student's needs.

6. Private discussion: Teachers and students may discuss the entries in a private and supportive environment to clarify understanding and provide further guidance.

This approach not only helps teachers monitor student learning but also encourages students to actively engage with the material and take responsibility for their own learning

2) Performance-Based Assessment

Performance-based assessment requires students to demonstrate their learning by performing authentic tasks that reflect real-world applications. This type of assessment focuses not only on what students know, but also on how they can apply their knowledge in practice. Several characteristics of Performance assessment:

1. Performance assessments present to students a hands-on task or some other performance-based activity that students must complete either individually or in a small group.
2. Performance assessment permits the direct observation of student skills and capabilities.
3. Performance assessment, like all forms of assessment, must be linked to the instructional objectives
4. It tends to be less abstract than more traditional forms of assessment

According to Mertler (2017), the step-by-step procedure in designing performance assessment tasks includes:

1. Determine the purpose of the assessment. Clearly state why the assessment is being administered.
2. Specify the skills and outcome. Identify the exact skills and learning outcomes to be measured, along with their taxonomic level.
3. Specify performance criteria. Establish clear criteria for judging student performance and determine observable indicators.
4. Create an authentic and meaningful context. Design the task so that it reflects a real-world situation where students can apply their knowledge.
5. Develop a scoring instrument. Construct rubrics or other scoring tools to ensure objective and consistent evaluation.
6. Generate or select exemplary responses. Provide model responses to serve as benchmarks for both students and teachers.
7. Revise the task if necessary. Review and refine the task to ensure fairness, clarity, and alignment with instructional goals.

3) Portfolios

According to Mertler (2017), a portfolio is a systematic and purposeful collection of student work that documents learning progress and

achievement over time. A portfolio not only displays the final product but also highlights the learning process through notes, drafts, revisions, and final works. Therefore, it provides a more comprehensive picture of students' abilities compared to one-time tests. Furthermore, Mertler (2017) outlines eight steps in implementing portfolio assessment:

1. Determine the purpose. The teacher decides whether the portfolio will primarily be used to document student growth or to showcase best works. This initial step is crucial as it influences the subsequent decisions.
2. Identify content, concepts, and skills. The materials included in the portfolio should directly reflect the instructional goals and objectives of the course.
3. Identify the organizational approach. At this stage, the teacher determines the types of student products to be included as well as logistical aspects, such as how and where the portfolios will be stored and maintained.
4. Plan for the review process. Teachers should establish a review schedule and plan student conferences to ensure the portfolio is managed efficiently throughout the school year.

5. Specify student involvement. Teachers decide how extensively students will participate in selecting the content of their portfolios and whether they will be involved in the development of scoring rubrics.
6. Develop scoring rubrics. Either analytic or holistic rubrics should be created to guide the assessment of portfolio contents based on the intended purpose.
7. Arrange for multiple reviewers. To improve the reliability of scoring, it is recommended to involve more than one reviewer in evaluating the portfolio.
8. Plan the final conference. At the end of the term or school year, teachers and students should hold a final conference to review the overall growth and final achievement reflected in the portfolio.

These procedures emphasize that portfolio assessment serves not only as an evaluative tool but also as a reflective learning process that actively involves students in their own assessment.

According to O'Malley and Pierce (1996), oral language can be assessed through a variety of authentic activities that mirror how students use language in real communication. They describe nine types of oral assessment tasks that provide opportunities for learners to demonstrate their speaking proficiency

in different contexts. The nine oral assessment activities suggested by O'Malley and Pierce (1996) are explained as follows.

1) Oral Interviews

Oral interviews are structured conversations between a teacher and a student, designed to assess the student's ability to respond orally in a natural and meaningful way. The teacher prepares questions on familiar topics such as personal background, hobbies, or school experiences. During the interview, the teacher interacts directly with the student, encouraging spontaneous responses and asking follow-up questions as needed to maintain a natural flow of conversation. To implement oral interviews effectively, the following steps are typically followed:

1. Prepare questions that are appropriate for the students' language level.
2. Conduct the interview individually to ensure focused attention on each student.
3. Ask a mix of simple and open-ended questions to gauge both comprehension and expressive ability.
4. Encourage students to elaborate on their answers to demonstrate deeper language use.
5. Record observations or use a rubric to assess fluency, accuracy, and overall comprehension.

2) Picture-Cued Descriptions/Story

This activity uses single pictures or sequences of images to stimulate students' oral production. Students describe what they see in detail or narrate a story following the sequence of images, practicing vocabulary, sentence structure, and logical connectors. To guide students in this activity, teachers may:

1. Select pictures or picture sequences relevant to the lesson.
2. Present the visuals to the students.
3. Ask students to describe or narrate the story in their own words.
4. Remind students to use sequencing markers (e.g., first, next, then, finally).
5. Assess vocabulary, grammar, fluency, and organization of ideas.

3) Radio Broadcasts

Radio broadcasts simulate the role of a radio announcer. Students prepare and present short spoken presentations, such as news reports, weather forecasts, or commercials, which helps develop clarity, confidence, and audience engagement. To implement this activity effectively, teachers can:

1. Assign or allow students to choose a broadcast topic.

2. Guide students in preparing short scripts or notes.
3. Have students present live in front of the class or record their broadcast.
4. Encourage expressive intonation and clear pronunciation.
5. Assess pronunciation, fluency, and ability to engage the audience.

4) Video Clips

Video clips serve as stimuli for oral production. Students watch a short clip and then describe, summarize, or continue the story, allowing them to practice both comprehension and speaking skills. Teachers can facilitate this activity by:

1. Selecting a short video suitable for students' level.
2. Playing the video once or twice to ensure understanding.
3. Asking students to describe, summarize, or predict what happens next.
4. Allowing students to work individually or in pairs.
5. Evaluating clarity, organization, and use of vocabulary.

5) Information Gap

In an information gap activity, students work in pairs with different but related pieces of information. They must ask and answer questions to

exchange missing details, creating authentic communication opportunities. To conduct this activity, teachers may:

1) Prepare two sets of materials with partial information.
2) Pair students and distribute the materials.
3) Instruct students to ask and answer questions to complete the task.
4) Monitor interactions to ensure effective communication.
5) Assess accuracy, questioning skills, and fluency.

6) Story Retelling

Story retelling encourages students to orally reproduce a story they have read or listened to. This helps assess comprehension and the ability to organize ideas coherently. To guide students in story retelling, teachers can:

1. Provide a short story or text.
2. Ask students to retell the story in their own words.
3. Encourage the use of sequencing expressions (first, then, next, finally).
4. Pose follow-up questions to check understanding.
5. Assess accuracy, organization, fluency, and vocabulary use.

7) Improvisations / Role-Plays / Simulations

In this activity, students act out real-life situations spontaneously, practicing functional expressions and interactional skills. Teachers can implement this activity by:

1. Providing scenarios or role cards to students.
2. Assigning pairs or groups to perform the situations.
3. Encouraging students to improvise dialogue without memorizing scripts.
4. Allowing time for creativity and spontaneity.
5. Assessing appropriateness, fluency, pronunciation, and interaction.

8) Oral Reports

Oral reports involve students preparing and presenting information on a topic, developing structured speaking skills and the ability to convey information clearly. To conduct oral reports effectively, teachers can:

1. Assign or allow students to choose a report topic.
2. Ask students to prepare notes or optional visuals.
3. Have students present orally in front of the class.
4. Conduct a short Q&A session after the report.
5. Assess clarity, organization, vocabulary, and delivery.

9) Debates

Debates are structured discussions where students argue for or against a statement, fostering persuasive language, critical thinking, and spontaneous speaking. Teachers can facilitate debates by:

1. Selecting a topic relevant to students' interests.
2. Dividing students into pro and contra teams.
3. Allowing time to prepare arguments and gather evidence.
4. Conducting the debate with opening statements, rebuttals, and conclusions.
5. Assessing argument quality, fluency, interaction, and persuasive language use.

f. Alternative Assessment for Speaking in EFL Classrooms

Speaking is often regarded as the most important skill in learning English as a foreign language because it directly reflects learners' ability to communicate. Ur (1996) emphasizes that speaking is central to language learning, as it requires students to produce language spontaneously and interactively. However, assessing speaking is a complex task since it involves multiple aspects, including fluency, accuracy, vocabulary, pronunciation, and interaction. Traditional forms of assessment, such as written tests, fail to capture the dynamic and communicative nature of speaking, which makes alternative approaches more relevant.

Alternative assessment provides a more authentic and learner-centered way to evaluate speaking. Brown (2004) highlights that alternative assessment emphasizes performance and authenticity, allowing teachers to assess students through tasks that resemble real-life communication. Similarly, O'Malley and Pierce (1996) note that authentic assessment engages learners in meaningful activities that reflect actual language use. When applied to speaking, this type of assessment may include interactive and communicative classroom activities in which learners demonstrate their oral proficiency in natural contexts.

In the EFL classroom, the use of alternative assessment for speaking is closely linked to teachers' practices. Teachers select and adapt assessment techniques according to learners' needs, the classroom situation, and the intended learning outcomes. These practices not only reflect the theoretical foundations of alternative assessment but also show how assessment is implemented in real teaching contexts. For this reason, the present study focuses on investigating teachers' practices in using alternative assessment to evaluate speaking performance in EFL classrooms**.**

3. Speaking Skills

a. Definitionof Speaking

Speaking is one of the four essential language skills that enables individuals to communicate ideas, feelings, and information effectively through spoken language. According to Brown (2000), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is not merely the ability to make sounds but also to use language for meaningful interaction in a social context.

It is also argued that speaking is a productive aural/oral skill that consists of producing systematic verbal utterances to convey meaning (Nunan, 1991). This skill plays a crucial role in daily communication and is often considered the most important indicator of language proficiency in real-life situations, especially in the EFL context.

Furthermore, it has been emphasized that speaking is used for a variety of purposes, such as expressing opinions, making requests, describing things, and socializing (Richards, 2002). In the context of language learning, developing speaking competence is essential to help learners function effectively in real-life communicative settings.

Speaking is also one of the essential skills in language learning because it enables learners to communicate, express ideas, and interact with others. According to Ur (1996), speaking is the most important of the four skills, as people who know a language are often referred to as its ‘speakers’. She further notes that speaking is not only about producing language

accurately but also about conveying meaning and engaging in effective interaction. This highlights the role of speaking as a central skill in language learning and teaching, particularly in communicative context.

b. Aspect of Speaking

In order to assess or develop speaking skills effectively, several key aspects need to be taken into account. These aspects help teachers identify learners' strengths and weaknesses in oral performance. According to Hughes (2003) and Brown (2004), the main aspects of speaking include fluency, accuracy, pronunciation, vocabulary, grammar, and comprehensibility.

1. Fluency

   Fluency refers to the ability to speak smoothly and effortlessly without unnecessary pauses or hesitations. A fluent speaker can communicate ideas effectively and maintain the flow of conversation. According to (Thornbury 2005) fluency is achieved when learners can speak at a normal speech rate with natural pauses and rhythm.

2. Accuracy

   Accuracy involves the correct use of grammar, vocabulary, and pronunciation. It reflects the extent to which the speaker produces language that is free from errors. (Brown, 2004) suggests that accuracy is essential in formal contexts and needs to be balanced with fluency.

3. Pronunciation

   Pronunciation includes the correct articulation of sounds, stress, rhythm, and intonation. Good pronunciation enhances the intelligibility of speech. (Harmer 2007) argues that poor pronunciation can hinder communication even if grammar and vocabulary are accurate.

4. Vocabulary

   A wide and appropriate range of vocabulary allows speakers to express their thoughts precisely. Limited vocabulary often results in hesitation or miscommunication. As (Ur, 1996) notes, vocabulary is a vital component of oral proficiency.

5. Grammar

   The correct use of sentence structures and tenses is essential for clarity. Without proper grammar, speech may become confusing or difficult to understand. Grammar supports both accuracy and coherence in speaking (Brown, 2004).

6. Interaction

   Interaction refers to the ability to manage and respond in conversation, including turn-taking, asking questions, and using conversational strategies. According to (Luoma 2004), interaction skills are crucial for meaningful communication and are often used as a basis for speaking assessment.

c. Types of Speaking Activities

In classroom practice, speaking can be developed through a variety of interactive tasks. Among the commonly used activities are discussion, role play, and debate, which provide opportunities for students to express ideas, practice fluency, and engage in meaningful communication. According to Ur (1996), these three activities represent effective ways to stimulate students' oral production. In the context of assessment, such activities also provide authentic evidence of students' oral proficiency. When alternative assessment is applied, discussion, role play, and debate are not only classroom practices but also performance-based tasks that can be evaluated through portfolios, peer- and self-assessment, or teacher observation with rubrics. Therefore, the speaking activities proposed by Ur (1996) are directly relevant to the implementation of alternative assessment in assessing students' speaking skills.

d. Problem with Speaking Activity

Despite their importance, speaking activities in the classroom often face certain obstacles. Ur (1996) identifies four common problems. The first is inhibition, where students feel anxious, fearful of making mistakes, or shy to express themselves. The second problem is lack of ideas, as some learners have difficulty thinking of what to say or how to express their thoughts. Third, there is uneven participation, since only a small group of confident learners

tend to dominate while others remain silent. Finally, students may often use their mother tongue instead of English, which reduces opportunities to practice the target language. These problems highlight the need for assessment approaches that can encourage participation, reduce anxiety, and capture authentic communicative performance. In this sense, alternative assessment offers teachers strategies to address such issues by integrating more meaningful, student-centered, and supportive evaluation methods.

B. Relevant Studies

To support the researcher in her study, several relevant studies provide valuable insights into the implementation of alternative assessment in teaching speaking skills in EFL contexts. The first study was conducted by Aminatus Sa'diyah (2020), entitled *"Alternative Assessment Practices and Difficulties on EFL Students' Speaking Skill"*. This qualitative study focused on how two EFL teachers implemented alternative assessment strategies and the challenges they encountered. The findings revealed that teachers used various alternative assessment methods such as peer assessment, observation, role-playing, and group discussions, to evaluate students' speaking skills. These assessments emphasized communicative competence and student-centered learning. However, challenges included limited time, students' low confidence, lack of vocabulary, and large class sizes, which made individual assessment difficult. This study aligns closely with the current research as it explores both the

application and practical barriers of alternative speaking assessments in the classroom.

The second relevant study is a thesis by Ridhamadina Rachmaniar (2017) entitled *"Students' Perception on the Use of Role Play in Teaching Speaking at SMK Negeri 3 Blitar"*. This study used a quantitative survey to explore how students perceived the use of role play as a technique in teaching speaking. The results showed overwhelmingly positive responses, with 95.4% of students agreeing that role play helped them improve their confidence, vocabulary, and ability to speak in English. Although this research did not focus specifically on alternative assessment, role play is recognized as a performance-based alternative assessment method. The study emphasizes the role of engaging, interactive strategies in enhancing speaking competence among vocational high school students.

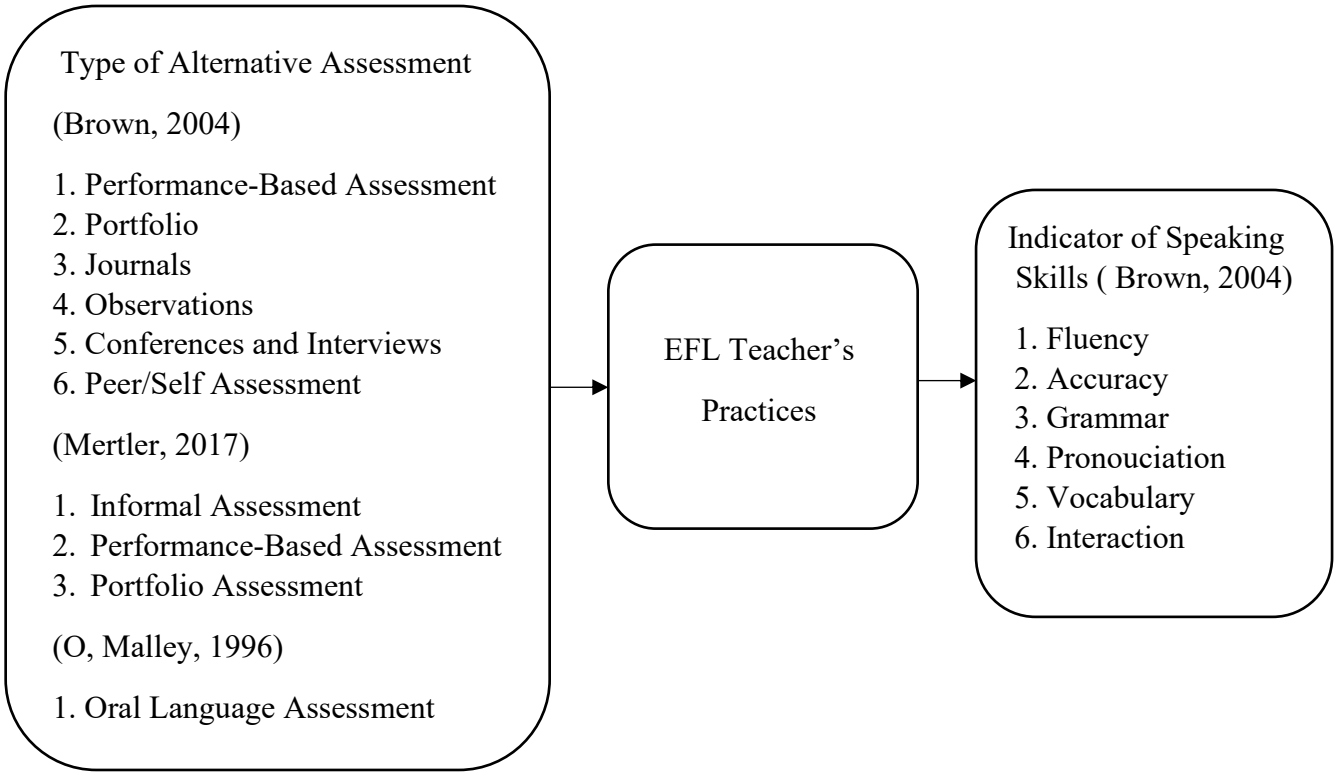
The third study by Naraghizadeh, Azizmalayeri, and Khalaji (2022), published in the *Journal of English Language Pedagogy and Practice*, examined EFL teachers' perceptions and practices of alternative assessment strategies and how these are related to teacher reflection. Using a mixed-methods approach involving 30 teachers, the study found a strong correlation between reflective teaching and the effective implementation of alternative assessments. The teachers defined alternative assessment as a way to evaluate students' performance through real-life tasks, portfolios, self-assessment, and

authentic activities. The study concluded that when teachers are reflective, they are more likely to apply alternative assessment methods that support student learning and communicative competence in speaking classes.

Although the previous studies provide valuable insights into the use of alternative assessment in English language teaching, this study has a different focus. Aminatus Sa'diyah's (2020) research examined general teacher practices and challenges, whereas the present study emphasizes teachers' practices in using various alternative assessment methods to evaluate speaking skills in EFL classrooms. Ridhamadina Rachmaniar (2017) focused only on students' perceptions of role play, limiting the scope to one method and a student perspective, while this study investigates several alternative assessment methods from the teachers' perspective. Meanwhile, Naraghizadeh, Azizmalayeri, and Khalaji (2022) highlighted the relationship between teacher reflection and the effectiveness of alternative assessment, but did not explore practical implementation in detail. Therefore, this study contributes by providing a more comprehensive understanding of how teachers apply alternative assessment to enhance students' speaking skills in vocational EFL classrooms, addressing gaps that previous studies have not extensively covered.

C. Conceptual Framework

An Analysis of EFL Teachers' Practices in Using Alternative Assessment for Speaking at SMKN 2 Padang Panjang



2.1 Conceptual Framework

This conceptual framework demonstrates the link between theoretical foundations and classroom practice in assessing speaking. Theories of alternative assessment proposed by Brown (2004), Mertler (2017), and O'Malley & Pierce (1996) provide the basis for the implementation of authentic and learner-centered evaluation. These theories highlight the importance of assessment methods such as performance-based tasks, portfolios, journals, observations, interviews or conferences, self- and peer-assessment, and informal assessment, all of which allow

teachers to capture students' language ability in meaningful contexts. Within this framework, EFL teachers' practices serve as the central component, where teachers operationalize these theoretical concepts into classroom applications by designing appropriate tasks, employing rubrics or checklists, and giving constructive feedback. The outcome of these practices is directed toward the assessment of students' speaking performance, which in this study is measured through indicators adapted from Brown (2004) and Hughes (2003), including fluency, accuracy, grammar, pronunciation, vocabulary, and interaction. Thus, the framework portrays a coherent flow from theory to practice and, ultimately, to the comprehensive evaluation of students' oral proficiency.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research will use a qualitative method with a descriptive qualitative design. A descriptive qualitative study will be appropriate because the purpose of this research will be to describe English teachers' practices in using alternative assessments for speaking skills without manipulating any variables. As Creswell (2013) states, qualitative research is intended to explore and understand the meaning individuals or groups ascribe to a social or human problem. Similarly, Sugiyono (2018) explains that qualitative research is used to examine natural conditions, where the researcher becomes the key instrument, and descriptive qualitative research aims to describe and interpret phenomena as they are. Therefore, this approach will allow the researcher to obtain detailed and in-depth data regarding how alternative assessments will be applied in a real classroom.

B. Research Setting

This research will be conducted at SMKN 2 Padang Panjang, a vocational high school located in Padang Panjang, West Sumatra. The school will be chosen as the research site because the researcher previously carried out a Teaching Practicum (PPL) there and observed the use of alternative assessment methods in teaching speaking. The familiarity with the environment will enable the researcher to access

relevant participants and data more effectively. Moreover, the school will provide a suitable context to explore how alternative assessments will be applied in EFL speaking classes. The English teachers at this school will employ diverse practices in assessing speaking, which will make it possible to obtain rich data for analysis. In addition, the students will represent various backgrounds and language abilities, offering valuable insights into the implementation of alternative assessments.

C. Informants

The informants in this study will be English teachers at SMK Negeri 2 Padang Panjang who will be directly involved in teaching speaking and implementing alternative assessments in the classroom. They will be selected not only because they have experience in applying different types of speaking assessments, but also because of their direct roles in planning, conducting, and evaluating speaking lessons. In addition, each teacher may apply diverse practices, which will enrich the data and provide a more comprehensive picture of assessment implementation. Furthermore, the familiarity between the researcher and the school environment will make it easier to access these teachers and to obtain detailed and reliable information. As Sugiyono (2018) emphasizes, in qualitative research, informants are chosen based on their capacity to provide relevant and in-depth data that fit the research objectives.

D. Sampling Technique

In this qualitative study, the participants will consist of two English teachers at SMK Negeri 2 Padang Panjang who are directly involved in teaching speaking and implementing alternative assessments in their classrooms. These teachers will be selected because they have experience in applying various forms of speaking assessments and are willing to share their practices. Their roles as teachers who plan, deliver, and evaluate speaking lessons will make them appropriate informants for this study. The number of participants will be fixed at two, since they represent the English teachers responsible for teaching speaking at the school and are considered sufficient to provide the in-depth data required to achieve the research objectives.

According to Sugiyono (2018), participant selection in qualitative research is based on specific criteria that are relevant to the focus of the study. Creswell (2013) further explains that qualitative research usually involves a small number of participants, but each participant is studied in depth to provide rich insights into the phenomenon being investigated. By following this principle, the study will ensure that the data collected from the two teachers will be comprehensive and aligned with the objectives of the research.

E. Instrument and Technique of Data Collection

The instruments used in this study are semi-structured interviews and non-participant classroom observation.

1. Semi-Structured Interviews

   Semi-structured interviews will be used as the main instrument of data collection. This technique is a qualitative method that employs a flexible set of

open-ended questions. The researcher will prepare a list of key questions or topics while allowing participants to elaborate freely in their responses. According to Creswell (2013), this approach enables researchers to gain in-depth insights into participants' practices and perspectives while keeping the discussion aligned with the research objectives. In this study, semi-structured interviews will be conducted to explore English teachers' practices in applying alternative assessments for speaking skills, including the types of assessments used and their implementation in the classroom. The complete list of interview questions will be provided in Appendix 3, page 68.

2. Classroom Observation

Classroom observation will be employed as a supporting instrument to validate the data obtained from the interviews. In qualitative research, observation is a method in which the researcher directly observes teaching and learning activities and records behaviors, interactions, and instructional practices (Sugiyono, 2018). This study will use non-participant observation, meaning that the researcher will not be involved in the activities but will focus on observing how teachers apply alternative assessments in speaking classes. The observation will highlight key aspects, such as the use of performance-based tasks, portfolios, peer and self-assessment, and the application of rubrics. A detailed observation sheet containing indicators and items will be provided in Appendix 2, page 60.

F. Validity and Reliability of Instruments

To ensure the validity of the research instruments, the researcher will apply content validity for the interviews and construct validity for classroom observations. The interview guide will be developed based on relevant alternative assessment indicators. The observation checklist will be developed based on the theory of alternative assessment (Brown, 2004), so that each observation item reflects relevant aspects both theoretically and in classroom practice. The researcher will consult with English education experts to review the instruments. Their suggestions will be used to ensure that the interview questions and observation items fully align with the research objectives and the important aspects of alternative assessment (Creswell, 2013).

To maintain reliability, the researcher will use the same instruments for all informants and observation sessions and will follow a consistent procedure. Interviews and observations will be conducted objectively and neutrally, so that the collected data will be trustworthy and free from bias or personal opinion. In this way, the research data will be consistent and accountable according to qualitative research standards (Creswell, 2013).

G. Trustworthiness of Data

To ensure the trustworthiness of data in this qualitative study, the researcher adopted the criteria established by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability.

1. Credibility

   To ensure the credibility of the findings, the researcher applied data triangulation by using three data collection instruments: interviews, classroom observations, and documentation. This enabled the researcher to compare and cross-check data from different sources. Member checking was also conducted by confirming transcripts and interpretations with the informants to ensure accuracy and prevent misinterpretation. In addition, the researcher maintained neutrality throughout the data collection process by using the same interview guide for all participants and recording all observations using a standardized observation sheet.

2. Transferability

   The researcher provided a thick description of the research setting, including the school profile, the background of the informants, the types of alternative assessments used, and the classroom conditions. These detailed contextual descriptions allow readers and future researchers to determine whether the findings can be applied in similar educational settings.

3. Dependability

   To achieve dependability, the researcher documented the entire research process systematically from the research design, data collection, transcription, to data analysis. An audit trail was maintained to ensure that the steps taken in the study could be followed and replicated in future research, providing consistency and transparency.

4. Confirmability

   The researcher strived to ensure that all findings were based solely on the data collected from informants and not influenced by personal bias or assumptions. All interpretations were supported by direct quotes from participants and evidence from observations and documentation. Reflexive notes and coding memos were also kept to track how interpretations were developed, thereby enhancing objectivity and accountability.

By applying these four principles, the researcher ensured that the findings were not only credible but also scientifically rigorous, trustworthy, and grounded in actual field data.

H. Technique of Data Analysis

This research will use the interactive model of data analysis proposed by Miles and Huberman (2014), which has three main steps: data condensation, data display, and conclusion drawing/verification. To support the data condensation process, coding and memoing techniques from Johnny Saldana (2014) will also be applied. The three steps will be carried out as follows:

1. Data Condensation

   Data condensation will mean selecting and simplifying data from field notes, interviews, and other materials. The researcher will use coding to organize data into categories or themes, following Saldaña's method of open, axial, and selective coding. Memoing will be used to write reflections,

thoughts, and ideas to help understand the data better. This process will help the researcher focus on the most important information to answer the research questions.

2. Data Display

Data display will involve presenting the organized information in forms such as matrices, charts, or tables. These displays will make it easier to see patterns, connections, or trends in the data. Creating displays will also help the researcher understand the relationships in the data and guide the next stage of analysis.

3. Conclusion Drawing and Verification

Conclusion drawing and verification will mean interpreting the patterns and meanings from the data. The researcher will check and refine the findings carefully to make sure they are accurate. Verification will be done by reviewing the data and comparing information from different sources to ensure that the results are reliable and valid.

All three steps data condensation, data display, and conclusion drawing/verification will work together in a continuous and interactive process. Coding and memoing will support each step, helping the researcher make sense of the data while keeping the analysis clear, systematic, and trustworthy. This integration will ensure that the final conclusions will accurately reflect* the information collected during the study.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results and discussion regarding the analysis of teachers' practices in using alternative assessments for speaking at SMK Negeri 2 Padang Panjang. The data in this study were collected through two main instruments, namely observation during the process of English teaching in the classroom and interviews with two English teachers. The collected data were then analyzed using a qualitative descriptive method to obtain a comprehensive understanding of the teachers' practices and implementation of alternative assessment for speaking.

The findings and discussions in this chapter aim to answer the following research questions:

1. What types of alternative assessments are used by the English teachers in assessing students' speaking skills at SMK Negeri 2 Padang Panjang?
2. How do the English teachers implement alternative assessment for speaking in their classroom practices?

A. Data Description

1. Type of Alternative Assessment for Speaking

a. Teacher 1

Teacher 1 reported that she often integrates various alternative assessments to evaluate students' speaking skills. She explained:

"I usually assess students' speaking skills through activities such as presentations, group discussions, video projects, role plays, and peer assessments. But I prefer tasks that make students speak more naturally and confidently, like group discussions and role plays, because through these activities they can interact more freely in English."

This statement indicates that the teacher focuses on using assessment types that allow students to speak naturally and confidently in authentic situations. The emphasis on group discussions and role plays shows that she values activities that promote real communication rather than memorized speech. Through these interactive tasks, students can express ideas more freely, practice spontaneous speaking, and build confidence in using English. These activities also enable the teacher to observe various aspects of speaking performance, including fluency, pronunciation, grammar, and vocabulary, within a more realistic classroom context.

During the interview, Teacher 1 emphasized that alternative assessments help her measure students' true language abilities rather than their test-taking skills. She stated:

"When students do presentations or video projects, I can see how they actually use English to express themselves. It's more authentic because I can observe their speech directly."

This explanation reflects her belief that effective speaking assessment should focus on how students use language for real-life communication, not on memorized responses. Presentations and video projects provide opportunities for students to use English for specific purposes such as describing, explaining, or narrating, while group discussions allow them to assess spontaneous interaction and collaborative communication.

Teacher 1 also views alternative assessment as a way to motivate students and make speaking practice more enjoyable. She said:

"Students are more enthusiastic when working on projects or presentations because they can be creative and choose topics they like."

This suggests that she uses alternative assessment not only to evaluate performance but also to encourage engagement and creativity. Allowing students to choose their own topics fosters a sense of ownership and helps them connect classroom learning with their personal experiences. Such practices align with the principles of learner-centered assessment, which value autonomy, reflection, and self-expression.

Furthermore, Teacher 1 noted that this type of assessment is more practical and efficient in her classroom environment. She explained:

"I can't assess all students individually through tests, so projects and discussions make it easier to see their progress together. I can observe their confidence, teamwork, and natural use of English."

This demonstrates her awareness of classroom management challenges and her efforts to make assessment more authentic and relevant. Group discussions and project-based assessments allowed her to observe multiple students simultaneously, focusing on their communicative performance rather than written accuracy.

Overall, Teacher 1's practice demonstrates a consistent application of performance-based assessment principles. By using presentations, discussions, and video projects, she creates authentic learning situations that encourage communication, interaction, and reflection. Her feedback, provided informally during or after the performance, helps students identify their strengths and areas for improvement. This approach aligns with the perspectives of Brown (2004) and Mertler (2017), who emphasize that alternative assessments should reflect real-world language use, promote learner engagement, and support continuous improvement rather than simply assigning grades.

2) Teacher 2

Teacher 2 explained that she often uses various alternative assessments to assess students' speaking performance. She said:

"In assessing my students' speaking skills, I usually use several activities such as storytelling, group discussions, presentations, peer assessment and role plays. I think these activities are effective because they let students speak more naturally. For example, when they do storytelling, they share their own experiences or retell a story in their own words. In group discussions, they can exchange ideas with their friends, and it helps them practice how to respond and give opinions. Presentations are also useful to train their confidence, while role plays allow them to act out real situations related to their major, such as explaining a software project, helping a user fix a computer issue, or practicing a job interview, so they can use English more naturally in their future workplace."

This statement shows that Teacher 2 applies different types of alternative assessments to develop students' communicative ability in a variety of speaking situations. Each activity serves a unique purpose: storytelling helps students develop narrative fluency and creativity; group discussions encourage interaction and the negotiation of meaning; presentations strengthen organizational and public speaking skills; and

role-plays create realistic contexts that allow students to use English spontaneously and confidently.

She also mentioned that these activities make students more engaged in the learning process. She explained:

"When students tell stories or perform role plays, they enjoy it more because it feels like a real conversation. They're not afraid to make mistakes because they talk with their friends, not just with me."

This highlights her belief that assessment should create a comfortable and meaningful learning atmosphere. She values assessment tasks that not only measure students' performance but also motivate them to communicate without pressure. By encouraging natural conversation through storytelling and role play, she helps students gain confidence and fluency in authentic ways.

Teacher 2 further emphasized that her choice of assessment depends on the lesson topic and learning goals. She said:

"I choose the activity based on what we are learning. For example, if the topic is about describing people or experiences, I usually use storytelling. When we learn about daily conversations or giving opinions, I prefer role plays or group discussions. For more formal topics, I ask students to do presentations."

This shows her flexibility in designing tasks that fit the learning content and communicative objectives. Each task is purposefully matched to the lesson, helping students practice language that is relevant to the context.

In giving feedback, Teacher 2 mentioned that she usually provides comments immediately after the activities instead of using a detailed scoring rubric. She explained:

"After students finish speaking, I directly tell them what to improve. I focus more on fluency, pronunciation, and vocabulary. I think it's easier for them to remember the feedback right away."

Her feedback approach reflects a formative assessment practice, focusing on students' ongoing improvement rather than numerical scores. Through her consistent use of storytelling, group discussions, presentations, and role plays, Teacher 2 demonstrates a practical and flexible approach to assessing students' speaking skills. Her classroom practices emphasize creating communicative opportunities where students can speak freely, share ideas, and build confidence in using English. Instead of focusing on formal testing, she prioritizes meaningful interaction and continuous improvement through performance-based tasks, allowing students to use the language in authentic and engaging ways.

2. Implementation of Alternative Assessment in Speaking Class

1) Data from Observation

a) Teacher 1

(1) Group Discussion Activity

Table 4.2 Observation of Group Discussion Activity

Observable Indicators	Meeting 1	Meeting 2	Notes
The Teacher explains the goal and topic of the discussion clearly.	√	X	Instructions provided, no formal criteria
The Teacher specifies what aspects of speaking or participation will be assessed (interaction, fluency, clarity, etc.).	X	X	Assessment informal
The teacher observes students' interaction, turn-taking, and use of language during the discussion.	√	√	Active monitoring during discussion
The teacher uses a rubric or checklist to record observable criteria.	X	X	Notes taken informally
The teacher provides post-discussion feedback or a summary of the students' performance	X	√	Verbal summary after discussion

From the interview, Teacher 1 explained that she often uses group discussions as one of her main types of alternative assessment for speaking. She said:

"I usually assess students' speaking through activities such as presentations, group discussions, video projects, role plays, and peer assessments. I prefer group discussions and role plays because they make students speak more naturally and confidently. I choose based on the lesson objectives, students' level, topic, and available time."

This statement shows that Teacher 1 values group discussions because they encourage students to speak naturally and confidently while interacting with their peers.

During the first observation, Teacher 1 was seen conducting a group discussion activity. Students were divided into several groups, and each group was instructed to create a short script describing a place or an object of their choice. At the beginning of the lesson, the teacher gave clear instructions and explained the task objectives. She emphasized collaboration and teamwork, ensuring that all students understood their roles in the activity.

After receiving the instructions, students began discussing and sharing ideas within their groups. The teacher walked around the classroom, observing each group's discussion and offering short explanations when students faced difficulties, especially with vocabulary or sentence structure. She did not interrupt the flow of discussion or correct mistakes directly, as she had mentioned in the interview:

"During the activity, I observe and take notes without interrupting."

This practice showed that her role was mainly to monitor, guide, and support students, not to formally evaluate them during the activity.

As the discussion continued, students developed their group scripts and practiced reading or discussing them together. The classroom atmosphere was active and cooperative. The teacher occasionally gave brief comments or encouragement to motivate students. However, she did not mention or display any formal scoring rubric during the activity, which indicates that her assessment focused more on students' communication process than on grading.

The observation reflected Teacher 1's earlier statement that group discussion helps students use English in natural and confident ways:

"I prefer group discussions and role plays because they make students speak more naturally and confidently."

Overall, the implementation of group discussion by Teacher 1 showed that she prioritized student interaction, collaboration, and fluency rather than formal scoring. Her monitoring and informal assistance during the activity reflected a formative assessment approach intended to guide learning and encourage participation rather than to measure achievement through numerical grades.

(2) Video Project

Table 4.3 Observation of Video Project

Observable Indicators	Meeting 1	Meeting 2	Notes
1. The teacher explains the task instructions and project requirements.	X	X	The teacher only told students to make a video project with brief directions, without detailed explanation of purpose or expected outcome.
2. Teacher provides clear performance criteria and instructions for the project.	✓	✓	Instructions explained clearly, but assessment criteria mentioned briefly and informally.
3. The teacher encourages creativity and authenticity in students' speaking performance.	✓	✓	Students were allowed to use props, visuals, and personal ideas to make the project more creative.
4. The teacher uses a rubric or scoring guide to evaluate the video project.	X	✓	No rubric in Meeting 1; informal observation notes used in Meeting 2.
5. The teacher provides follow-up feedback based on the students' video performance.	X	✓	Verbal feedback given after presentations, focusing on pronunciation, fluency, and clarity.

From the interview, Teacher 1 explained that she also uses video projects as an alternative way to assess students' speaking performance. She said:

"When students do presentations or video projects, I can see how they actually use English to express themselves. It's more authentic because I can observe their speech directly."

This statement shows that Teacher 1 views the video project as an authentic assessment tool that allows her to evaluate how students use English in real communication. She also mentioned that she observes students' performance and provides feedback to help them improve:

"I observe while students perform and write notes about fluency, pronunciation, grammar, vocabulary, and confidence. I sometimes record their performances for later review."

During the second observation, Teacher 1 implemented a video project assignment following the group discussion task from the previous meeting. Each group was instructed to create a short video based on the script they had written earlier. The teacher began by explaining the task and describing the roles of each group member, such as presenter, narrator, video maker, and editor. She also reminded students to focus on clear explanation, accurate pronunciation, and overall creativity. However, no detailed rubric or scoring criteria were shared with the students.

During the preparation stage, students worked collaboratively to record their videos. Some practiced speaking parts, while others handled the filming and editing process. The teacher moved around the classroom to monitor progress and offered short guidance when students had difficulty pronouncing words or organizing their ideas. Her actions reflected what she mentioned in the interview:

"*During the activity, I observe and take notes without interrupting."*

In the following meeting, students presented their completed videos. Teacher 1 watched each group's work and provided oral feedback based on her observations. She focused her comments on language use, pronunciation, and clarity of explanation, highlighting both strengths and areas for improvement. This practice reflected her earlier statement:

"I give both oral and written feedback. Right after the activity, I tell students what they did well and what to improve."

Through this video project, students had the opportunity to apply their speaking skills in a creative and meaningful way. The activity combined teamwork, digital skills, and language use in authentic contexts. Teacher 1's supportive and non-graded feedback showed that

her focus was on helping students develop confidence and fluency, not on giving numerical scores.

(3) Presentation

Table 4.1 Observation Checklist of Presentation Results

Observable Indicators	Meeting 1	Meeting 2	Notes
1. The teacher clearly explains the purpose or goal of the speaking task.	X	X	The teacher only gave task instructions without explaining the specific purpose or goal.
2. The teacher specifies what speaking skills and outcomes will be assessed.	X	X	No mention of specific speaking skills or outcomes.
3. The teacher explains or shares the assessment criteria before the task begins.	X	X	No rubric or criteria were presented; the assessment appeared informal.
4. The teacher provides opportunities or practice sessions before the actual performance.	✓	✓	Students practiced and prepared their scripts in Meeting 1 before presenting in Meeting 2.
5. The teacher uses a scoring rubric or checklist to evaluate students' performance.	X	✓	Informal observation only; the teacher took brief notes during the students' performance.
6. The teacher gives systematic and constructive feedback to students after the presentation.	X	✓	Immediate verbal feedback and short comments were given after each presentation.

After completing their video projects, each group presented their work in front of the class. Only one student from each group was assigned to speak, introducing the topic and briefly explaining their project before playing the video. The other members supported by preparing the video and managing the technical setup. During the presentations, Teacher 1 observed and gave applause to every group. She provided brief verbal comments for some presentations, focusing on students' effort, creativity, and clarity, while other performances received no specific feedback.

In the interview, Teacher 1 explained her approach to providing feedback after students' performance:

"I give both oral and written feedback. Right after the activity, I tell students what they did well and what to improve. My feedback is always positive and encouraging to keep them motivated."

This practice was evident in the classroom. Instead of emphasizing strict evaluation, Teacher 1 provided supportive comments to motivate her students and recognize their effort. Her feedback focused on appreciation and encouragement rather than numerical scoring.

The activity reflected a continuation of the learning process that combined production and presentation skills. The presentation stage allowed students to publicly share the outcomes of their group

collaboration, enhancing their confidence and sense of achievement. Teacher 1's selective and encouraging feedback emphasized her belief in maintaining a formative approach to speaking assessment.

As she mentioned during the interview,

"After feedback, I ask students to reflect and sometimes redo or revise their work. I also give them similar topics to check improvement."

This shows that her assessment practice focused on continuous improvement and reflection. By presenting their videos in a supportive environment and occasionally receiving constructive feedback, students experienced authentic speaking practice that built confidence and encouraged meaningful participation rather than anxiety or competition.

b) Teacher 2

(1) Storytelling

Table 4.4 Observation of Storytelling

Observable Indicators	Meeting 1	Meeting 2	Notes
1. The teacher introduces the purpose and theme of the storytelling activity.	✓	✓	Instructions and topic were explained, but no formal assessment criteria were mentioned.
2. The teacher models or demonstrates how to perform storytelling effectively.	X	✓	No demonstration in Meeting 1; informal modeling and brief examples given in Meeting 2.

3. The teacher provides students time to prepare and practice their stories.	✓	✓	Students practiced individually and in pairs before performance.
4. The teacher assesses performance based on observable indicators (fluency, pronunciation, vocabulary, grammar).	X	✓	Assessment informal; teacher used observation notes instead of a formal rubric.
5. The teacher provides constructive feedback after storytelling.	X	✓	Verbal feedback and short comments were given after each performance.

From the interview, Teacher 2 mentioned that she often uses storytelling as one of her main activities to assess students' speaking ability. She said:

"In assessing my students' speaking skills, I usually use several activities such as storytelling, group discussions, presentations, peer assessment, and role plays. I think these activities are effective because they let students speak more naturally. For example, when they do storytelling, they share their own experiences or retell a story in their own words."

This statement shows that Teacher 2 values storytelling as an authentic activity that allows students to use English naturally and creatively.

During the first meeting, Teacher 2 introduced a storytelling activity based on descriptive texts about people. She explained the objectives of the task and guided students on how to organize and deliver their stories effectively.

The teacher described the steps of the activity and her expectations for student performance but did not provide a specific scoring rubric or formal assessment criteria. Students were asked to brainstorm ideas individually, focusing on selecting a person to describe, outlining key characteristics, and forming a coherent story. Afterward, they practiced telling their stories in pairs, allowing them to refine vocabulary, pronunciation, and confidence before presenting to the whole class. Throughout this stage, the teacher monitored students' preparation and offered brief assistance when necessary, ensuring that they understood the instructions and the overall purpose of the activity.

In the second meeting, students performed their storytelling tasks in front of the class. Each student shared their story using their own words, demonstrating descriptive ability and fluency. Teacher 2 observed the performances closely, paying attention to aspects such as fluency, pronunciation, grammar, vocabulary, and story coherence. As she stated in the interview:

"I assess students directly while they perform by taking short notes on fluency, pronunciation, grammar, and vocabulary. I prefer real-time observation instead of recordings to see their natural communication."

The assessment process was conducted informally through observation rather than using a fixed rubric. After each student finished, the teacher provided verbal feedback, highlighting positive aspects of performance and

offering short, constructive suggestions for improvement. This practice was consistent with her explanation in the interview:

"I provide oral feedback directly after the activity. I tell students their strengths and weaknesses in a balanced way to maintain motivation."

Her feedback aimed to encourage students' confidence and support their development in storytelling. The overall two-meeting structure allowed students to prepare and perform systematically. Teacher 2's approach emphasized observable speaking performance and immediate feedback rather than formal grading, aligning with the principles of formative assessment that focus on improvement through ongoing feedback and meaningful communication.

(2) Group Discussion

Table 4.6 Observation of Group Discussion

Observable Indicators	Meeting 1	Meeting 2	Notes
1. The teacher explains the goal and topic of the discussion clearly.	✓	✓	Instructions were given, but no formal assessment criteria or rubric were mentioned.
2. The teacher specifies what aspects of speaking or participation will be assessed.	X	X	Assessment remained informal without mentioning specific aspects.
3. The teacher observes students' interaction, turn-taking, and use of	✓	✓	The teacher actively monitored students'

language during the discussion.			discussions and participation.
4. The teacher uses a rubric or checklist to record observable criteria.	X	X	No rubric used; only informal notes were taken.
5. The teacher provides post-discussion feedback or a summary of students' performance.	X	✓	The teacher gave a brief verbal summary and general feedback after the discussion.

From the interview, Teacher 2 stated that she often conducts group discussions as one of the alternative assessments in her speaking classes. She said:

"In assessing my students' speaking skills, I usually use several activities such as storytelling, group discussions, presentations, peer assessment, and role plays. I think these activities are effective because they let students speak more naturally."

She also explained that she considers students' level and comfort when choosing the type of activity, saying:

"I choose the type of activity based on the topic and the students' level. For example, storytelling for describing people, I use role play or group discussion, and presentations for formal topics. I also consider students' comfort; shy students start with group discussion first."

During the first meeting, Teacher 2 organized a group discussion activity focusing on descriptive texts about people. The class was divided into small groups, and each group was instructed to share and exchange ideas related to the topic. The teacher explained the discussion procedure clearly, including how students should take turns and maintain active participation. However, no scoring rubric or formal assessment criteria were provided. Students spent time brainstorming and preparing ideas collaboratively within their groups, discussing how to describe people effectively using appropriate vocabulary and expressions. Throughout this stage, Teacher 2 moved around the classroom, offering brief guidance and ensuring that students followed the discussion instructions as planned. Her role focused on facilitating the process rather than formally evaluating student performance.

In the second meeting, students carried out their group discussions based on the assigned topic. They interacted actively, taking turns to express opinions, respond to others' ideas, and elaborate on their descriptions. Teacher 2 observed the discussions, focusing on students' fluency, pronunciation, grammar, vocabulary, and participation patterns. As she explained in the interview:

"I assess students directly while they perform by taking short notes on fluency, pronunciation, grammar, and vocabulary."

The assessment process was conducted informally through real-time observation instead of using a structured scoring rubric. After the discussions ended, the teacher provided immediate verbal feedback, commenting on students' language use, clarity, and activeness during the interaction. This practice was consistent with her interview statement:

"I provide oral feedback directly after the activity. I tell students their strengths and weaknesses in a balanced way to maintain motivation."

Overall, Teacher 2's approach to group discussion emphasized communicative participation and supportive feedback. Her observation focused on how students used language naturally during the interaction rather than on formal grading. The feedback given immediately after the discussion reflected a formative assessment practice that aimed to enhance students' speaking confidence and performance through active engagement and constructive comments.

(3) Presentation (Descriptive Text about Places and Things)

Table 4.5 Observation of Presentation

Observable Indicators	Meeting 1	Meeting 2	Notes
1. The teacher clearly explains the purpose or goal of the speaking task.	✓	✓	Task instructions were given, but no formal rubric or criteria mentioned.

2. The teacher specifies what speaking skills and outcomes will be assessed.	X	X	No mention of specific speaking skills or outcomes.
3. The teacher explains or shares the assessment criteria before the task begins.	X	X	No rubric or formal assessment criteria were shared with students.
4. The teacher provides opportunities or practice sessions before the actual performance.	✓	✓	Students practiced and rehearsed their performances in pairs before the presentation.
5. The teacher uses a scoring rubric or checklist to evaluate students' performance.	X	✓	Informal observation notes were taken during students' performance.
6. The teacher gives systematic and constructive feedback to students after the presentation.	X	✓	Verbal feedback was provided after each presentation.

From the interview, Teacher 2 stated that she often uses presentations as part of her speaking assessments. She explained:

"In assessing my students' speaking skills, I usually use several activities such as storytelling, group discussions, presentations, peer assessment, and role plays."

She further added that the choice of activity depends on the topic and the students' level, saying:

"I choose the type of activity based on the topic and the students' level. For example, storytelling for describing people, I use role play or group discussion, and presentations for formal topics."

During the first meeting, Teacher 2 introduced a presentation activity in which students were asked to describe a place of their choice. The teacher explained the general instructions clearly, including how students should organize their presentation and use visual aids such as slides or notes. However, no rubric or formal scoring criteria were mentioned. Students were encouraged to work in pairs to discuss their chosen topics and rehearse their presentations before performing. During this preparation stage, Teacher 2 walked around the classroom, observing students' progress, answering questions, and offering short suggestions to help them improve their delivery. The main focus at this point was on assisting students to understand the task and prepare confidently, rather than on evaluation.

In the second meeting, students presented their descriptive texts in front of the class. Each student took turns explaining their

chosen place, demonstrating their ability to use descriptive language in spoken form. Teacher 2 observed the performances and conducted informal assessments focusing on fluency, pronunciation, grammar, vocabulary, and clarity of expression. This was consistent with her interview statement:

"I assess students directly while they perform by taking short notes on fluency, pronunciation, grammar, and vocabulary."

Instead of using a formal scoring system, she relied on direct observation to evaluate students' speaking performance. After each presentation, Teacher 2 provided immediate verbal feedback, praising effective language use and giving short comments on areas that needed improvement. Her feedback approach reflected her belief that motivation is key to improvement, as she said in the interview:

"I provide oral feedback directly after the activity. I tell students their strengths and weaknesses in a balanced way to maintain motivation."

Overall, the observation revealed that students participated actively in the presentation activity and responded positively to the informal assessment approach. Teacher 2's feedback focused mainly on what was observable during students' performances such as pronunciation, fluency, and clarity, rather than on formal grading. This practice reflected a formative approach to assessment, emphasizing continuous improvement, communicative competence, and self-confidence, rather than relying on numerical scores.

B. Data Interpretation

1. Group Discussion Activity

In implementing group discussion activities, both Teacher 1 and Teacher 2 used this assessment type to encourage students to communicate, collaborate, and practice speaking naturally. Even though both teachers used the same type of activity, there were some differences in how they applied it and what they focused on in the classroom.

Teacher 1 used group discussion as one of her main alternative assessments. Based on the interview and observation, she designed the activity to help students use English meaningfully through teamwork. During the lesson, she divided the class into small groups and asked each

group to create a short script describing an object or place. The discussion process encouraged students to share ideas, build sentences together, and practice speaking with peers. While students worked, the teacher moved around the classroom to monitor their progress, answer questions, and help them when they found difficulties in vocabulary or grammar.

From the observation, it was clear that Teacher 1 did not use any scoring rubric or fixed assessment criteria. Instead, she focused on how students communicated and participated in the discussion. She gave short verbal comments after the activity to appreciate their effort and guide improvement. This shows that Teacher 1 applied group discussion as a formative assessment, where the main goal was to help students practice and build confidence rather than to give numerical grades. Her role was as a facilitator who guided, encouraged, and supported students' interaction in English.

Meanwhile, Teacher 2 also used group discussion as a speaking activity to promote communication and peer interaction. According to the interview, she believed that this activity made students speak more naturally and confidently because they interacted with their friends. In her class, she explained the discussion procedure clearly and divided students into small groups to discuss descriptive topics. She observed the students while they were talking, focusing on fluency, pronunciation, grammar,

vocabulary, and participation. The assessment was done through direct observation, not through written scoring.

After the discussion, Teacher 2 provided immediate verbal feedback to the students. She commented on their language use, clarity, and activeness during the discussion. Her feedback aimed to motivate students and help them understand what to improve next time. This shows that Teacher 2 also applied group discussion as a formative assessment tool, emphasizing communication and confidence over test results.

In summary, both teachers implemented group discussion to assess speaking in a natural and interactive way. Teacher 1 focused more on collaboration and peer learning, while Teacher 2 emphasized participation, fluency, and instant feedback. Both practices showed that group discussion was used not as a test, but as a learning opportunity where students could practice speaking, exchange ideas, and receive guidance to improve their performance.

2. Video Project

The implementation of the video project activity by Teacher 1 showed how she used creative and performance-based assessment to evaluate students' speaking ability. This type of assessment allowed students to

express their ideas in English through digital production while working in groups.

From the interview, Teacher 1 explained that she often uses activities such as video projects, presentations, and group discussions to assess students' speaking skills. She chose this type of assessment because it allows students to speak more naturally and show their real ability in using English. During observation, this statement was proven true in the way she organized the classroom activity.

In the first stage, Teacher 1 gave clear instructions about the project. Each group had to make a short video based on the script they created in the previous meeting. She also explained the roles of each member, such as presenter, narrator, video maker, and editor. The teacher guided students to plan their ideas, practice their lines, and work together as a team. She reminded them to pay attention to pronunciation, clarity, and creativity when making the video. However, she did not use a specific scoring rubric or written criteria for evaluation.

While students were preparing and recording their videos, the teacher moved around the classroom, checking their progress and giving short advice whenever needed. She did not interrupt or correct students directly but gave help when they asked questions about language use or

pronunciation. This shows that her main goal was to facilitate the learning process, not to test students formally.

After the videos were completed, each group presented their work in front of the class. Only one member from each group introduced the topic and explained their project before showing the video. The teacher observed each presentation carefully and gave short, encouraging comments afterward. She praised students for their creativity and effort, and gave simple suggestions to help them improve next time. Her feedback focused on fluency, pronunciation, and clarity of expression.

This practice shows that Teacher 1 used the video project as a formative assessment tool. Instead of using formal tests or numerical scores, she focused on how students could use English in real and meaningful communication. The activity also helped students develop teamwork, creativity, and confidence in speaking. Through this kind of task, Teacher 1 successfully created an engaging and supportive classroom environment where students learned to speak naturally and express themselves in English with enjoyment.

3. Presentasi Activity

Both Teacher 1 and Teacher 2 used presentation activities as one of their alternative assessments in speaking classes. However, they applied

this type of assessment in different ways according to their teaching goals and classroom situations.

Teacher 1 used presentations as a part of her video project assessment. After students finished making their videos, each group had to present their work in front of the class. One student from each group introduced the topic, explained the process, and then showed the video, while other members helped with the technical preparation. The purpose of this stage was to let students publicly share the result of their group work and practice speaking in front of an audience.

During the presentations, Teacher 1 observed each group carefully but did not use a scoring rubric or written evaluation sheet. Her feedback was informal and supportive. She gave short comments after each presentation, focusing on creativity, effort, and the clarity of explanation. She also gave applause to motivate students and make them feel appreciated. This shows that her presentation activity was used mainly as a formative assessment, aimed at building students' confidence and speaking fluency, not for giving grades. The classroom atmosphere was relaxed and supportive, allowing students to perform without pressure.

Meanwhile, Teacher 2 used presentation as a more structured speaking task where students individually described a place using visual aids such as pictures or slides. She guided students in preparing the presentation, including how to organize their ideas and deliver them

clearly. During the activity, she observed students' performance directly, paying attention to fluency, pronunciation, grammar, vocabulary, and clarity.

Teacher 2 also did not use a formal rubric but relied on real-time observation to assess performance. After each presentation, she provided short oral feedback, praising the students' strengths and giving suggestions for improvement. Her focus was on helping students gain confidence and speak clearly in front of others. The feedback she gave was encouraging, not judgmental, showing her intention to support learning rather than to measure achievement with numbers.

In conclusion, both teachers used presentation as an opportunity for students to demonstrate their speaking skills in front of others. The difference lies in their focus: Teacher 1 used it as part of a group-based project to appreciate creativity and collaboration, while Teacher 2 used it as an individual task to observe pronunciation, fluency, and organization of ideas. Both teachers applied presentation as a formative and performance-based assessment, designed to build confidence, encourage active participation, and help students practice real communication in English.

4. Story Telling

The storytelling activity was used by Teacher 2 as an alternative assessment to evaluate students' speaking skills individually. This activity aimed to help students express their ideas using their own words, build confidence, and practice fluency in real communication situations.

From the interview and observation, it was found that Teacher 2 designed the storytelling activity based on descriptive texts about people. During the first meeting, she explained the objectives of the task and guided students on how to organize and tell their stories effectively. She also gave examples of how to describe people using appropriate vocabulary and clear structure. However, she did not use a formal scoring rubric or written assessment criteria. Her main focus was to make sure that students understood the task and felt confident to speak.

In the preparation stage, students were asked to brainstorm ideas individually. They selected a person to describe and planned what they would say by outlining key characteristics and forming a simple story. After that, they practiced telling their stories in pairs before performing in front of the whole class. This practice allowed them to prepare and build confidence in a supportive environment.

During the second meeting, each student presented their story in front of the class using their own words. Teacher 2 observed their performance carefully, focusing on fluency, pronunciation, grammar, vocabulary, and

story coherence. She assessed students through direct observation rather than written scoring, which helped her see how students communicated naturally.

After each student finished, Teacher 2 gave immediate oral feedback. She commented on students' strengths, such as clear pronunciation or good vocabulary use, and also pointed out small areas for improvement in a positive way. The feedback was short, friendly, and motivating, helping students feel appreciated while learning from their mistakes. This showed that Teacher 2 applied storytelling as a formative assessment, where the purpose was to help students improve continuously through reflection and teacher feedback.

From the interpretation, it can be seen that storytelling helped students to develop not only their speaking skills but also their creativity and confidence. Teacher 2's approach focused more on the learning process rather than grading. By giving freedom for students to tell their own stories and providing direct support, she successfully created an enjoyable and meaningful learning atmosphere where students could speak naturally and confidently in English.

C. Discussion

1. Types of Alternative Assessment for Speaking

Based on the research results, two teachers at SMKN 2 Padang Panjang implemented several types of alternative assessments to assess students' speaking skills, such as presentations, group discussions, video projects, storytelling, role-play, and peer assessment. These assessments emphasize evaluating students' actual communication performance, rather than simply writing test results. Through these activities, teachers can assess students' ability to use language contextually, observing their fluency, accuracy, and confidence when speaking. Thus, alternative assessments provide a more comprehensive picture of students' speaking skills in authentic situations.

However, observations showed that not all types of assessment mentioned in the interviews were actually implemented in the classroom. Both teachers mentioned using role-play and peer assessment as variations in assessing speaking skills. However, during the observations, neither type of assessment was found in their teaching practices.

This discrepancy can be explained by the context of the material and the learning objectives at the time of the observations. Teacher 1, for example, stated that she often uses role-play for topics related to real-life communication situations. However, in the observed session, the topic taught was descriptive text (describing places and things), which was less relevant to the role-play scenario. Therefore, the teacher chose

presentations and video projects as forms of assessment that better suited the objectives and nature of the material.

Meanwhile, peer assessment was also not used, despite being mentioned in the interviews. This is likely due to time constraints and the large number of students, which led the teachers to prefer direct observation and brief verbal feedback after the activity. In other words, teachers understand the concept of various alternative assessments, but in practice, they adapt the type of assessment to the classroom conditions and the nature of the material.

Thus, it can be concluded that the types of alternative assessments used by teachers are flexible and contextual, not rigid or uniform across all lessons. This aligns with Mertler's (2017) view that authentic assessments should be tailored to learning objectives and student needs, rather than applied procedurally without considering context.

2. Implementation of Alternative Assessment in Speaking

The implementation of alternative assessments by both teachers essentially followed the same pattern, consisting of two meeting stages: the first meeting for preparation and practice, and the second meeting for performance and feedback. Teachers provided clear instructions at the outset and monitored students throughout the process. However,

observations revealed several discrepancies between actual practice and the teachers' statements in interviews.

First, both teachers stated that they used rubrics or checklists covering aspects of fluency, pronunciation, grammar, and vocabulary. However, observations indicated that these rubrics were not explicitly used in class. Teachers conducted assessments more informally through direct observation and brief notes, without showing the assessment rubrics to students. This is understandable because teachers face time constraints and large student numbers, making the use of formal rubrics impractical for each student's performance.

Second, in interviews, teachers mentioned that they communicated the assessment criteria to students before the speaking activity began, but during observations, this was not clearly done in class. Students did understand the objectives of the assignment, but they were not explicitly told what aspects would be assessed. This suggests that information regarding the criteria may have been provided in previous meetings or presented generally without detailed explanation.

Third, regarding the feedback stage, teachers explained in interviews that they always provided systematic and constructive feedback. However, observations revealed that the feedback given was verbal and brief, consisting more of praise and general comments after students performed.

Although not systematic, this form of feedback demonstrates the application of formative assessment principles, where teachers focus on motivation and continuous improvement, rather than on numerical assessments.

Therefore, it can be concluded that the implementation of alternative assessments by both teachers demonstrates the application of authentic and formative principles, but more flexibly and practically. The discrepancy between the interview and observation results was primarily due to adjustments to classroom conditions, time allocation, and the characteristics of the learning materials. Although not all assessment procedures are carried out formally, teachers practices already reflect the essence of alternative assessment, namely assessing students' speaking abilities through real and meaningful communicative activities.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

This study aimed to analyze how English teachers at SMK Negeri 2 Padang Panjang practiced alternative assessments for speaking and to identify the types of assessments they used in the classroom. The data were collected through interviews and classroom observations with two English teachers. Based on the findings and interpretations presented in the previous chapter, several conclusions can be drawn.

First, both teachers actively used various types of alternative assessments to evaluate students' speaking skills. The main activities included group discussion, presentation, storytelling, role play, and video project. However, each teacher applied these assessments differently according to their classroom needs and teaching styles.

Teacher 1 preferred using group discussions and video projects to promote collaboration and authentic communication among students. Her approach emphasized formative assessment, focusing on students' participation, creativity, and confidence rather than numerical scores. She provided feedback orally after each performance and acted as a facilitator to help students improve through continuous guidance.

Teacher 2, on the other hand, implemented storytelling, group discussions, presentations, and role plays as her main assessment practices. She used these activities to observe students' speaking performance in real situations, focusing on fluency, pronunciation, grammar, vocabulary, and clarity. Her assessment was also formative, as she gave immediate feedback after each activity to encourage improvement and motivation.

In general, both teachers used alternative assessment not as a way to test students' accuracy, but as a learning process that helps students build their speaking confidence, fluency, and communicative ability. The implementation of these assessments reflected a shift from traditional testing to a more student-centered and performance-based evaluation that values participation, creativity, and authentic communication.

B. Implication

1. Theoretical Implications

This study contributes to the theory of language assessment by confirming that alternative assessments can provide more authentic and varied ways to measure students' speaking skills. It also highlights the importance of considering both pedagogical principles and practical constraints when designing and implementing assessments. These findings support the notion that assessment effectiveness depends not only on the

type of assessment used but also on how it is applied in real classroom contexts.

2. Practical Implications

The findings provide practical input for teachers, students, and educational institutions. For teachers, the study suggests the need to balance the variety of alternative assessment techniques with available time and resources, ensuring that all students have equal opportunities to demonstrate their speaking skills. For students, understanding the range of assessment methods can help them engage more actively and prepare effectively for speaking tasks. For educational institutions, the results can inform teacher training programs and policy-making that support innovative, fair, and practical assessment strategies in EFL classrooms.

3. Implications for Further Research

This study can serve as a foundation for future research on alternative assessment in EFL contexts. Further studies could examine additional factors influencing teachers' practices, such as students' motivation, teachers' professional development, or the impact of specific assessment types on students' speaking performance. Quantitative research could also measure the effectiveness of different assessment methods in improving students' speaking skills.

C. Suggestion

Based on the conclusions and implications above, several suggestions are proposed:

1. For Teachers

Teachers are encouraged to keep using alternative assessments, especially for speaking, as they help students show their real communication skills. It is recommended to use clear rubrics and give regular feedback so students know how to improve. Teachers can also work together to share ideas and make assessments more effective.

2. For Students

Students should use these assessments to practice speaking and share their ideas confidently. They are encouraged to join all activities actively and use teacher feedback to improve their skills.

3. For Future Researchers

Future research can explore the challenges and solutions of using alternative assessments in different settings. Studies can also examine students' views and include more teachers and schools to get a wider understanding of how effective alternative assessments are.

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