THE IMPLEMENTATION OF TEACHERS' NEED FOR AUTHENTIC ASSESSMENT TO ASSESS SPEAKING SKILL AT THE EIGHTH GRADE OF MTs.N 6 AGAM

A THESIS

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ABSTRACT

Suci Hanifa, 2314.002, Thesis, The Implementation of Teachers' Need for Authentic Assessment to Assess Speaking Skill at the Eighth Grade of MTs.N 6 Agam, Fakultas Tarbiyah dan Ilmu Keguruan, Pendidikan Bahasa Inggris, IAIN Bukittinggi, 2018.

This research aimed to reveal the English teachers' need for authentic assessment to assess students' speaking skill at the eighth grade of MTs.N 6 Agam. Authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities. Authentic assessment in teaching and learning process is a form assessment that can increase the students' ability in speaking that using various forms of measurement to measure the results of learning students not only the internal but also in external the class. Thus, this research was done at Junior High School in MTs.N 6 Agam to know what are the teachers' need for authentic assessment to assess students speaking skill. There are three important issues which can be teacher needs for authentic assessment to assess speaking skill : types of authentic assessment, characteristics of authentic assessment, and the ways to administer the authentic assessment.

This research was a descriptive qualitative. The key informant in this research were two English teachers who taught at the eighth grade in MTs.N 6 Agam. The data were collected through observation, interview and documentation. The data were analyzed by using flow model of Milles and Huberman in Sugiyono.

After analysis the data, the researcher devided the data into three category: types of authentic assessment, characteristics of authentic assessment, and the ways to administer the authentic assessment. The researcher found that English teachers of eighth grade at MTs.N 6 Agam applied the authentic assessment with various ways. English teachers applied five from six types of authentic assessment according to Brown theory, there are: story or text retelling, portofolios, oral interview, teacher observation, and projects/exibitions. While characteristics of authentic assessment, English teachers needed a simple and familiar materials for students, communicative speaking, and conducted assessment continuously. The last, the ways to administer the authentic assessment, English teachers explained that scoring rubrics are not really important to be explained to the student. It was implied that teachers of eighth grade of MTs.N 6 Agam need clear scoring rubrics to be explain to the students.

Key words: Teachers' need, authentic assessment, speaking skill.

ABSTRAK

Suci Hanifa, 2314.002, Skripsi, Penerapan Kebutuhan Guru untuk Penilaian yang Otentik untuk Menilai Kemampuan Berbicara Siswa Kelas Delapan di MTs.N 6 Agam, Fakultas Tarbiyah dan Ilmu Keguruan, Pendidikan Bahasa Inggris, IAI N Bukittinggi, 2018.

Penelitian ini bertujuan untuk mendeskripsikan kebutuhan guru bahasa Inggris dalam penilaian yang otentik untuk mengukur kemampuan berbicara siswa kelas delapan di MTs.N 6 Agam. Penilaian otentik adalah sebuah proses evaluasi yang melibatkan beberapa bentuk kinerja pengukuran yang mencerminkan prestasi belajar siswa, motivasi, dan sikap dengan materi pelajaran-kegiatan yang relevan. Penilaian otentik dalam prosess belajar dan mengajar adalah sebuah bentuk penilaian yang bisa meningkatkan kemampuan berbicara pada siswa dengan menggunakan berbagai macam bentuk pengukuran untuk mengukur hasil belajar siswa tidak hanya didalam tetapi juga diluar kelas. Dengan demikian, penelitian ini dilakukan di tingkat SMP di MTs.N 6 Agam untuk mengetahui apa saja kebutuhan guru untuk penilaian otentik untuk menilai kemampuan berbicara siswa. Ada tiga isu-isu penting yang menjadi kebutuhan guru dalam penilaian otentik untuk mengukur kemampuan berbicara siswa yaitu, tipe-tipe penilaian otentik, karakteristik penilaian otentik, dan cara guru dalam mengelola penilaian otentik tersebut.

Jenis penelitian ini adalah deskriptif kualitatif. Informan kunci dalam penelitian ini adalah dua orang guru bahasa Inggris yang mengajar di kelas delapan di MTs.N 6Agam. Data dikumpulkan menggunakan observasi, wawancara, dan dokumentasi. Data dianalisa menggunakan model Milles dan Huberman di dalam buku Sugiyono.

Setelah menganalisis data, peneliti membagi data menjadi tiga kategori: tipe-tipe penilaian otentik, karakteristik penilaian otentik, dan cara guru mengelola penilaian otentik. Peneliti menemukan bahwa guru-guru bahasa Inggris kelas delapan di MTs.N 6 Agam menerapkan penilaian otentik dengan berbagai cara. Guru bahasa Inggris menerapkan lima dari enam tipe penilaian otentik menurut teori Brown yaitu: *story or text retelling, portofolios, oral interview, teacher observation, dan projects/exibitions*. Karakteristik untuk penilaian otentik, guru bahasa Inggris kelas delapan membutuhkan materi yang simpel and familiar bagi siswa, menggunakan komunikasi yang komunikatif dan penilaian yang dilakukan terus menerus. Bagian terakhir adalah cara guru dalam mengelola penilaian otentik, guru bahasa Inggris mengatakan bahwa rubrik penilaian bukanlah hal yang penting untuk dijelaskan kepada siswa. Ini menujukkan bahwa guru bahasa Inggris kelas delapan di MTs.N 6 Agam membutuhkan rubrik penilaian yang jelas untuk bisa dijelaskan kepada siswa.

Kata kunci: kebutuhan guru, penilaian otentik, kemampuan berbicara

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Suci Hanifa

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CHAPTER I

INTRODUCTION

A. Background of the Problem

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

In teaching learning process include speaking class, assessment is a popular and sometimes misunderstood term in current educational practice. Assessment is no longer simply the achievement of learning objectives, but it is an attempt to obtain a variety of information on a regular basis, continuous and thorough process and students' learning outcomes.[2] It has the capability to measure knowledge, attitudes, and skills of learning a certain subject matter. As a continuous process, assessment can be used to evaluate students in the process of forming their competencies and skills, and summarizing what a students has grasped that can be obtained from directly examined students' work. By

[1] Nunan D, (1995), *Language Teaching Methodology :* A Textbook for Teachers, NY: Phoenix Ltd p.593

[2] Brown H.D. & Abeywickrama, P. (2010). *Language Assessment Principles and Classroom Practices (Second Edition)*. New York : Pearson Education, Inc

doing assessment, teachers give students the opportunity to demonstrate their knowledges and skills.

The learning process and the process of assessment are one unity, the communicative learning process can only be assessing with authentic assessment, there are assessment that measure the ability of the students receive and conveying information in English. O'Malley and Pierce state that authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities.[3] Authentic assessment in teaching and learning process is a form assessment that can increase the students' ability in speaking.[4] Students' ability can be measured well with authentic assessment and teacher can assess the students' language ability and skills in learning precisely. It means that authentic assessment is an assessment that using various forms of measurement to measure the results of learning students not only the internal but also in external outside the class.

Teachers needs on the authentic assessment regarding the assessment activities, the tasks given by teachers, reference of assessment and the types of assessment that need major concern in developing authentic assessment.[5] There are six types of assessment activities, two types of tasks that given by teachers, three reference of assessment, and four types of assessment that given by teachers in teaching learning process. The six assessment activities needed are shoort speech, pair dialogue, makes the food and drink

[3] O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners: Practical Aproaches for Teachers*. New York: Addison-Wesley Publishing Company

[4] Taufina. 2009. *Authentic Assessment dalam Pembelajaran Bahasa Indonesia Kelas Rendah SD*. Pedagogi: Jurnal Ilmiah Ilmu Pendidikan

[5] M. Zaim. 2013. *Assessment Otentik: Implementasi dan Permasalahannya dalam Pembelajaran Bahasa Inggris di Sekolah Menengah*. Padang: FBS Padang University College

presentation, games, story telling, and debate. The two types of tasks needed are oral assessment and written assessment. The three reference of assessment needed are cognitive, afective, and psychomotor. And the four types of assessment that given by teachers are written test, oral test, performance test, and project.

Based on the reseacher preliminary observation on February, 15th, 2018 at MTs.N 6 Agam, the reseacher found that there are three problems faced by eighth grade students on speaking skill. First, the students in junior high school can not use English orally. It seems that the students are reluctant in using English in the class, because the students are less motivated and they are afraid of making mistakes. The students are afraid in pronouncing sound of vocabulary in English with the right pronounciation. Second, besides afraid wrong in pronouncing sound, students also not sure in choosing vocabulary that will they use to talk in English for speaking class because one word in English can have several meanings depend on the uses in the sentence. And third, the shortage of ideas, the students are do not have enough ideas to speak briefly and repeatedly. It caused because students lack reading and search for information in discussion with their friend.

In addition, the reseacher conducted interview with some students of eighth grade students at MTs.N 6 Agam, most of students said that they got difficulty to speak directly. It is caused by less of confident, shy, and worry. They did not want to speak in English because they did not want their friends to judge them cause talking the language incorrectly. However, most of them know what should be answered and how to answer them. But, they are not trying to do what is actually most desirable by teachers because they are fear to bullying by their classmates and they will call smart aleck and sycophant

by their friend. So they are prefer to keep silence and hide their talents in speaking class. That is not speaking class if no one of the students want to talk.

At Mts.N 6 Agam, teachers determine and define the ability of students in speaking English language based on three levels, there are basic level, medium level, and advance level. Rubric assessment using by teachers produce a separate score on each criteria. Each of these criteria is the intonation, pronounciation, grammar, fluency and accuracy. According to the teacher's experience when reseacher conducted interview, there are three causes faced by teachers on authentic assessment. First, English teachers have difficulties in making a proper assessment to assess the student's oral language skill. English teachers still applied assessment that focused in the class, while authentic assessment did not only in the class but also outside the class. Second, teachers need to develop a good and appropriate assessment rubric to assess students' speaking skill that provide high-quality information about the students' achievement. And third, teachers need training to make an authentic assessment to assess language skill like speaking. The teachers realized that to make an authentic assessment teachers should know the details of skill that should be considered and how to assess them.

In this research, the reseacher focused in speaking of the eighth grade students. The aim of this subject is to get the teachers' responds and make students comprehend about the authentic assessment on regarding the students' and teachers' need on the use authentic assessment for English speaking skills. It means that, the teacher and students are able to understand the main factor in assessing speaking skills. After that students can demonstrate their true abilities and their knowledge well.

Based on the explanation and the problems above, this research would reveal the extent authentic assessment by knowing the teachers'need that could measured students speaking skill. The researcher as the candidate of English teacher is interested in conducting a research entitled : **"Teachers' Need for Authentic Assessment to Assess Speaking Skill at Eighth Grade of MTs.N 6 Agam ".**

B. Problem and Focus of the Problems

In this research, reseacher concentrated on authentic assessment development by teachers in speaking skill of eighth grade students at MTs.N 6 Agam, Bukittinggi. So, the reseacher limited the research about what the teachers' need for authentic assessment to assess speaking skill of eighth grade students at MTs.N 6 Agam, Bukittinggi.

C. Research Questions

Based on the problem above, the reseacher formulates the question of the research as follows : "What are the teachers' need for authentic assessment to assess speaking skill at MTs.N 6 Agam, Bukittinggi?"

D. Purpose of the Research

In accordance with the formulation of the problem above, the purpose of the research is to find out the teachers' need for authentic assessment to assess speaking skill at MTs.N 6 Agam, Bukittinggi.

E. Significance of the Research

The significance of this research is devided into two. There are theoretical and practical benefit :

1. Theoretical Benefit

   The research finding can be used to enrich the theory and the method in assessing speaking skill.

2. Practical Benefit

   a. The Students

      1.) It can improve students' ability in speaking skill

      2.) The students can express their idea in speaking

      3.) The students have motivation to speak

   b. The teachers

      1.) The teachers knows the level of the students' mastery in speaking skill

      2.) The result can be an input to determine the technique in assessing speaking. So the teachers can develop their ability in assessing speaking

      3.) This research can give information for teachers about the necessary to development authentic assessment

   c. The reseacher

      For the reseacher as the candidate of the teacher, can use the authentic assessment in teaching speaking for future.

   d. The reader

      For the readers can give knowledge about necessary of teacher and students needs to authentic assessment in speaking skill.

F. Definition of the Key Terms

To avoid misunderstanding in this research, the reseacher would like to define several terms that may help the reader, they are :

1. Teachers' need : Everything that need to be developed by teachers in giving an authentic assessment like the form of activity, the types of task, and the types of assessment that given to the students in speaking.
2. Authentic Assessment : Is an assessment which significantly focuses on measuring students learning process dealing with their behavior, knowledge, and skill.
3. Speaking Skill : Is a basis of communication becomes an important element in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Implementation of Teachers' Need

a. Teachers' Need

The two major reasons why authentic assessment can be utilized as one of the asssessment methods are: first, the previous of current assessment does not assess and include all students outcomes. Second, teachers are getting harder to plan the instructional activities based on the recent issue or information.

These are also supported by O'Malley and Pierce statement that the standardized testing such as multiple-choice tests is unvailable to evaluate higher-order thinking as considered important nowadays and can not represent authentic representations of classroom activities related to students' interest and motivation during the instruction process.[6] Thereby, because of thosemain issues authentic assessment is implemented. To implement authentic assessment, there are some crucial points that have to be understood. First, teachers have to know characteristics of authentic assessment. Then, the teacher also have to be able to design authentic assessment as suitable as possible to students. Later, designing authentic assessment requires considerable work prior to the beginning of a subject so that teachers are suggested to be coorporated with schools, parents, and administration in order to gain the main purpose of the assessment . participation of those

[6] O'Malley and Pierce, *Authentic assessment for English language learners : Practical approaches for Teachers*, New York

who involve in the assessment is also important on the process for developing authentic assessment.[7]

Assessment plays important roles in teaching learning process. It can be defined as a process to gather information about students' learning process. Through assessment, teachers can determine students' success in learning. In addition, assessment can be a reflection of teachers' success in teaching. Through a good assessment, teachers can get concrete data needed to develop the appropriate assessment. In short, assessment is an integral component of any successful teaching effort.[8]

Teachers use such kinds of test to gain students' information. For example, to gain students' performance in reading, teachers use paper test like multiple choices, cloze procedure, and essay. It seems that teachers assess their students only by using test. In fact, based on the literature assessment is not onlu about test. Test is one of the tools in assessing students.

The need to contextualize assessment in interesting, real life, and authentic tasks is described as one of the crucial elements of alternative or competency based assessment that suit current educational goals.[9] Thus, teachers have to have a good knowledge about assessment in order to gain concrete information about students learning process.

Ideally, teachers' need authentic assessment should be analyzed before they construct or conduct the assessment in the classroom, as noted by Gielen, Dochy and

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[7] Fitriani, The Challanges in Implementing Authentic Assessment in Curriculum 2013, in According of the 61st TEFLIN Internatinal Conferense.

[8] Lombardi, Marilyn M, 2008, "Making the Grade: the Role of Assessment in Authentic Learning", Unpublished. 2008.

[9] Gielenet all, "*Evaluating the Conseguential Validity of New Modes of Assessment: The Influence of Assessment on Learning, Including pre-, post-, and True Assessment Effects"*,Belgium: University of Leuven,2003.

Dierick.[10] The teachers' needs on authentic assessment for speaking skill are the characteristic of authentic assessment, the types of authentic assessment for speaking skill, and the ways to administer the authentic assessment.

1. Characteristics of Authentic Assessment

   The teachers' needs on authentic assessment for speaking which have the following characteristics. There are simple and familiar, tasks related to daily communication, communicative, having clear scoring rubrics, and doing continuously.

2. Types of Authentic Assessment

   There are 11 types of authentic assessment needs by the teachers.[11] Oral interview, story of text retelling, pair dialogue, oral report, picture-cued description, information gap, speech, discussion, role play, debates, and short presentation.

3. The Ways to Administer Authentic Assessment

   The authentic assessment should be conducted during teaching and learning process because students need ongoing assessment, where they are assessed directly during the classroom activity. Teachers should assess the students' speaking skill by using analytical scoring rubric during teaching and learning process continuously to know the students' progress.

[10] Gielenet all, ... ,Belgium: University of Leuven,2003.

[11] Zaim, M, Mukhaiyar, and Mentari Syahriati.2017. *The Need for Authentic Assessment for Speaking Skill at Junior High School.* Padang: FBS UNP Press

These are four ways to administer authentic assessment that teachers' need for assessing students' speaking skill:

a.) The teachers give scoring criteria about speaking assessment for the students

b.) Assessing speaking is done in the classroom and also out of the classroom

c.) The teachers give the students time for asking queastions

d.) The teachers do the assessment by giving model and example for the students

In conclusion, using authentic assessment for assessing students is something needed for teacher. Teachers need to master some aspects of authentic assessment such as characteristics, types and the ways to administer the authentic assessment.

b. Need Assessment for Speaking

Need is the gap between the current condition and desired condition. Gupta assumes that needs assessment is a process for figuring out how to close a learning or performance gap. It involves determining what the important are and how to address them. The process includes comparing the current condition to the desired condition, defining the problem or problems, understanding the behaviors and mechanisms that constribute to the current condition, determining if and how spesific behaviors and mechanisms can be changed to produce the desire condition, developing solution stategies, and building support for action.[12] It means, need assessment is comparing the

[12] Gupta, et.al,(2007), *A Practical Guide to Needs Assessment*., San Fransisco: John Wiley & Sons, p14

current situation and the desire condition, find the problems study the problem and find the solution.

Assessment plays important roles in teaching and learning process.[13] Assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increas students' learning and development.[14] It is the systematic basis for making inferences about the learning and development of students. By doing assessment, teachers give students the opportunity to demonstrate their knowledges and skills.

There are some standards for the assessment. Maki defines that the necessary standards are as the following[15]:

a. Courses had to include assessment of the shared student learning outcomesof general education.
b. The assessment had to include direct measures (i.e., students performance data, not just faculty or students perceptions of courses).
c. Assesssment had to be ongoing (even though the reporting was only periodic).
d. Evidence of implementation of improvements to courses made on the basis on the assessment data needed to be documented.

[13] Jabbarifar, & Taghi.(2000). *The importance of assessment and evaluation in educational system.* Malaysia: University College

[14] Zaim, M, Mukhaiyar, and Mentari Syahriati. (2017). *The Need for Authentic Assessment for Speaking Skill at Junior High School.* Padang: FBS UNP Press

[15] Maki, Peggy L, (2010), *Coming to Terms with Students Outcomes Assessment*. Sterling, Virginia:Stylus Publishing LLC, p15

e. Documentation had to include a plan for communicating the results of the assessment to all instructional faculty.

The need assessment will provide the teacher with a pattern and guidelines that they can adapt for use in the community. Related to the authentic assessment for speaking , an assessment designer should know what are the learning need and the target need of the learners. It is the most important point in developing authentic assessment. It examines what users know already and what they need. The need have various focuses, they are lacks, want, and necessity.[16] Necessities in assessement are the demands of the target tasks that should be assigned by the learners such as level of vocabulary, level of grammar, level of content, and level of fluency. Lacks fit into present knowledge of what speaking aspects were not practiced in their previous learning.[17]

In other words, McKillip state that need assessment is a process of evaluating the problems and solutions identified for a target population. In this process, it emphasizess the importance and relevance of the problems and solutions. It examines what students know already and what they need to know. It can be done through interview, questionnaire and other ways to ask the information. As states by Jordan, some other terms have been proposed for need, they are : demands, likes, deficiencies, goals, aims, purpose and objective.[18]

Teachers need to develop a good and appropriate assessment to assess students' speaking skill that provide high-quality information about the students' achievement. In

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[16] Nation, I.S.P. and Macalister, John. (2010). *Language Curriculum Design*. New York: Routledge

[17] Nation, I.S.P. & Macalister, J. (2009). *Language Curriculum Design (Second Edition). Wellington: School of Linguistics and Applied Language Studies*, Victoria University of Wellington

[18] Jordan, R.R*," English for Academic Purposes : A Guide and Resource Book for Teachers"*. Cambridge: Cambridge University, 1997.

addition, there are few opportunities to evaluate students' speaking skill at school because speaking assessment is not administered in any formal exams including the junior high school final exam.

In conclusion, need assessment is considered to be a sistematic process of gathering information about students' need and teachers' need preference, interpreting the information, and making decition based on the interpretation in order to meet the need. Teachers need to develop a good and appropriate assessment to assess students' speaking skill that provide high-quality information about the students' achievement.

2. The Nature of Authentic Assessment

a. Definition of Authentic Assessment

Authentic assessment does appear to place greater emphasis on the intagrated performance of what has been learning, under conditions that require the coherent bringing together of the elements learned. Thinking about learning as being a combination of knowledge, skills and attitudes is easily understood by most educators. Gulikers, Bastiaens, and Kirschner define authentic assessment as an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life.[19] So, in real sense, authentic assessment is about making visible (produce evidence of learning in some way) and measurable (to some appropriate standard) a performance that is a valid (by this we meant relevant) indicator that the identified elements of the curriculum have

[19] Gulikers, J., Bastiaens, T., & Kirschner, P. 2004. *A five-dimentional framework for authentic assessment*. Educational Technology Research and Development, 52 (3), p.67-85

been learned in an integrated manner for the conditions in which they are ultimately intended to be needed or used.

Khaira and Yambo argue that "Authentic assessment should resemble meaningful performances in real world contexts and should involve real life tasks with multiple solutions for the students".[20] Similarly, Mueller suggests that the rationable for using authentic assessment usually springs from the idea that graduates should be proficient and performing the tasks they encounter when they graduated therefore their assessment should require them to perform meaningful tasks that replicate real world challenges.[21]

Authentic assessment is performance-based and requires students to exhibits the extent to their learning through a demonstration of mastery. So, authentic assessment has to do with students demonstrating that they know a body of knowledge, have developed a set of skills, and can apply them in a real life situations and can solve real life problems.

In conclusion, authentic assessment evaluates students' ability to communicate with other and apply their knowledge and skill, not only the knowledge and skills they have acquired but also how they acquired them. Indicator that the identified elements of the curriculum have been learned in an integrated manner for the conditions in which they are ultimately intended to be needed and used.

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[20]Khaira, H.G, & Yambo, D. 2005. *The practicality of authentic assessment. Paper presented at The First International Conference on Enhancing Teaching and Learning Through Assessment*. The Hong Kong Polytechnic University, June.

[21] Mueller, J.2006. Authentic assessment toolbox. Retrieved on 25 June from the website : http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm#looklike

b. The Characteristics of Authentic Assessment

Characteristics of the assessment should concern the development of relevant professional competencies and should be based upon criteria used in the real life situation.[22] Authentic assessment intended for measuring knowledge and skills of students , assessing students' performance with relevant and contextual tasks and various ways and form of sources.[23] Moreover, some criteria should be related to a realistic outcome, explicating characteristics or requirements of the product, performance or solutions that students need to create.

Wiggins state some characteristics of authentic assessment, they are: (1) authentic assessment requires some collaboration with others; (2) authentic assessment must be scored with reference to authentic standards of performance which students must understand to be inherent to successful performance; (3) and typical procedures of assessment design are reversed, and accountability serves students learning.[24] So, it is clear that authentic assessments should reflect the real world situation and require students to perform or do something.

In research and other papers pertaining to authentic assessment, several authors have articulated various characteristics of this approach. According to Gulikers, Batieans, and Kirschner, authentic tasks are[25] :

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[22] Darling-Hammond,..& Snyder, J.2000. *Authentic assessment in teaching in context. Teaching and Teacher Education*, 16, p.523

[23] Imran, Syaiful, 2012, "Authentic Assessment" unpublished, retrieved from http://ipankreview.wordpress.com/ on July 2016

[24] Wiggins, G. (1993), *A True Test: Toward More Authentic and Equitable Assessment*, Phi Delta Kappan

[25] Gulikers, J., Bastiaens, T., & Kirschner, P. 2004. *A five-dimentional framework for authentic assessment*. Educational Technology Research and Development, 52 (3), p.67-85

1. Perceptions of authenticity are subjective so students and teachers may have different perceptions of what constitutes an authentic task.
2. Are similar to the real work done in professional contexts and highlights situational and contextual knowledge including the acquisition of relevant professional attitudes and competencies.
3. Are performance-based and require students to demonstrate mastery of professional practices.
4. Reflect clear alignment between desired learning outcomes, curriculum content, and future career-based knowledge.
5. Integrated required workplace skills with university academic requirements.
6. Emphasise assessment for learning purposes rather than just for grading, and incorporates social, cognitive, and reflective purposes of learning.
7. Are fair and free from bias so they do not advantage or disadvantage any groups of students.
8. Are motivating, enjoyable, sustain interest, and are challenging, but achievable.
9. Are based on criteria that have been developed with, or negotiated with students.
10. Are focused in ways that ensure there is neither too little nor too much assessment.
11. Achieve an appropriate balance between tasks that are too complex and too simple.

12. Often incorporates self, peer, and client assessment in conjuction with academic teacher assessment.
13. Ensure that students have opportunities to develop critical thinking and problem solving skills needed in professional.
14. Provide clear evidence that students have achieved that desired learning outcomes.
15. Require timely feedback relating to criteria that students can act upon.
16. Are quite often interdisciplinary because that reflects many real world contexts.

So, the characteristic of authentic assessment are start with clear definite criteria of performance made known to the students so it can identifies strengths and weakness, but does not rank their levels of performance. And also the authentic assessment encourages both teacher and students to determine their rate of progress in cooperatively attaining the desired students learning outcomes.

c. The Types of Authentic Assessment

Authentic assessment provides a measure by which students academic growth can be gauged over time while capturing the true depth of students learning and understanding. It moves beyond the practices of traditional tools and tasks and allows for a greater expression of students' abilities and achievements. O'Malley and Pierce suggest teachers to choose appropriate types of authentic assessment which is meet their need in instruction. They are also suggested to be creative to serve their assessment more

authentic. Thus, teachers need to have much knowledge about authentic assessmentin order to use them appropriately.

Authentic assessment include a variety of measures that can be adapted for different situations.[26] These are some examples of authentic assessment :

Table 2.1 : Types of Authentic Assessment for Speaking

Assessment	Description	Advantages
Oral Interviews	Teacher asks students questions about personal background, activities, readings, and interest	➢ Informal and relaxed context ➢ Conducted over successive days with each student ➢ Record observations on an interview guide
Story or Test Retelling	Students retell main ideas or selected details of text experienced through listening or reading	➢ Student produces oral report ➢ Can be scored on content or language components ➢ Scored with rubric or rating scale ➢ Can determine reading comprehension, reading strategies, and language development

[26] O'Malley and Pierce, *Authentic Assessment for English Learners: Practical Approaches for Teachers.*

Writing Samples	Students generate narrative, expository, persuasive, or reference paper	➢ Students produces written document ➢ Can be scored on content or language components ➢ Scored with rubric or rating scale ➢ Can determine writing processes
Projects/ Exhibitions	Students complete project in content area, working individually or in pairs	➢ Students make formal presentation, written report, or both ➢ Can observe oral and written products and thinking skills ➢ Scored with rubric or rating scale
Experiments/ Demonstrations	Students complete experiment or demonstrate use of materials	➢ Students make oral presentation, written report, or both ➢ Can observe oral and written products and thinking skills ➢ Scored with rubric or rating scale
	Students respond in	➢ Students produces written report

Constructed-Response Items	speaking to open-ended questions	➢ Usually scored on substantive informations and thinking skills ➢ Scored with rubric or rating scale
Teacher Observations	Teachers observes student attention, response to instructional materials, or interactions with other students	➢ Setting is classroom environment ➢ Takes little time ➢ Record observations with anecdotal notes or rating scale
Portofolios	Focused collection of student work to show progress over time	➢ Integrates information from a number of sources ➢ Gives overall picture of student performance and learning ➢ Strong student involvement and commitment ➢ Calls for student self- assessment

Based on the table above, it could be argued that teacher really has to prepare the assessment well before doing it, especially in designing the scoring rubrics and determining the certain criteria used in the assessment.

d. The Advantages of Authentic Assessment

Authentic assessment has many advantages, the main advantages being that it ensures students success. Seven other important advantages of including authentic assessment in every classroom for every child are listed below.[27]

1. Authentic assessment uses tasks that reflect normal classroom activities (real life learning)
2. Authentic assessment focuses on higher order thinking skills (Bloom's Taxonomy)
3. Authentic assessment embeds assessment in the classroom context (real world contexts)
4. Requires active performance to demonstrate understanding (being involved)
5. Promotes a wide range of assessment strategies (interesting and engaging assessment tasks)
6. Involves the teacher and students collaboratively in determining assessment (student-structured tasks), and
7. Focuses on progress, rather than identifying weaknesses (ensure success for every child)

So, using authentic assessment is an effective way to teach and assess as it sets students up for success as well as being engaging and physically involves the students. It

[27] Brady, and Kerrie, 2012, *Assessment and Reporting: Celebrating Student Achievement*, Pearson Australia, p.30

gives meaning to assessment tasks and students are learning skills in real life contexts which are used in the real world.

e. Authentic Assessment for Speaking Skill

Authentic assessment in teaching and learning process is a form assessment that can increase the students' ability in speaking.[28] Students' ability can be measured well with authentic assessment and teacher can assess the students' language ability and skill in learning precisely. Increasing the authenticity of an assessment is expected and experience by students to have a positive influence on students learning and motivation.[29] This kind of assessment tends to assess students' performance in the real-life contextusing several activities.

The ways for teachers assessing speaking skill could be as follow:

1. Oral interviews and Picture-cued description task

   According to O'Malley and Pierce, in oral interview and Picture-cued description taks teachers can use holistic or analytic rating scale to rate students' speaking skill or use a checklist of language skill.[30]

2. Video clips

   Teacher can rate students' comprehension of video clips by determining criteria such as vocabulary, grammar, language function, and content based on the instructional goals and activities.[31]

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[28] Taufina. 2009. *Authentic Assessment dalam Pembelajaran Bahasa Indonesia Kelas Rendah SD*. Pedagogi: Jurnal Ilmiah Ilmu Pendidikan

[29] Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practice (Second Edition)*. New York: Pearson Education, Inc

[30] O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners: Practical Aproaches for Teachers*. New York: Addison-Wesley Publishing Company, p.79-80

[31] O'Malley, J. Michael and Lorraine Valdez Pierce,.....,p.81

3. Information gaps
4. Story/text retelling

   For story telling task, O'Malley and Pierce suggest that teacher can rate students' ability by using a holistic or analytic rating scale or checklist of oral language skills.[32]

5. Role plays

   For role plays task, O'Malley and Pierce say that teacher can rate the students by referring to these criteria such as language functions, vocabulary, grammar, discourse strategies, clarity of facts presented and non verbal gestures.[33]

6. Oral reports

   Teachers can start assessing students' speaking skill by using rating scale or holistic rubrics which describes the main focus of teaching and adjust it based on students' authentic presentation.[34]

7. Debates

   Teacher can firstly determine whether she/he wants to assess students individually or in groups. After that, teacher can assess students by using a rating scale or checklist which refers to some certain criteria.

Based on the explanation above, it could be argued that teacher really has to prepare the assessment well before it. It is also done to find out the ways of teachers in using the assessment task in their practices.

[32] O'Malley, J. Michael and Lorraine Valdez Pierce,.....,p.85
[33] O'Malley, J. Michael and Lorraine Valdez Pierce,.....,p.85
[34] O'Malley, J. Michael and Lorraine Valdez Pierce,.....,p.87

3. The Nature of Speaking Skill

a. The Definition of Speaking

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.[35] Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage. In carrying out speaking , students face some difficulties. One of them is about language its self. In fact, most of students get difficulities to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to to learn the English sounds. In addition, speaking skill is not only important in speech production, but also in the curriculum in language learning. As Charles states, speaking skill are an important part of the curriculum in the language teaching, and this makes them an important object of assessment as well.[36] It can be said that speaking is the single most important part in language learning process.

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[35] Tarigan, H. Guntur. 2008. *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung : Angkasa. p.3-4

[36] J.Charles Anderson and Lyle F.Bachman. *Assessing Speaking*. New York : Cambridge University press. 2004. p.1

To get a success in speaking, there are some process that will be involved. As Pawlak states that "Speaking involves understanding the psycholinguistic and interpersonal factors of speech production, from meanings and process involves, and how these can be develop".[37] It can be said that in speech production in speaking skill are influenced by students psycholinguistic and their interpersonal.

In conclusion, speaking is the process of using the urge of speech to pronunciation vocal symbols in order to share the information, knowledge, idea and opinion to the order person. Speaking is also the most difficult language skill because when students speak in English they was shy and doubt to pronounce the sentence, it need to be analysed.

b. The Elements of Speaking

Speaking a foreign language including vocabulary, grammar, pronunciation, fluent, the ability to structure talk or even non-verbal abilities (comprehension) and self confidence.[38]

1. Pronounciation

   The first English lesson should deal with pronunciation. Robert Carmen stated that when you do not do pronunciation first, you have to do something else than pronunciation.[39] In line with Robert Carmen, Calaka says, " Failure in pronunciation accusation may be caused by various factors, such as age, aptitude, personality, inappropriate attitude, weak motivation as well as

[37] Miroslaw Pawlak,dkk. *Speaking and Instructed Foreign Language Acquisition*, Canada : Multilingual Matter, 2011.p.3

[38] Miroslaw Pawlak,dkk. *Speaking and Instructed Foreign Language Acquisition*, Canada : Multilingual Matter, 2011.p.149

[39] Robert Carmen. *Spoken English, Flowrish Your Language*. India : Abishek Publication, Revised Edition. 2010, p.24

application of ineffective learning strategies".[40] It means that having a good internal factors above in pronouncing the language can help in good pronunciation, particularly intelligibility.

2. Grammar

Grammar is the sounds and the sounds patterns, the basic units of meaning of words, and the rules to combine them to form new sentences.[41] Grammar involves the rules and relationship through which construct meaning sounds, words, and sentences, we could not enjoy the language of content without it.[42] So, when students are speaking, they involve the rules of grammar to make the sentence be able to understand by the receiver.

3. Vocabulary

Vocabulary can be defined as words we must to communicate effectively , words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).[43] Vocabulary is essensial for successful second language use because without an extesive vocabulary , we will be unable to use the stuctures and functions we may have learned for comprehensible communication.

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[40] Miroslaw Pawlak,dkk. *Speaking and Instructed Foreign Language Acquisition*, Canada : Multilingual Matter, 2011. p.149

[41] Victoria Fromkin and Robert Rodman. *An Introduction to Language*. New York : Harcout Brace College Publisher. 1998. p.14

[42] Karen Marie Wilcox. *A Thesis about Defenition Grammar*. A Critical Primer. Montana : Montana State University, 2004. p.14

[43] Neuman, S. B and Dwyer, J. *Missing an Action : Vocabulary Instruction in pre-k. The reading Teacher*. 2009. p.385

4. Fluency

Maryanne said, “Fluency is quality of written language that allows us to read with rapidly-executed skill and with almost effortless comprehention”.[44] Fluency has the following characteristics in all of the four skills of listening, speaking, reading and writing.

a.) The processing of language is real time

b.) Fluent language use does not require a great deal of attention and effort from the learner.

c.) If consider the four goals of language, ideas, skill, text, fluency is a skill.

5. Comprehension

Comprehension is discussed by both speakers because comprehension made people getting the information that they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or situation.

So, the component of speaking is what aspect influencing how well people speak English. Because speaking is a complex skill at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. The students must practice speak English as often as possible so that they are able to speak fluently and accurately.

[44] Maryanne Wolf, *A paper about what is fluency? Fluency Development: As the Bird Learner to fly*, Medfort Tufts University, p.1

c. The Functions of Speaking

Speaking not only a way to get information or to make conversation between people, but this activity has several functions in human interaction. Jack C. Richard states there are three functions of speaking in human interaction[45], they are :

1. Talk as interaction

   Talk as interaction refers to what we normally mean by " conversation " and describes interaction that servers primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. In speaking we do not only say something or make a conversation, but by speaking we can make a good connection and relationship through interaction friendly and comfortable.

Brown and Yule described the main features of talk as interaction as follows[46] :

a.) Has a primarily social function

b.) Reflects role relationships

c.) Reflects speaker's identity

d.) May be formal or casual

e.) Uses conversational conventions

f.) Reflects degrees of politeness

g.) Employs many generic words

[45] Jack C. Richard, *Speak Now :Communicate with Confidence*, Oxford University Press, p.23
[46] Gillian Brown, George Yule, 1983, *Teaching the Spoken Language*, Cambridge University Press

h.) Uses conversational register

i.) It is jointly constructed

2. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and make oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with other. in this case, there some of the skills involves in using talk for transaction : asking question, making comparisons, making suggestions, describing something, explaining a need or intention, confirming information, and others.

3. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. Talk as a performance tends to be in the form of monolog rather than dialogue, often follows a recognizable format, and is closer to written language than conversational language. Usually talk as performance was using an appropriate opening and closing.

In conclusion, speaking is very important to communicate to other person. The main intention in this function is social relationship. In talk as transaction is more focus on message that conveyed and making others person uderstand what we want convey, by clearly and accurately.

B. Review of Related Studies

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

Besides, Refnaldi, M. Zaim, and Elva Mori was also research who did the research about **"Teachers' need for authentic assessment to assess writing skill at grade VII of junior high schools in Teluk Kuantan".** The aim of this research was to find out teachers' need on authentic assessment to assess writing skill of grade VII students at junior high schools. This is a survey study. The data were collected through interview with English teachers of junior high schools in Teluk Kuantan. The interview was focused on the teachers' wants on authentic assessment for writing skill. The finding show that there are several types of authentic writing, portofolio, performance assessment, journal and project/exhibition, and teachers need simple analytical scoring rubrics.

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

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

C. Conceptual Framework

In this research, the researcher provided the conceptual framework in order to make this research become more understandable. The conceptual framework could be seen below:

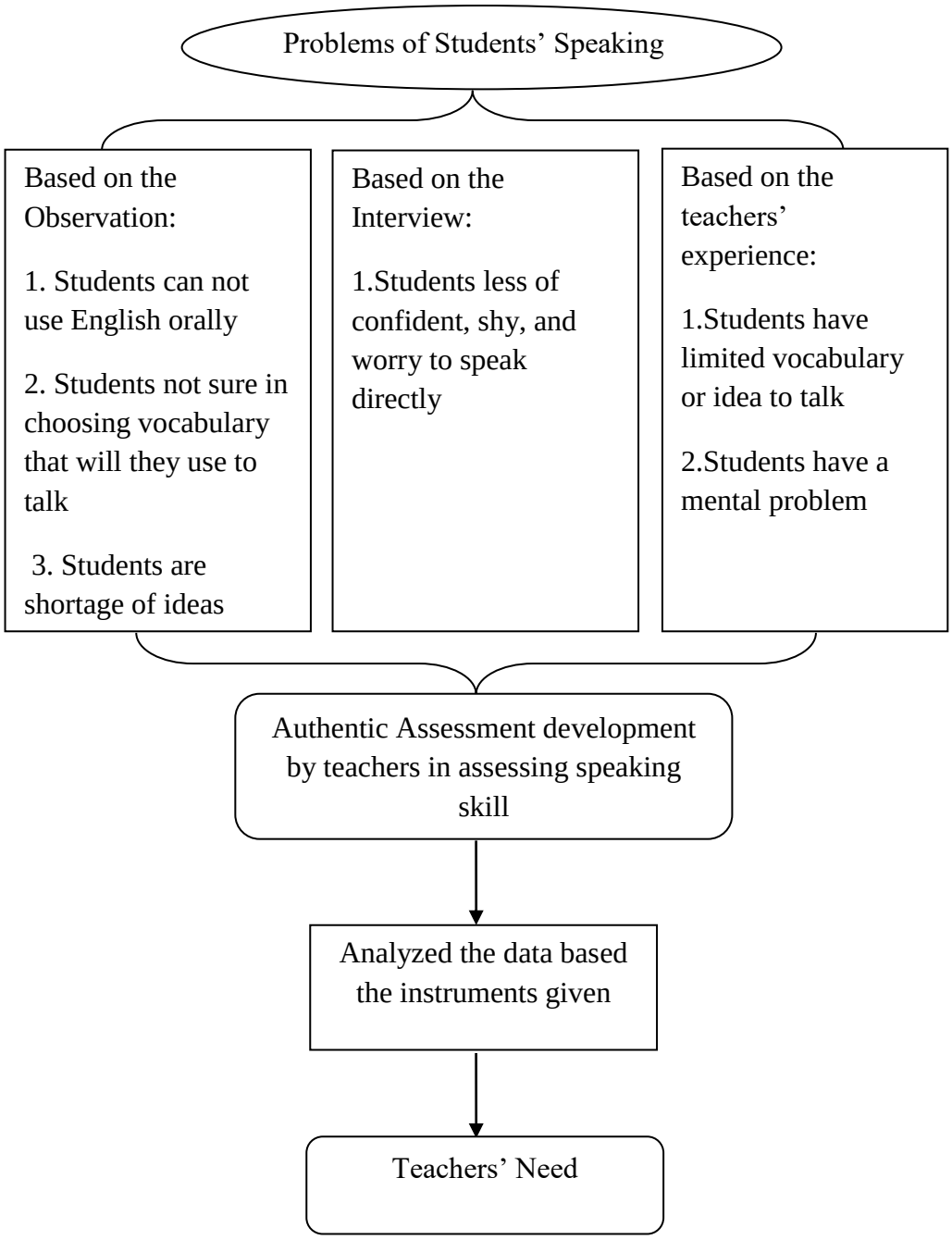


Figure 2.1. The Conceptual Framework

From the conceptual framework above, the purposes of this research will investigate what the teachers' need to authentic assessment development in speaking skill at eighth grade students MTs.N 6 Agam. In this research, the researcher uses O'Malley's statements about the students use their knowledge effectively to solve their problem in their real life in authentic assessment.[47] In addition, authentic assessment is the process of evaluation which involves some activities. By using O'Malley's statements can answer the research questions of this research. After that, the researcher investigates what the teachers' need to authentic assessment development in speaking skill. Then, researcher makes the instrument of this research to collect the data. After getting the data, researcher will analyze it. Last, the researcher will find the purposes of this research as the finding.

[47] O'Malley, J.M & Pierce, L.V. 1996. *Authentic Assessment for English Language Learning : Practical Approaches for Teachers*. New York : Addison-Wesley Publishing Company

CHAPTER III

RESEARCH METHOD

A. Setting of The Research

In this research, the researcher used descriptive qualitative research as the research design, because the researcher wants to find out and make the description about the teachers' need on the use authentic assessment by the teachers in teaching learning process as foreign language at eighth grade students of MTs.N 6 Agam Bukittinggi. According to Gay, descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study.[48] Descriptive research used description as a tool to organize data into pattern that emerge during analysis. As state by Gay that the descriptive research are concerned with the assessment of attitudes, opinion, demographic informantion, condition, and procedures.[49] The data will not be explain in numeral statistic, but it will explain in narrative.

Furthermore, descriptive research is a research which purposed to collect some information which is related to the situation when doing research.[50] Descriptive qualitative is a descriptive research which is concern to explained about things that were felt by the subject. This research was done to get information, find out, analyze and describe something related to the research such as the teachers' need on the use authentic assessment for English speaking skill at eighth grade students MTs.N 6 Agam Bukittinggi.

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[48] L.R. Gay, *Educational Research: Competencies for Analysis and Application,6th ed*, (New York: Prentice-Hall,2000), p.276

[49] L. R. Gay, Educational Research, (Singapore: Merill Publishing Company, 1990), p.189

[50] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta,2005), p.309

B. Informant of The Research

The informant is a person who gave the information.[51] The informant is chosen in order to the research could take information about the data of the research. The informant must be persons who have desire inform and are likely to be willing to give it.[52]

The data of this research gained from the teachers of eighth grade students MTs.N 6 Agam who teach English speaking subject at MTs.N 6 Agam Bukittinggi. The researcher only analyze the teachers' need on authentic assessment development by the teachers in teaching speaking process. In this research, the researcher has two teachers who teach English speaking subject of MTs.N 6 Agam as the participant because only two teachers who teach English subject at eighth grade students there.

C. Technique of The Data Collection

A qualitative research possibly can use several techniques, observations, interview, questionnaire, and records. Specifically to this research, the researcher does the following techniques to collect the data:

1. Observation

   Observation is a process of monitor and systematic research toward some indication that appear in object of the research. The researcher acted as a passive observer where the researcher does not play any role on the teaching and learning process of English subject. The researcher choosed a strategic spot in the classroom. So, the researcher can capture every single phenomenon happened in the classroom during the process of teaching and learning.

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[51] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2006), p.145

[52] L. R. Gay, Educational Research, (Singapore: Merill Publishing Company, 1990), p.196

2. Interview

Interview is a conversation between interviewer and interviewee in getting information through some questions and responses. The purposed of interview is to get some information from interviewee. According to Syamsuddin and Damaianti, conduct interviews for the purpose of conduction going on right now about people, events, activities, organization, feeling, motivation, recognition, concerns, and so on.[53] The researcher will do interview to the two teachers who taught English subject of MTs.N 6 Agam. Through interview, the researcher is able to get deeper information from the students about teachers. The interview from a quid interview type.

Furthermore, interview is as supporting technique in collecting data beside observation. The researcher prepared several tools or instruments which help in interview process such as list of questions , notebook, and others that support the interview run well. The researcher directly related the questions that were asked about the teachers need on the use authentic assessment for English speaking skill at eighth grade of MTs.N Agam.

3. Documentation

The researcher collected the data by using documentation. Arikunto state that documentation is to search the data about circumtances or variable which is like notes, transcripts, books, newspapers, megazines, etc.[54] The purposed of documentation is to identify the teachers' need for authentic assessment to assess speaking skill. In this research, the researcher used pictures to identified.

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[53] Syamsuddin AR & Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya,2007), p.94

[54] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ... p.236

D. Technique of The Data Analysis

Data analysis is the process of organizing and arranging the data into pattern, category, and the basic explanation in order to get the result of the data. The data were gathered by using observation and interview. The researcher analyzed the data related to descriptive qualitative after collected the data through the data collection method. They were showed and interpreted the data accurately. According to Sugiyono, there are several steps to analyze the data from observation and interview, Miles and Huberman state that in qualitative data analysis done interactively and continuously carried through to completion so that the data was valid.[55] It means that the researcher did the observation and interaction with the object that observed is continuously , the steps as follow:

1. Data Collection

   The researcher collects the data through interview to know the teachers' need on the use authentic assessment for English speaking skill at eighth grade of MTs.N 6 Agam.

2. Data Reduction

   The researcher resumes the data focus on the research aspects and unnecessary aspects were reduced by researcher.

3. Display the Data

   The researcher makes the result of the research; consist of the teachers' need on the use authentic assessment for English speaking skill at eighth grade of MTs.N 6 Agam.

[55] Sugiyono.2009. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R&D*, Bandung. Alfabeta

4. Conclusion

   The researcher concludes the discovery that is found based on the teachers' need on the use authentic assessment for English speaking skill at eighth grade of MTs.N 6 Agam.

E. Triangualation of The Data

Triangulation of the data is the way to check the credibility of the data in qualitative research by using some technique of data collection and some source of the existing data. Triangulation by using some technique means that using different technique to collecting data for getting the data from the same source. William Wiersma in Sugiyono states that triangulation is qualitative cross-validation.[56] It assesses the sufficiency of the data according to the convergence of multiple data sources of multiple data collection procedures. Triangulation is devined as checking the data from a variety of means or technique, resources and time. Thus, the researcher used techniques triangulation type.

Triangulation techniques was done by checking the data get from the same source with different techniques. There will be getting valid data with certainly of the data. Therefore, the use of triangulation is the effort that do in a research to give representation which more holistic about research subject. The researcher of triangulation in qualitative research based on the different reason.

[56] Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R&D*, Bandung: Alfabeta, p.338

CHAPTER IV

FINDING AND DISCUSSION

In this section, the researcher presents the data collected from July 21th 2018 to July 30th 2018 at second grade teachers of MTs N 6 Agam. The data is presented to answer the research questions about what are the teachers' need for authentic assessment to assess speaking skill at MTs.N 6 Agam, Bukittinggi. The finding describes about the data obtained from observation and interview. Meanwhile, the discussion describes about several differences.

A. Finding

The aim of this research is to find the teachers' need for authentic assessment to assess speaking skill of eighth grade students at MTs N Agam. This research conducted at MTs N 6 Agam that located in Kubang Putiah street, Banuhampu. At that school, there are two teachers who taught English speaking subject at the eighth grade students of MTs N Agam. Both of the teachers were as the informant of this research, teacher A and teacher B.

The data were obtained in the form of observation, interview and supported with documentation. The data collection from July 21th until July 30th 2018. The researcher used the observation and interview to collect the data about the teachers' need. The researcher observed the English teacher in teaching and learning process, the observation was done for four meetings in the eighth grade students' class with consist of 2 classes, VIII.3 and VIII.4. Those data was describe below:

1. Observation

From the observation done for four meetings, the researcher found that most of the types of authentic assessment needed by teachers in high categories. There are oral interview, story or test retelling, writing samples, projects/exhibitions, constructed-response items, teacher observations, and portofolios. It observed from all of the meetings, the teachers applicated almost of them. It could be explained below:

a. Oral interviews

In the first meeting observed, teacher A did not attract the students' attention and asked students about their background knowledge about the material. It observed, the teacher did not encourage the students who were lazy to study and silent in the class. Some of students seem sleepy and bored, some of them did not pay attention to the teacher axplanation. The researcher found in the observation, the teacher wasted her time in checking the students tasks before on by one in her table.[57] It was not effective and made the students bored to learn and some students walked around or cheated to their friend.

In the third meeting, teacher A generated the students' knowledge by asked the students several questions about the topic material. It proved, after the teacher gave the topic material of the lesson for that meeting, the teacher said,*"Ananda pernah membaca cerita tentang binatang atau sebuah tempat? Tentang apa? Cubo caritoan ka Ibuk j kawan-kawan yang lain lah."*[58] It

[57] Observation, MTs.N 6 Agam, July 25th 2018
[58] Observation, MTs.N 6 Agam, July 27th 2018

showed that the teacher tried to activated the students' prior knowledge with asked about students' personal background, activities, reading or interest.

The different ways done by teacher B in the second meeting. Teacher B did the same ways to attracted the students' attention to focus to learn. It observed in the second meeting, at that meeting the teacher teach about narrative text, the teacher asked the students and one of them tell their experience after read a narrative text while the other friends were listened. The teacher asked students questions to attracted the students' attention to focus to learn. The teacher said, *"bagaimana menurut Ananda semua penampilan Ibuk hari ini?Coba berikan pendapat Ananda?"*[59] It made the students' attention focused to the teacher in front of the class and leave the things that disturb the lesson. It encouraged the students to become focused.

In the fourth meeting, teacher B also did the same ways with the meeting before. The teacher build students attention with asked students about their experience. The teacher said,*"Siapa dari Ananda Ibuk yang pernah ke Jam Gadang? Atau ka Lubang Japang? Siapo yang bisa mancaritoan ka Ibuk baa bantuak Jam Gadang?"*[60] It made the students interested to learn and become focus because the teacher asked about their experience and interest. It encourage the students to payed attention to the teacher.

b. Story or test retelling

In the first meeting, the researcher found that teacher A used several picture to complete the materials. Besides as the material, the picture useful to

[59] Observation, MTs.N 6 Agam, July 23th 2018
[60] Observation, MTs.N 6 Agam, 27th 2018

attract students attention and emotion. It showed when the teacher would started to axplain the material, she said, *"Coba lihat sekarang. Ibuk punyo gambar-gambar ditangan Ibuk. Gambar apa ini Ananda?"*[61] when the teacher told students that she took several pictures, all of students immediately pay attention to the teacher and they seem curious. It proved that using media like pictures can attract students attention and curiosity.

The researcher also found that teacher A used text to teach narrative text when did the third observation. The teacher wrote down on the clipboard and then read the text together with the students. The teacher said, *"Nah, sudah Ibuk tuliskan di depan sebuah teks. Tentang apa teks tersebut? "My Cat" yaaa.. kucing saya. Kita baca bersama-sama ikuti Ibuk yaa.."*[62] The teacher also asked some students to retell selected detail of the text, she said, *"Adek, coba sebutkan apa saja ciri-ciri kucingnya Anna itu tadi? What are the characteristics of the cat?"*[63] It is the way that teacher used to attract the attention of the students and make all of students pay attention and participated in the learning.

The same thing was done by teacher B. She used a text when teach narrative text. In the second and fourth meeting, the teacher asked students to read the text that have been determined in their worksheet book. She said, *"Silahkan Ananda buka buku LKS Ananda halaman 24, disana ada sebuah text berjudul "Timun Mas". Kemudian nanti kita baca secara bergantian."*[64]

[61] Observation, MTs.N 6 Agam, 23th 2018
[62] Observation, MTs.N 6 Agam, 27th 2018
[63] Observation, MTs.N 6 Agam, 27th 2018
[64] Observation, MTS.N 6 Agam, 25th 2018

It showed that the type of authentic assessment used by teacher is text for story and test retelling as the type of authentic assessment needed.

c. Writing samples and Projects/Exhibitions

In writing samples to generate a certain text, teacher A asked students to complete a project in content area. It proved by the observation, the researcher saw the teacher asked the students to made a text narrative with the topic "decribing people" in pairs.[65] Worked in the group or pairs were one of the effective ways to improve students knowledge, students' knowledge were getting wider and they can exchanged their mind.

While, in the next meeting the teacher did not gave students a task or exercises to be done in group but the teacher gave students axercises to done individually. The teacher asked students to made a dialogue about asking opinion and then collect to the teacher.

The same thing was done by teacher B. In the second and the fourt meeting observed she asked students to worked in a group and pairs. The teacher also asked students to made a narrative text in group with the topic historical place and the next meeting the teacher asked students to complete the exercises by themself in teaching showing time material.[66] It made the students become competent and felt involve and interact with other people.

d. Experiments / demonstrations

In complete experiment or demonstrated the using of materials, the researcher did not found both the teacher A and teacher B done it in teaching.

[65] Observation, MTs.N 6 Agam, 23th 2018
[66] Observation, MTS.N 6 Agam, 25th 2018

e. Constructed-response items

In taking students response in speaking to open-ended questions, teacher A did it by gave responses directly to the students who asked the questions. In the research observation, she only explain the answer from the questions to students who asked and let other students who did not want to know with the answer from their friend's question.[67]

While, the teacher B applyed different teaching method in teaching. Based on the researcher observation in the third meeting, when the teacher explained the material and some students asked her several questions, she asked other students tried to answer the question from their friend. After that, if there were no students could answer then the teacher answer it. When the other students made noisy, the teacher changed her method, the teacher called the name of students to answer the question.[68] It made the students payed attention and did not bored in the class.

f. Teacher observation

In observing students attention and making a good interactions with other students, teacher A made herself easy to understood for students, she used the words that were familiar and easily undersatandable for students, sometimes she also explained the materials with mixing English and Indonesian language. It could make the students pay attention to her and showing enthusiasm and interest. In the observation, the researcher saw the teacher

[67] Observation, MTs.N 6 Agam, 23th 2018
[68] Observation, MTS.N 6 Agam, 25th 2018

prepared the materials well and explained every detail of the material to all students. [69]

The teacher B always showed an enthusiasm in all meeting observed. In all meeting, the teacher looked spirit in presented the lesson and designed good class activities. The teacher did not only explain material to some students but to all of students in that class. The teacher spreaded the view for all of students and gave feedback to every responds from the students. Sometimes, the researcher also saw the teacher made jokes to attracted back the students attention and called the names of students who made a noisy. Teacher B seem prepared herself well before teaching and looked so detail when explained the material to all students.[70]

g. Portofolios

In all meeting observed. The researcher found the teacher A focused to collected students' work to show progress over time. The teacher called students name one by one and gave a mark on students book.[71]

In line with teacher A, teacher B did the same way to collect students work. The teacher called students name one by one come to her table and marked students work.

From the observation, the researcher also found the characteristics of authentic assessment needed by teacher. It observed from all of the meetings, the teachers applicated almost of them. It could be explained below:

[69] Observation, MTS.N 6 Agam, 27th 2018
[70] Observation, MTS.N 6 Agam, 27th 2018
[71] Observation, MTS.N 6 Agam, 27th 2018

a. Simple and familiar

In characteristis of simple and familiar authentic assessment, both teacher A and teacher B did the same thing. They used authentic assessment that simple and familiar in students daily life. Teacher A said that the students of eighth grade were one grade above Elementary School, so the material should be as easy as possible so that could be understood by students and would be applied directly in their daily life.

b. Communicative

When did the observation from the first meeting until the fourth meeting, the researcher found that both teacher A and teacher B used communicative speaking assessment. Materials which related with daily life made the students could express their opinion freely while teaching and learning process. The researcher also saw that the teachers did not only call the students who knows an trouble maker, the teacher also called the smart and dilligent students, and the teacher also called the silent and lazy students. It made the students close with the teacher.[72]

c. Clear scoring rubrics

The researcher did not find both of the teachers showed a clear scoring rubrics in teaching and learning process.[73] Is because the students also never asked about that.

[72] Observation, MTS.N 6 Agam,23th, 25th, and 27th, 2018
[73] Observation, MTS.N 6 Agam,23th, 25th, and 27th, 2018

d. Doing continuously

In doing assessment continuously, the researcher found that teacher A and teacher B did not apply assessment continuously during teaching and learning. The teachers only assess students at certain times such as when gave an exercises or quizzes.[74]

The next item that the researcher found when did observation is about the ways to administer the authentic assessment needed by teacher. There are:

a. Scoring rubrics

The scoring rubrics that teacher A used for assess the students speaking had several criteria. There are fluency, accuracy, intonation, and diction. Same with teacher A, teacher B also used the same things for rubric assessment.

b. Doing assessment in and outside the classroom

In all meetings observed, the researcher did not see the teachers assessed students outside of the classroom. The researcher found the teacher A and teacher B only assessed speaking students in the classroom.[75]

c. Giving students time to ask questions

In giving students time to asked questions, teacher A used words that could attract students to asked questions first. Because based on the teacher A' perception, when she gave students a question to provoke, the students would ask question. But if she just asked about students undestanding, the students would not ask to her.

[74] Observation, MTS.N 6 Agam,23th, 25th, and 27th, 2018
[75] Observation, MTS.N 6 Agam,23th, 25th, and 27th, 2018

For the teacher B the researcher did not find that teacher used words to provoked to attract students to asked questions. Teacher B only asked students about their comprehension after teaching and learning process.[76]

d. Giving a model and example before doing assessment

In giving a model and example before doing assessment, only teacher B had done it. When the researcher observed, the teacher B gave example about narrative text. The teacher and students discuss about the generic structure and after that translate it to Indonesian language. And the next meeting, teacher B gave example about showing time material.[77] It was a effective way to made students more comprehend about the material that teacher teach at that day. In different ways the teacher A in all meeting observed did not gave example before doing exercises or tasks.

The researcher conclude that, from the observation teacher A and teacher B need six items as the types of authentic assessment, three items of characteristics authentic assessment and also three ways to administer the authentic assessment to assess students speaking skill.

2. Interview

From the interview with teacher A and teacher B, the researcher found that what were the researcher saw when did observation in line with what were the interviewee explained to the interviewer. The first thing is about types of authentic assessment needed by teacher, it could be axplain below:

[76] Observation, MTs.N 6 Agam, July 25th, 27th 2018
[77] Observation, MTs.N 6 Agam, July 25th, 27th 2018

a. Oral interview

The researcher asked to teacher A about her ways that she had done in building oral interview with the students out of the researcher's observation, she explained:

> *"Ibuk jarang nyo mananyoan personal background, activities atau interest tu, lai ado cuma jarang. Tergantung topiknyo kalau misalnyo pengenalan diri baru ado personal background nyo kan kayak kelas VII introduction gitu tapi kalau untuak kelas VIII jarang nyo."*[78]

The researcher also found the another ways of building students personal background, activies and interest in interview with teacher B, she said:

> *"Kalau pertanyaan semacam itu ada Ibuk tanyakan. Tentu sebelum kita menjelaskan materi kita tanyakan dulu personal background anak-anak, apa yang mereka sukai kan terkait dengan materi kita. Kita pancing dulu perhatian siswa kepada kita, talabiah kalau lah siang pangana anak-anak tu ndak di dalam lokal lai."*[79]

b. Story or test reteling

Teacher A also revealed that for teaching learning speaking for eighth grade students, teacher rarely gave a text, picture, or a record. In interview with teacher A, the teacher said, *"Kalau teks ado tapi kalau recorder emang ndk ado do."*[80] The teacher explained that the reason for teachers could not used the recording also because the limitation of the audio and the other supporting material at school.

It was supported by the interview of the researcher with teacher B. The researcher asked the teacher about the text that teacher used, she said:

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[78] Warliati, Personal Interview, English teacher, Monday July 30th 2018
[79] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018
[8080] Warliati, Personal Interview, English teacher, Monday July 30th 2018

"Text ada Ibuk pakai tergantung materi, kalau materinyo bisa pakai teks atau gambar, Ibuk pakai. Kalau indak, ndak juo. Kalau rekaman umpamo ndak ado juo Ibuk pakai do."[81]

c. Writing samples and Projects/Exhibitions

In writing samples to generate a certain text, teacher A asked students to complete a project in content area. While, in the next meeting the teacher did not give students a task or exercises to be done in group but the teacher gave students axercises to done individually. It proved in the researcher observation and also justified by the teacher in the interviewed, she said:

"Lai, ado. Mancaliak materinyo lo kan. Kalau materinyo membutuhkan untuk dibagi perkelompok ya dibagi kalau dialog bantuak introduction atau tenses misalnyo personal lai."[82]

The same thing was done by teacher B. In the second and the fourt meeting observed she asked students to work in a group and pairs. It was supported by the interview of the researcher with teacher B. The researcher asked the teacher about the way to manage students writing sample and project/exhibition, she explain below:

"Untuak manyalasaian tugas atau latihan biasonyo Ibuk membagi sesuai kebutuhan. Kalau nyo barek atau lamo salasai dek anak tu dibagi supayo bisa karajo samo. Kalau rasonyo bisa surang-surang individu se.."[83]

d. Experiments / demonstrations

In completing experiment or demonstrating the using of materials, the researcher did not find both the teacher A and teacher B did it in teaching. it was supported by the interview with teacher B, she explained:

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[81] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018
[82] Warliati, Personal Interview, English teacher, Monday July 30th 2018
[83] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018

"Jarang Ibuk maagiah tantangan atau manyuruah siswa mendemonstrasikan materi bantuak tu nyo. Ibuk se yang manjalehan nyo. Lai di suok an se ka anak tu payah juo kadang nyo manangkoknyo. Ndak ado Ibuk terapkan itu do."[84]

It also supported by the interview with another informant, she justified that she never gave the challenge or asked students to complete experiment or demonstrated the using of materials in learning. It concluded, both of the teachers did not ask the students to make an experiment.

e. Constructed-response items

In taking students response in speaking to open-ended questions, teacher A did it by giving responses directly to the students who asked the questions. While, the teacher B applied different teaching method in teaching. Based on the researcher observation in the third meeting, when the teacher explained the material and some students asked her several questions, she asked other students tried to answer the question from their friend. The researcher asked the teacher about her method in teaching, she explained:

"Iyo, Ibuk mode tu. Katiko anak batanyo ka Ibuk, Ibuk lempar dulu ke siswa. Supayo apo? Supayo nyo manyimak kasadoannyo. Kalau indak nyo maribuik se di belakang tu bagai, yang baraja yang di muko se jadinyo."[85]

f. Teacher observation

In observing students attention and making a good interactions with other students, teacher A made herself easy to understand for students, she used the words that were familiar and easily undersatandable for students. It also

[84] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018
[85] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018

supported by interview by interviewee with teacher A about students attention to the teacher, she said:

> *"Ada, cuma jarang lah. Masalahnyo anak anak kini perhatiannyo ka guru tu kurang lah, ke hal-hal yang ndak perlu yang di perhatiannyo. Kadang-kadang penampilan guru lah, yang lain-lain lah, awak se yang mampartiannyo lai".*[86]

In line with teacher A, teacher B always showed an enthusiasm in all meeting observed. The teacher did not only explained material to some students but to all of students in that class. The teacher spreaded the view for all of students and gave feedback to every responds from the students. The teacher explained when did interview, she said:

> *"Ado, sanang Ibuk, samangaik Ibuk kalo maaja tu siswa mamparatian Ibuk sadonyo. Kalau lah agak lengah nyo tu Ibuk panggia namonyo supayo mamparatian nyo baliak, tapi untuak mambuek siswa mamparatian nan yo bana mamparatian tu payah juo, kadang kan matonyo ka awak pangananyo antah dima-dima, badan nyo nan di lokal tapi pangana yo lah tibo dima-dima, payah juo mambuek anak-anak tu fokus.. ".*

g. Portofolios

In every meeting observed. The researcher found the teacher A focused to collected students' work to show progress over time. The teacher called students name one by one and gave a mark on students book. It was supported by the interview, the teacher said:

> *"Iyolah. Kalau di Ibuk kan metode nyo mode ko, misalnyo kan ado tugas kini kan ado jurnal nyo, sia yang ndak mambuek PR ado tindak lanjutnyo. Tiok anak tu ado tugas atau PR kalau di Ibuk, Ibuk panggia nyo surang-surang tu di ceklis. Kalau silang silang berarti nyo ndak mangarajoan, diagiah tindak lanjut mangarajoan baliak atau di hukum tapi bukan hukuman fisik misalnyo hafalan kosa kata".*[87]

[86] Warliati, Personal Interview, English teacher, Monday July 30th 2018
[87] Warliati, Personal Interview, English teacher, Monday July 30th 2018

In line with teacher A, teacher B was done the same way to collect students work. The teacher called students name one by one come to her table and marked students work. It was justified of the teacher by the interview, she said:

> *"Kalau mangumpuan tugas atau latihan anak tu, Ibuk panggia namonyo surang-surang maju ka muko supayo langsuang tatandoi dek Ibuk ma nan mangarajoan ma nan indak mangarajoan tu. Masuak ka buku jurnal Ibuk kali..."*[88]

The second thing that the researcher found when did interview with teacher A and B is about the characteristics of authentic assessment needed by teacher, it could be explained below:

a. Simple and familiar

In characteristis of simple and familiar authentic assessment, both teacher A and teacher B were done the same thing. They used authentic assessment that simple and familiar in students daily life. It was supported with the interview between the interviewee and teacher A, she explained:

> *"Iya harus tu. Masalahnyo tu wak kan SMP baru setingkat diateh SD kan jadi harus sesimple mungkin. Apalagi SD kini kan ndak belajar bahasa inggris lai, jadi harus dari bawah-bawah dulu memang harus dari dasar wak dan harus simple".*[89]

Teacher B also justified that she used the authentic materials which simple and familiar related with students daily life. It also supported by the interview, she said:

> *"Iya kalau authentic assessment kan berhubungan dengan kehidupan sehari-hari, jadi apo yang nampak sehari-hari tu lah yang digunakan.*

[88] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018
[89] Warliati, Personal Interview, English teacher, Monday July 30th 2018

seperti kosa kata nyo, topik nyo, supayo langsung dapat dicerna dan digunakan anak dalam kehidupannyo...”[90]

b. Communicative

The researcher found that both teacher A and teacher B used communicative speaking assessment. In interview, teacher A said that, *“Penilaian nyo yo harus komunikatif apalagi kalau dalam speaking kan”.*[91] Teacher B also said that, *“Iyaaa..harus komunikatif..”*.[92]

c. Clear scoring rubrics

The researcher did not find both of the teachers showed a clear scoring rubrics in teaching and learning process.[93] It because the students also never asked about that. Teacher A said:

“Mungkin kalo di murid ndak terlalu mamikian nyo mungkin masalah jelas atau indak, yang penting ado penilaian awak. Ndak lo ado Ibuk jalehan penilaian wak mode tu do kadang kadang nyo.”[94]

Teacher B also justified about that, she said:

“Ibuk ndk pernah lo manyabuik ka siswa tentang rubrik penilaian do, Ibuk se nan tau, kalau dek siswa tu yang perlu tu nilai dek nyo, masalah baa penilaian guru ndak jadi masalah gai dek anak-anak tu. Tapi lai Ibuk buek rubrik nyo dengan kriteria yang sesuai dengan speaking”.

d. Doing continuously

In doing assessment continuously, the researcher found that teacher A and teacher B did not apply assessment continuously during teaching and learning. The teachers only assess students at certain times such as when gave an

[90] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018
[91] Warliati, Personal Interview, English teacher, Monday July 30th 2018
[92] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018
[93] Observation, MTS.N 6 Agam,23th, 25th, and 27th , 2018
[94] Warliati, Personal Interview, English teacher, Monday July 30th 2018

exercises or quizzes. One of the informant said that, *"terus menerus selama pelajaran ndak do Ibuk terapkan do, paling kalau latihan"*

The last thing that the researcher found when did interview with teacher A and teacher B is about the ways to administer the authentic assessment needed by teacher. Almost of the ways that applied by teachers although sometimes in different ways. It could be explained below:

a. Scoring rubrics

The scoring rubrics that teacher A used for assess the students speaking had several criteria. There are fluency, accuracy, intonation, and diction. Same with teacher A, teacher B also used the same things for rubric assessment. It was supported by the interview, teacher A explained:

> *"Rubrik penilaian yang Ibuk pakai samo nyo, kriterianyo yo kayak kelancaran, tekanan suaronyo, pemilihan katonyo, yo kayak kayak itu lah. Samo tu nyo, mambuek nyo ndak Ibuk surang do, basamo j guru-guru lain.."*[95]

b. Doing assessment in and outside the classroom

The researcher found the teacher A and teacher B only assessed speaking students in the classroom. It proved when the researcher asked teacher A in interview, she explained:

> *"Banyaknyo emang didalam, tapi karna bersangkutan jo karakter kadang diluar pun dinilai juo".*[96]

In line with teacher A, teacher B also said:

> *"Kalau diluar yang berkaitan jo karakter dan kehidupan sehari-hari siswa nyo tapi emang kebanyakan aktifitas siswa dikelas yang dinilai".*[97]

[95] Warliati, Personal Interview, English teacher, Monday July 30th 2018
[96] Warliati, Personal Interview, English teacher, Monday July 30th 2018

c. Giving students time to ask questions

In giving students time to asked questions, teacher A used words that could attract students to asked questions first. It was supported by the interview with teacher A, she said:

> *"..Kalau ka batanyo tu jarang nyo. Makonyo Ibuk panciang anak-anak tu dengan pertanyaan "kalau ndak ado yang batanyo, Ibuk yang batanyo", baru batanyo anak-anak tu du. Tapi kalo indak di panciang, nyo paham paham se kecek nyo tu.."*[98]

In contrast with teacher A, the researcher did not found that teacher used words to provoked to attract students to asked questions. Teacher B only asked students about their comprehension after teaching and learning process.

d. Giving a model and example before doing assessment

In giving a model and example before doing assessment, only teacher B had done it. It was supported by the interview, the teacher B explained:

> *"... Ibuk agiah contoh dulu, dibahas basamo-samo. Alah mangarati anak tu, ndak ado yang batanyo lai baru Ibuk agiah latihan.."*[99]

In different ways the teacher A in all meeting observed did not give example before doing exercises or tasks. It justified by teacher A when did interview, she said:

> *"...ndak ado do, jarang Ibuk agiah contoh ny on o. Ibuk langsuang se nyo.."*

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[97] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018
[98] Warliati, Personal Interview, English teacher, Monday July 30th 2018
[99] Sofianti, Nomi, Personal Interwiew, English teacher, Monday July 30th 2018

In conclusion, based on the interview conducted by researcher, the researcher found that what were said by the teachers in accordance with what has been researcher saw when did observation. Almost the types, the characteristics, and the ways to administer the authentic assessment applied by the teacher although not optimal yet.

3. Documentation

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

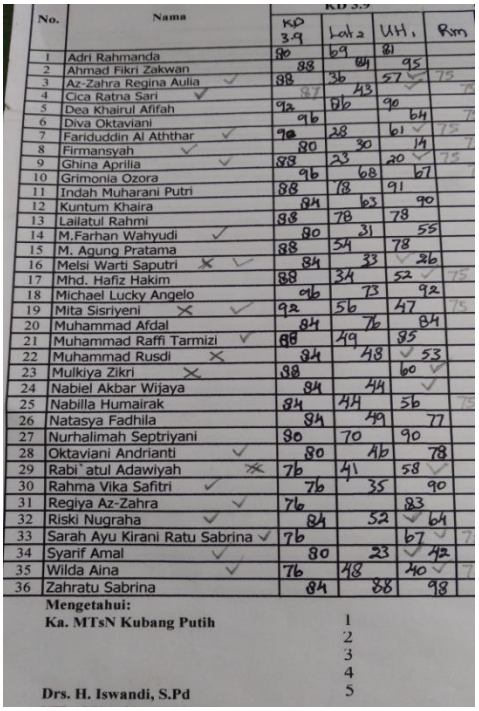
a. Types of authentic assessment

1.) Oral interview

Teacher B attracted the students' attention to focus to learn and build students attention with asking students about their experience.



The teacher gave checklist to the students' name who are actively talk in the class.



No.	Nama	KD 3.9	Lab 2	UH 1	Rata
1	Adri Rahmanda	80	69	81	
2	Ahmad Fikri Zakwan	88	64	95	
3	Az-Zahra Regina Aulia	88	36	57	
4	Cica Ratna Sari	87	43		
5	Dea Khairul Afifah	92	56	90	
6	Diva Oktaviani	96		64	
7	Fariduddin Al Aththar	90	28	61	
8	Firmansyah	80	30	14	
9	Ghina Aprilia	88	23	20	
10	Grimonia Ozora	96	68	67	
11	Indah Muharani Putri	88	78	91	
12	Kuntum Khaira	84	63	90	
13	Lailatul Rahmi	88	78	78	
14	M.Farhan Wahyudi	80	31	55	
15	M. Agung Pratama	88	54	78	
16	Melsi Warti Saputri	84	33	26	
17	Mhd. Hafiz Hakim	88	34	52	
18	Michael Lucky Angelo	96	73	92	
19	Mita Sisriyeni	92	56	47	
20	Muhammad Afdal	84	76	84	
21	Muhammad Raffi Tarmizi	88	49	85	
22	Muhammad Rusdi	84	48	53	
23	Mulkiya Zikri	88		60	
24	Nabiel Akbar Wijaya	84	44		
25	Nabilla Humairak	84	44	56	
26	Natasya Fadhila	84	49	77	
27	Nurhalimah Septriyani	90	70	90	
28	Oktaviani Andrianti	80	46	78	
29	Rabi`atul Adawiyah	76	41	58	
30	Rahma Vika Safitri	76	35	90	
31	Regiya Az-Zahra	76		83	
32	Riski Nugraha	84	52	64	
33	Sarah Ayu Kirani Ratu Sabrina	76		67	
34	Syarif Amal	80	23	42	
35	Wilda Aina	76	48	40	
36	Zahratu Sabrina	84	88	98	

Mengetahui:
Ka. MTsN Kubang Putih

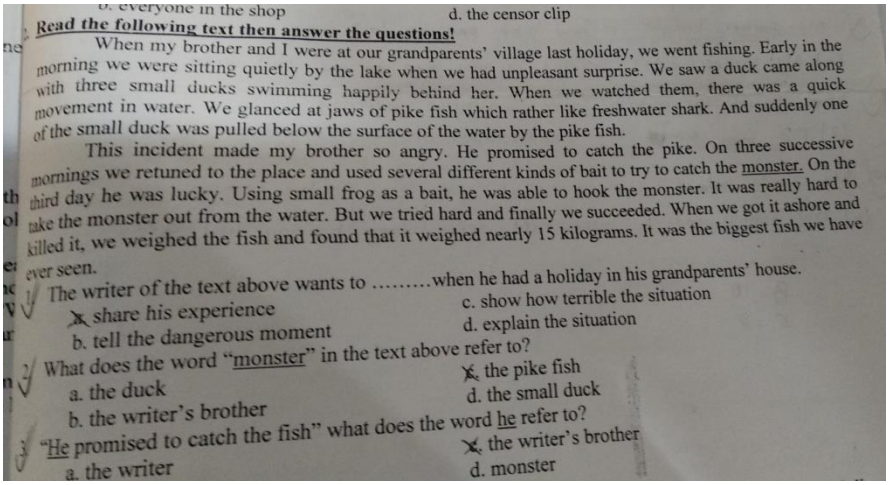
Drs. H. Iswandi, S.Pd

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3
4
5

2.) Story and test retelling

The teacher asked students to read the text that have been determined in their worksheet book. It showed that the type of authentic assessment used by teacher is text for story and test retelling as the type of authentic assessment needed.





b. everyone in the shop d. the censor clip

Read the following text then answer the questions!

When my brother and I were at our grandparents' village last holiday, we went fishing. Early in the morning we were sitting quietly by the lake when we had unpleasant surprise. We saw a duck came along with three small ducks swimming happily behind her. When we watched them, there was a quick movement in water. We glanced at jaws of pike fish which rather like freshwater shark. And suddenly one of the small duck was pulled below the surface of the water by the pike fish.

This incident made my brother so angry. He promised to catch the pike. On three successive mornings we retuned to the place and used several different kinds of bait to try to catch the monster. On the third day he was lucky. Using small frog as a bait, he was able to hook the monster. It was really hard to take the monster out from the water. But we tried hard and finally we succeeded. When we got it ashore and killed it, we weighed the fish and found that it weighed nearly 15 kilograms. It was the biggest fish we have ever seen.

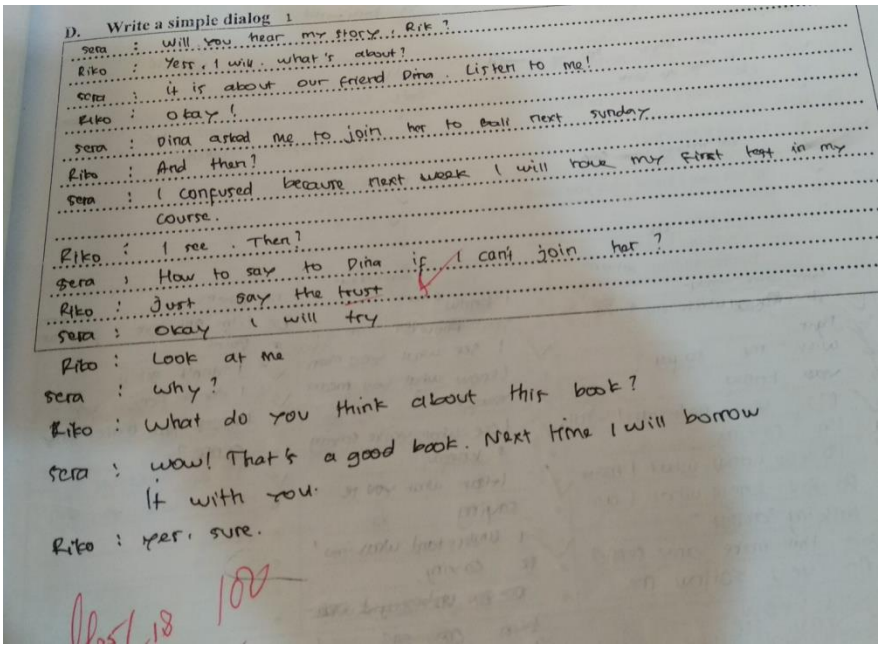
1. The writer of the text above wants to .....when he had a holiday in his grandparents' house.
   a. share his experience c. show how terrible the situation
   b. tell the dangerous moment d. explain the situation
2. What does the word "monster" in the text above refer to?
   a. the duck c. the pike fish
   b. the writer's brother d. the small duck
3. "He promised to catch the fish" what does the word he refer to?
   a. the writer c. the writer's brother
   d. monster

3.) Writing samples and projects/exibitions

The teacher did not give students a task or exercises to be done in group but the teacher gave students axercises to be done by theirself. The teacher asked students to make a dialogue about asking opinion and then collect to the teacher.



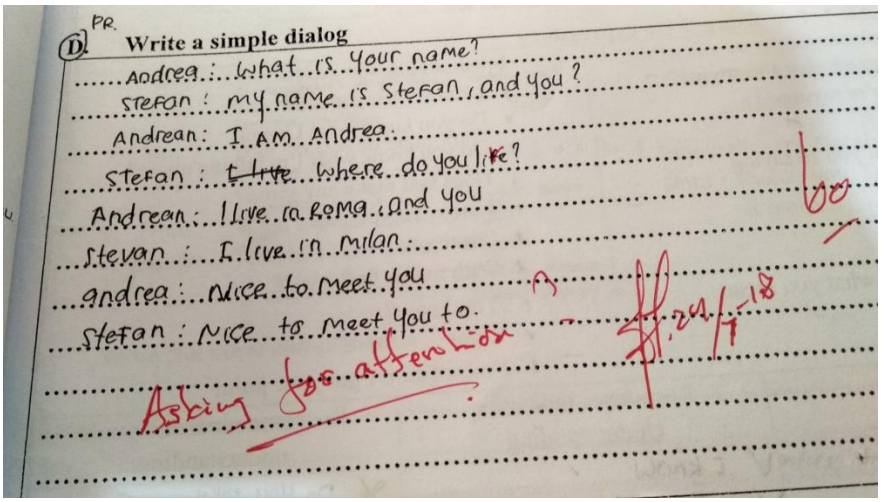
The teacher asked students to make a simple dialogue in pairs (picture A) and individually (picture B)


D. Write a simple dialog 1

Sera : Will you hear my story, Rik ?
Riko : Yes, I will. what's about?
Sera : it is about our friend Dina. Listen to me!
Riko : Okay!
Sera : Dina asked me to join her to mall next sunday.
Riko : And then?
Sera : I confused because next week I will have my first test in my course.
Riko : I see. Then?
Sera : How to say to Dina if I can't join her ?
Riko : Just say the trust
Sera : Okay I will try
Riko : Look at me
Sera : Why?
Riko : What do you think about this book?
Sera : wow! That's a good book. Next time I will borrow it with you.
Riko : Yes, sure.

100

(picture A)


PR.

D. Write a simple dialog

Andrea : What is your name?
Stefan : My name is Stefan, and you ?
Andrean : I AM Andrea.
Stefan : ~~I live~~ Where do you live?
Andrean : I live in Roma. And you
Stevan : I live in Milan.
andrea : Nice to meet you
Stefan : Nice to meet you to.

Asking for attention

100

(picture B)

4.) Constructed-response items

When the teacher explained the material and some students asked her several questions, she asked other students tried to answer the question from their friend.



5.) Teacher observation

The teacher did not only explain material to some students but to all of students in that class. The teacher spreaded the view for all of students and gave feedback to every responds from the students.



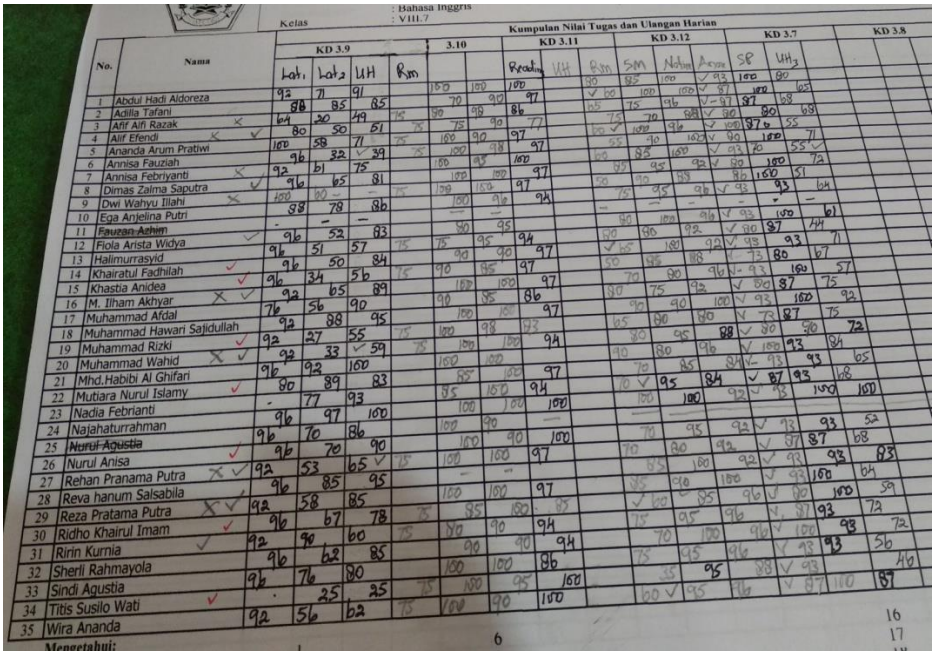
6.) Portofolios

The teacher called students name one by one come to her table and marked students work when collecting students work.





This is teacher's journal book to collect the students achievement after assessment continuously.



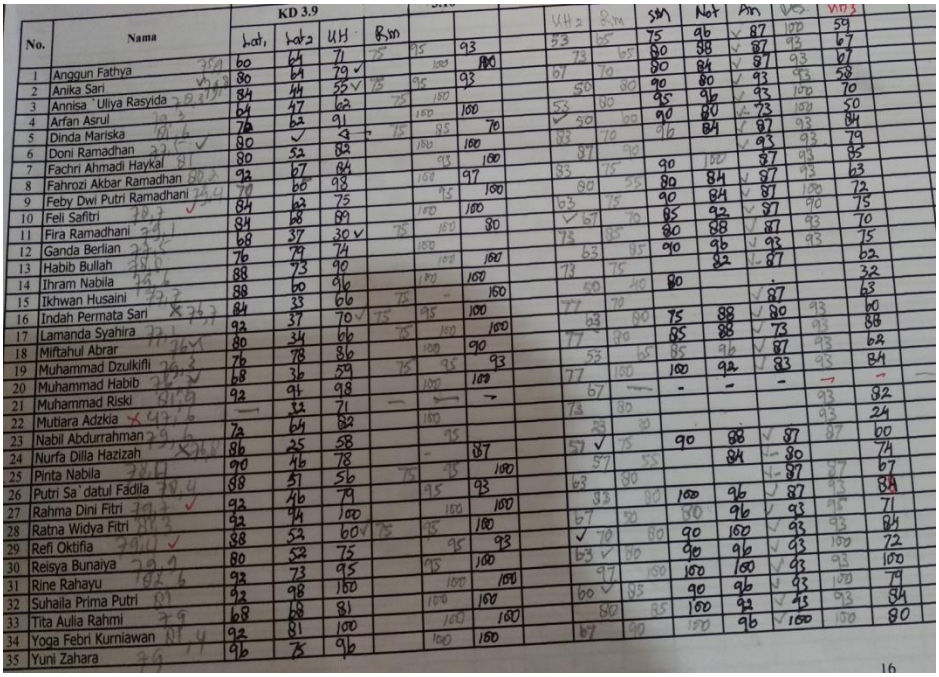
Kelas : VIII.7

Kumpulan Nilai Tugas dan Ulangan Harian

No.	Nama	KD 3.9				KD 3.10		KD 3.11		KD 3.12				KD 3.7		KD 3.8
		Hal1	Hal2	UH	Rsm			Reading	UH	Rsm	SM	Notes	Assm	SE	UH3	
1	Abdul Hadi Aldoreza	92	71	91		100	100	100		80	85	100	✓ 93	100	80	
2	Adilla Tafani	88	85	85		70	90	97		✓ 80	100	100	✓ 87	100	68	65
3	Afif Alfi Razak	64	20	49		90	90	86		65	75	96	✓ 90	80	69	
4	Alif Efendi	80	50	61		75	90	77		100	70	96	✓ 100	87	55	
5	Ananda Arum Pratiwi	100	58	71		100	90	97		85	85	96	✓ 93	100	55	71
6	Annisa Fauziah	96	32	✓ 39		100	98	97		80	85	100	✓ 90	100	70	
7	Annisa Febriyanti	92	61	75		100	100	97		85	85	92	✓ 80	100	72	
8	Dimas Zalma Saputra	96	65	81		100	100	97		80	85	96	✓ 93	100	151	
9	Dwi Wahyu Illahi	100	80	—		100	90	94		—	—	—	—	—	—	
10	Ega Anjelina Putri	88	78	86		—	—	—		80	100	92	✓ 80	87	64	
11	~~Fauzan Azhim~~	-	-	-		80	95	94		80	80	100	✓ 93	100	61	
12	Fiola Arista Widya	96	52	83		75	90	97		100	90	92	✓ 80	87	AH	
13	Halimurrasyid	96	51	57		90	90	97		85	80	92	✓ 93	93	71	
14	Khairatul Fadhilah	96	50	84		90	95	97		50	85	88	✓ 93	80	67	
15	Khastia Anidea	96	34	56		75	100	100		70	90	96	✓ 93	100	57	
16	M. Ilham Akhyar	92	65	89		90	85	97		80	75	92	✓ 80	87	75	
17	Muhammad Afdal	76	56	90		90	100	86		90	90	100	✓ 93	100	92	
18	Muhammad Hawari Sajidullah	92	88	95		100	100	97		65	80	80	✓ 73	87	75	
19	Muhammad Rizki	92	27	55		100	98	93		80	95	88	✓ 80	90	72	
20	Muhammad Wahid	92	33	✓ 59		100	100	94		90	80	96	✓ 100	93	84	
21	Mhd.Habibi Al Ghifari	96	92	100		100	100	97		70	85	84	✓ 93	93	65	
22	Mutiara Nurul Islamy	80	89	83		85	100	94		10 ✓	95	84	✓ 87	93	68	
23	Nadia Febrianti	-	77	93		100	100	100		100	100	92	✓ 95	100	100	
24	Najahaturrahman	96	97	100		100	90	—		—	—	—	—	—	—	
25	~~Nurul Agustia~~	96	70	86		100	90	100		70	95	92	✓ 93	93	55	
26	Nurul Anisa	96	70	90		100	100	97		70	80	92	✓ 87	87	68	
27	Rehan Pranama Putra	92	53	65 ✓		75	100	97		85	100	92	✓ 93	93	83	
28	Reva hanum Salsabila	96	85	95		—	—	—		85	90	100	✓ 93	100	64	
29	Reza Pratama Putra	92	58	85		100	100	97		✓ 100	85	96	✓ 90	100	59	
30	Ridho Khairul Imam	96	67	78		75	85	80		75	95	96	✓ 87	93	72	
31	Ririn Kurnia	92	90	60		80	90	94		75	70	100	✓ 100	93	72	
32	Sherli Rahmayola	96	62	85		90	90	94		75	95	96	✓ 93	93	56	
33	Sindi Agustia	96	76	80		100	100	86		35	95	95	✓ 93	100	46	
34	Titis Susilo Wati	-	25	25		100	95	100		60 ✓	95	96	✓ 87	110	87	
35	Wira Ananda	92	56	62		100	90	100								

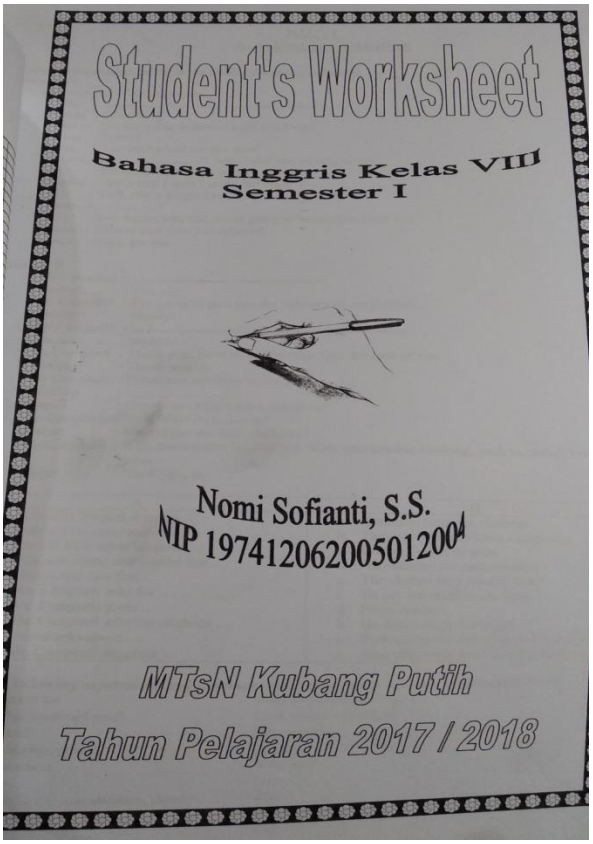
Mengetahui:

16
17



No.	Nama	KD 3.9			
		Hari	Hari	UH	Rata
1	Anggun Fathya	60	64	71	
2	Anika Sari	80	64	79 ✓	
3	Annisa`Uliya Rasyida	84	44	52 ✓	
4	Arfan Asrul	64	47	62	
5	Dinda Mariska	76	62	91	
6	Doni Ramadhan	80	✓	3	
7	Fachri Ahmadi Haykal	80	52	82	
8	Fahrozi Akbar Ramadhan	92	67	84	
9	Feby Dwi Putri Ramadhani	70	60	98	
10	Feli Safitri	84	63	75	
11	Fira Ramadhani	84	68	89	
12	Ganda Berlian	68	37	30 ✓	
13	Habib Bullah	76	79	74	
14	Ihram Nabila	88	73	90	
15	Ikhwan Husaini	88	60	96	
16	Indah Permata Sari	84	33	66	
17	Lamanda Syahira	92	37	70	
18	Miftahul Abrar	80	34	66	
19	Muhammad Dzulkifli	76	78	86	
20	Muhammad Habib	68	36	59	
21	Muhammad Riski	92	91	98	
22	Mutiara Adzkia	—	32	71	
23	Nabil Abdurrahman	72	64	82	
24	Nurfa Dilla Hazizah	86	25	58	
25	Pinta Nabila	90	46	78	
26	Putri Sa`datul Fadila	88	51	56	
27	Rahma Dini Fitri	92	46	79	
28	Ratna Widya Fitri	92	94	100	
29	Refi Oktifia	88	52	60 ✓	
30	Reisya Bunaiya	80	52	75	
31	Rine Rahayu	92	73	95	
32	Suhaila Prima Putri	92	98	100	
33	Tita Aulia Rahmi	68	68	81	
34	Yoga Febri Kurniawan	92	81	100	
35	Yuni Zahara	96	75	96	

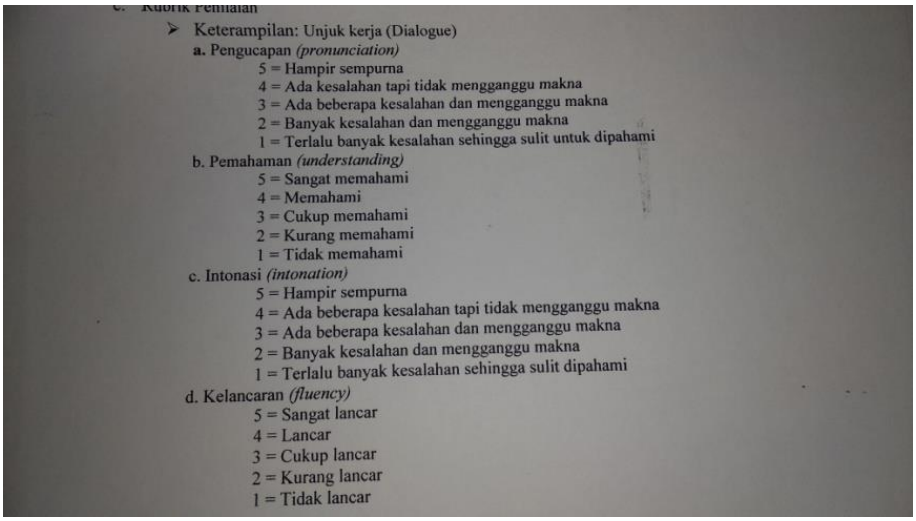
And this is a worksheet that used by teacher to assess students.



b. The ways to administer the authentic assessment

1.) Scoring rubrics

This the criteria of scoring rubric for assess students speaking.



c. Rubrik Penilaian

➢ Keterampilan: Unjuk kerja (Dialogue)

a. Pengucapan *(pronunciation)*
- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada beberapa kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

b. Pemahaman *(understanding)*
- 5 = Sangat memahami
- 4 = Memahami
- 3 = Cukup memahami
- 2 = Kurang memahami
- 1 = Tidak memahami

c. Intonasi *(intonation)*
- 5 = Hampir sempurna
- 4 = Ada beberapa kesalahan tapi tidak mengganggu makna
- 3 = Ada beberapa kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami

d. Kelancaran *(fluency)*
- 5 = Sangat lancar
- 4 = Lancar
- 3 = Cukup lancar
- 2 = Kurang lancar
- 1 = Tidak lancar

2.) Giving students time to ask questions

Teacher B asked students about their comprehension after teaching and learning process.



3.) Giving model and example before doing assessment

The teacher give model or example on the students textbook.



B. Triangulation of the Data

The researcher used triangulation to test validity of the data to find the appropriateness of data obtained from observation, interview and documentation to know the types, the characteristics, and the ways to administer authentic assessment that teachers need to apply authentic assessment to assess students speaking.

4.1. Triangulation of the Data to Know the Teachers' Need for Authentic Assessment to Assess Speaking Skill

Variable	Indicator	Observation		Interview		Documentation		Result
		A	B	A	B	A	B	
Types of authetic assessment	Imitate the oral interview	✓	✓	✓	✓	-	✓	In general applied
	Read aloud story or test retelling	✓	✓	✓	✓	-	✓	In general applied
	Arrange a writing samples	✓	✓	✓	✓	-	✓	In general applied
	Make a projects/ exibitions	✓	✓	✓	✓	-	✓	In general

								applied
	Doing experiments/ demonstration	-	-	-	-	-	-	Not applied
	Comprehend constructed-response items	✓	✓	✓	✓	-	✓	In general applied
	Teacher observation	✓	✓	✓	✓	-	✓	In general applied
	Portofolios	✓	✓	✓	✓	-	✓	In general applied
Characteristics of authentic assessment	Give simple and familiar materials	✓	✓	✓	✓	-	-	In general applied
	Use communicative speaking	✓	✓	✓	✓	-	-	In general applied
	Use clear scoring rubrics	-	-	-	-	-	-	Not applied
	Doing continuously	-	-	-	-	-	-	Not applied
The ways to administer the authentic assessment	Use a scoring rubrics	✓	✓	✓	✓	-	-	In general applied
	Doing assessment in and outside the classroom	-	-	-	-	-	-	Not applied
	Giving students time to ask questions	✓	✓	✓	✓	-	✓	In general applied
	Giving a model and example before doing assessment	-	✓	-	✓	-	✓	Applied

C. Discussion

Teachers' need on authentic assessment for speaking skill were analyzed in order to develop the appropriate models of authentic assessment for speaking skills suitable for grade eight Junior High School. This research has found three needs of authentic assessment. They are related to types of authentic assessment, characteristics of authentic assessment , and the ways to administer authentic assessment. The characteristics of authentic assessment needed by teachers are simple and familiar with daily life, communicative, and conducted continually as stated by Wiggins, authentic assessment require students to perform, create, produce or do something, use real world context or simulations, etc.[100]

There are some types of authentic assessment. Brown proposes six types of authentic assessment that can be used by teachers in assessing language.[101] There are performance based assessment, portofolios, journal, conferences and interview, observation, self and peer-assessment. At MTs.N 6 Agam the researcher found that two English teachers applied five of them, there are performance based assessment (story or text retelling), portofolios, conferences and interview (oral interview), teacher observation, and self-peer assessment (projects/exibitions). On the other hand, there are type of authentic assessment that stated not or less important by the teachers; journal (writing examples and experiments/demonstrations). The teachers said that this assessment is good for assessing junior high school students, this assessment is an assessment that related to daily life. Their statements were in line with the definition of authentic assessment stated by some experts. As stated by Schurr, authentic

[100] Wiggins, G. 1997, "*A True Test: Toward More Authentic and Equitable Assessment*.Phi Delta Kappan

[101] Brown, H. Douglas, 2004, "*Language Assessment Principles and Classroom Practices (Second Edition*)," New York: Pearson Education,Inc.

assessment is a type of evaluation that more realistic and relevant.[102] In addition, O'Malley and Pierce stated that authentic assessment consists of some forms of assessment.[103] In short, both of the teachers know the basic of authentic assessment.

Based on the interview result, it found that one of the teachers stated that scoring rubrics are not really important to be explained to the students. In fact, based on the characteristics of authentic assessment, scoring rubric is something important in authentic assessment in order to help both teachers and students. As stated by Gullikers at all, authentic assessment is an assessment system that fair and free from bias so it does not advantage or disadvantage any group of students.[104] Andrade also notes that if carefully designed, scoring rubrics helps students to understand the goal of an assignment and support teacher in unbiased grading, giving feedback and assigning more challenging work to students.[105] It can be implied that teachers need clear scoring rubrics. Briefly, well designed scoring rubrics and clear explanation for the students are important for both teachers and students in order to reach the objectives of assessment itself.

[102] Schurr, L. Sandra, 2002, "*Authentic Assessment : Professional reference for teacher*", Journal Teaching at Middle School, unpublished.

[103] O'Malley, J. Michael and Lorraine Valdez Pierce, 1996, "*Authentic assessment for English language learners: Practical approaches for teacher,*" New York: Addison-Wesley Publishing Company.

[104] Gullikers, Judith T.M, Bastiaens, Theo J, and Kirschner, Paul A, 2014, "*Perceptions of Authentic Assessment : Five Dimention of Authenticity*," Educational Technology Research and Development, Netherlands

[105] Andrade, H.G, 2005, "*Teaching with rubrics: College teaching*", unpublished.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclution and suggestions dealing with the teachers' need for authentic assessment to assess speaking skill at the eighth grade students.

A. Conclusion

The purpose of this research is to know what are the teachers' need for authentic assessment to assess speaking skill at the eighth grade students of MTs.N 6 Agam. Based on the research question about the teachers' need for authentic assessment, it could be concluded that the researcher found all the two teachers had applied the types, the characteristics, and the ways to administer the authentic assessment, but it way not optimal yet.

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

question, and giving a model and example before doing assessment although was not optimal yet.

B. SUGGESTION

Based on the result of the research, it was found that some problem which happened in looking for teachers' need for authentic assessment to assess speaking skill at the eighth grade students. The researcher would like to suggest as follow :

1. It is expected that the teacher who teach English with authentic assessment should apply the types, characteristics, and the ways to administer authentic assessment well.
2. It is expected that the teacher to really understand how to apply the authentic assessment for English subject specially for speaking skill.
3. It is hoped the teacher mastery how to apply the authentic assessment for speaking skill
4. Since this is only a beginning research, so it still need more revision and following up discussion.
5. It is hoped to the next researcher to do the research in other setting to have variation research as the research assumes that this research is conducted in dofferent place, it will give different results.

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RESEARCH GUIDELINE

Variable	Sub Variable	Indicators	Descriptors	Data Collection
Teachers' need for authentic assessement to assess speaking skill	Types of authentic assessment needed by teacher	Oral Interviews	Asking students questions about personal background, activities, readings, and interest	Observation and interview
		Story or Test Retelling	Retelling main ideas or selected details of text experienced through listening or reading	Observation and interview
		Writing Samples	Generating narrative, expository, persuasive, or reference paper	Observation and interview
		Projects/ Exhibitions	Completing project in content area, working individually or in pairs	Observation and interview
		Experiments/ Demonstrations	Completing experiment or demonstrate use of materials	Observation and interview
		Constructed-Response Items	Students responding speaking to open-ended questions	Observation and interview
		Teacher Observations	The teacher observing student attention, response to instructional materials, or interactions with other students	Observation and interview
		Portofolios	The teacher focusing on collection of	Observation and interview

			student work to show progress over time	
	Characteristics of authentic assessment needed by teacher	Simple and Familiar	The authentic assessment that using by teacher is simple and familiar with the students in daily life	Observation and interview
		Communicative	The teacher using communicative speaking assessment	Observation and interview
		Clear scoring rubrics	The teacher using a clear scoring rubric to assess speaking students	Observation and interview
		Doing continuously	Applying the assessment continuously during teaching and learning process	Observation and interview
	The ways to administer the authentic assessment needed by teacher	Scoring rubrics	Giving scoring criteria about speaking assessment for the students	Observation and interview
		Doing assessment in and outside the classroom	Assessing speaking is done in the classroom and also out of the classroom	Observation and interview
		Giving students time to ask questions	Giving the students time for asking questions	Observation and interview
		Giving a model and example before doing assessment	Doing the assessment by giving model and example for the students	Observation and interview

Observation Guideline

"Teachers' Need for Authentic Assessment to Assess Speaking Skill at The Eighth Grade of MTs.N 6 Agam"

Variable	Sub Variable	Indicator	No Item	Total of Item
Teachers' need for authentic assessment to assess speaking skill	Types of authentic assessment needed by teacher	Oral Interviews	1,2	2
		Story or Test Retelling	3,4,5	3
		Writing Samples	6	1
		Projects/Exhibitions	7,8	2
		Experiments/Demonstrations	9	1
		Constructed-Response Items	10,11	2
		Teacher Observation	12,13	2
		Portofolios	14	1
	Characteristics of authentic assessment needed by teacher	Simple and Familiar	15,16	2
		Communicative	17,18	2
		Clear Scoring Rubrics	19,20,21	3
		Doing Continuously	22,23	2
	The ways to administer the authentic asessment needed by teacher	Scoring Rubrics	24,25	2
		Doing assessment in and outside the classroom	26,27	2
		Giving students time to ask questions	28,29	2
		Giving a model and example before doing assessment	30	1
			Total	30

OBSERVATION SHEET

Observation Ke :

Place of Observation :

Class/Semester :

Day/Date/Time :

Teacher's Name :

Topic :

"Teachers' Need for Authentic Assessment to Assess Speaking Skill at the Eighth Grade of MTs.N 6 Agam"

Indicator	Research Aspect	Result		Description
		Yes	No	
Oral Interviews	1.The teacher asks students questions about personal background, activities, readings, and interest			
	2.The students answer the teachers' questions about personal background, activities, readings, and interest			
Story or Test Retelling	3.The teacher read or give a story record or text experience			
	4.The students retell main ideas through listening or reading by teacher			
	5.The students retell selected details of text experienced through listening or reading			
Writing Samples	6. students can generate the text (narrative, expository, persuasive, or reference paper)			
Projects/ Exhibitions	7.The teacher asks students to complete project in content area, working individually or in pairs			
	8.The students complete project in content area, working individually or in pairs			

Experiments/ Demonstrations	9.The students can complete experiment or demonstrate the using of materials			
Constructed-Response Items	10.The teacher takes students responses in speaking to open-ended questions			
	11.The students response in speaking to open-ended questions			
Teacher Observations	12.The teacher observe student attention, and make a good interactions with other students			
	13.The teacher response to instructional materials well			
Portofolios	14.The teacher focuse to collect student's work to show progress over time			
Simple and Familiar	15.The authentic assessment which used by teacher is simple and familiar with the students in daily life			
	16.The authetic assessment is useful for students daily life			
Communicative	17.The teacher used communicative speaking assessment			
	18.The teacher give authentic assessment that reflect to the real communication			
Clear scoring rubrics	19.The teacher used a clear scoring rubric to assess speaking students			
	20.The scoring rubric is easy understood by the students			
	21.The students can understand and pay attention to the components of scoring rubric given by the teacher			

Doing continuously	22.The teacher applied the assessment continuously during teaching and learning process			
	23.The teacher conducted the assessment continuously during teaching and learning process			
Scoring rubrics	24.The teacher give scoring criteria about speaking assessment for the students			
	25.The students can understand the scoring criteria given by teacher			
Doing assessment in and outside the classroom	26.The teacher just assess the students' speaking in the classroom			
	27.Assessing speaking is done in the classroom and also out of the classroom			
Giving students time to ask questions	28.The teacher give the students time for asking questions			
	29.The students give an opportunity to other students to answer the question before teacher answer it			
Giving a model and example before doing assessment	30.The teacher do the assessment by giving model and example for the students			

Interview Guideline

"Teachers' Need for Authentic Assessment to Assess Speaking Skill at The Eighth Grade of MTs.N 6 Agam"

Variable	Indicator	No Item	Total of Item
Teachers' need for authentic assessment to assess speaking skill	Types of authentic assessment needed by teacher	1,2,3,4,5,6,7	7
	Characteristics of authentic assessment needed by teacher	8,9,10	3
	The ways to administer the authentic asessment needed by teacher	11,12	2
Total			12

LEMBAR WAWANCARA

1. What is the authentic assessment based on your perception?
2. Did you think the authentic assessment is effective for assessing your students' speaking?
3. What is your trouble when doing this assessment?
4. Did you have guidelines that you use for doing the authentic assessment?
5. Did you ask students to complete project in content area, working individually or in pairs?
6. Did you observe student attention and make a good interactions with all students?
7. Did you focus to collect your students work to show progress over time?
8. Did you use a simple and familiar authentic assessment with the students in daily life?
9. Did you use communicative speaking assessment in speaking?
10. Did you use a clear scoring rubric to assess speaking students? Did you make the scoring rubric by yourself?
11. Did your students understand with this assessment?
12. Are the assessing speaking done in the classroom and also out of the classroom?

HASIL WAWANCARA GURU I

Teacher's Name : Warliati, S.Pding

Date/Time : Senin, 30 Juli 2018 / 13.15-14.00 WIB

Place : MTs.N 6 Agam

1. Apa itu authentic assessment menurut persepsi Ibu sendiri?
   ⇨ *"Kalau untuk pembelajaran, tu pendekatannyo lebih natural kan di authentic assessment tu, jadi membuat murid lebih mengerti kalau dalam kehidupan sehari-hari tu bisa langsung di terapkan. Tapi Ibuk acok juo kalau mengajar memang lebih pendekatan ke kehidupan sehari-hari. Rancak lah masalahnyo kan bahasa, kalau bahasa dalam kehidupan nyata langsung digunakan".*
2. Apakah menurut Ibu authenic assessment efektif sebagai penilaian untuk menilai kemampuan speaking siswa-siswa Ibu?
   ⇨ *"Kalau diterapkan terus menerus mungkin bisa berhasil, tapi kalau di sekolah kan awak terbatas waktu, kurikulum yang materi yang awak agiahan tu banyak. Karna materi banyak jadi harus dikajaan jadi ndak cukuik wakatu. Ciek lai bahasa inggris ko kan lah dikurangi jam nyo dulu kan 6 jam kini 4 jam, jadi ndk bisa terus menerus wak terapkan do. Kalau lai ado waktu awak terapkan caliak materinyo lo, tapi kalau ndk bisa diterapkan ndak lo Ibuk terapkan do".*
3. Apa ada masalah yang Ibu hadapi dalam menerapkan authentic assessment ini?
   ⇨ *"Lai ado, tapi iyo itu lebih banyak waktu terbuang. Kalau untuk ciek topik se kan banyak bagian-bagian nyo tu, kadang ado reading. Jadi speaking tu ndak awak fokusan bana do jadi itu yang jadi halangan".*
4. Adakah pedoman yang Ibu gunakan untuk melaksanakan authentic assessment tersebut?
   ⇨ *" Ndak ado do, MGMP Ibuk jarang nyo lai dulu kini ndak lai do, soalnyo Ibuk kan ndak PNS do".*
5. Adakah Ibu meminta siswa menyelesaikan tugas di area tertentu, individual, dan berpasangan?
   ⇨ *"Lai, ado. Mancaliak materinyo kan. Kalau materinyo membutukhan dibagi perkelompok ya dibagi kalau dialog bantuak introduction atau tenses misalnyo personal lai".*

6. Apakah Ibu mengamati bagaimana siswa memperhatikan Ibu dan membuat interaksi yang baik dengan semua siswa-siswa Ibu?
   ⇨ *"Ada, Cuma jarang lah. Masalahnyo anak anak kini perhatiannyo ka guru tu kurang lah, ke hal-hal yang ndak perlu yang di perhatiannyo. Kadang-kadang penampilan guru lah, yang lain-lain lah, awak se yang mampartiannyo lai".*
7. Apakah Ibu fokus mengumpulkan tugas-tugas siswa sepanjang waktu untuk melihat peningkatan siswa?
   ⇨ *"Iyolah. Kalau di Ibuk kan metode nyo mode ko, misalnyo kan ado tugas kini kan ado jurnal nyo, sia yang ndak mambuek PR ado tindak lanjutnyo. Tiok anak tu ado tugas atau PR kalau di Ibuk, Ibuk panggia nyo surang-surang tu di ceklis. Kalau silang silang berarti nyo ndak mangarajoan, diagiah tindak lanjut mangarajoan baliak atau di hukum tapi bukan hukuman fisik misalnyo hafalan kosa kata".*
8. Apakah Ibu menggunakan authentic assessment yang simple and familiar dengan kehidupan sehari-hari siswa Ibu?
   ⇨ *"Iya harus tu. Masalahnyo tu wak kan SMP baru setingkat diateh SD kan jadi harus sesimple mungkin. Apalagi SD kini kan ndak belajar bahasa inggris lai, jadi harus dari bawah-bawah dulu memang harus dari dasar wak dan harus simple".*
9. Apakah Ibu menggunakan communicative speaking assessment untuk mengukur kemampuan speaking siswa Ibu?
   ⇨ *"Penilaian nyo yo harus komunikatif apalagi kalau dalam speaking kan".*
10. Apakah scoring rubrik yang Ibu gunakan jelas dan dapat dimengerti oleh siswa-siswa Ibu? Apa Ibu sendiri yang membuatnya?
    ⇨ *"Mungkin kalo di murid ndak terlalu mamikian nyo mungkin masalah jelas atau indak, yang penting ado penilaian awak. Ndak lo ado Ibuk jalehan penilaian wak mode tu do kadang kadang nyo. Kalau mambueknyo ndak Ibuk surang do kadang-kadang basamo- samo jo guru lai. biasonyo kan rubrik tu samo se ny".*
11. Apakah seluruh siswa Ibu paham dengan penilaian yang Ibu berikan?
    ⇨ "*Sebagian. Ado sebagian yang mangarati ado ciek duo yang ndak mangarati".*
12. Apakah penilaian Ibu hanya selesai di dalam kelas atau juga berlangsung di luar kelas?
    ⇨ *"Banyaknyo emang didalam, tapi karna bersangkutan jo karakter kadang diluar pun dinilai juo".*

HASIL WAWANCARA GURU II

Teacher's Name : Nomi Sofianti, S.S

Date/Time : Senin, 30 Juli 2018 / 11.00-11.58 WIB

Place : MTs.N 6 Agam

13. Apa itu authentic assessment menurut persepsi Ibu sendiri?
    - ⇨ *"Authentic assessment tu penilaiannyo kan? Yoo kalau menurut Ibuk berarti penilaiannyo tu yang berhubungan dengan real life, nyata nyo, nampak dek anak-anak dalam kehidupan no sehari-hari, dan tentu lah bisa diterapkan langsuang dek anak-anak tu. kalau speaking ko kan harus sering-sering di ulang supayo bisa terbiasa apolagi bahasa kan. Jadi kalau berhubungan dengan kehidupan nyata capek nangkok no di anak-anak tu".*
14. Apakah menurut Ibu authenic assessment efektif sebagai penilaian untuk menilai kemampuan speaking siswa-siswa Ibu?
    - ⇨ *"Baa yo? Kalau untuk fokus ke speaking nyo sajo mungkin alun optimal lah lai. Masalahnyo kalau bahasa inggris anak sekolah ko kan dibagi-bagi skill nyo, ado speaking, reading, writing, jadi kalo mancaliak ciek skill se rasonyo alun lai. Anak-anak ko nampak dek Ibuk eh alun lo nyo bisa menerapkan tu lai, alun tapakai di nyo dalam kehidupan sehari-hari tu. kecuali kalau di les kan bisa jadi juo lah terus-terus di pakai. Kalau di sekolah ko jan kan bahaso inggris, bahaso indonesia se kadang ndak juo di pakai anak-anak tu do".*
15. Apa ada masalah yang Ibu hadapi dalam menerapkan authentic assessment ini?
    - ⇨ *"Masalahnyo, authentic assessment ko masih alun sepenuhnya lo dipakai dek guru-guru bahasa inggris disiko lai, jadi kalau untuk sharing jo nan lain tu payah, pedoman ny pun ndak ado, penerapan authentic ko kan butuh banyak waktu juo, terkendala waktu bisa juo jadi penyebabnyo, materi banyak jadi guru harus bakaja-kaja supayo waktunyo cukuik sampai akhir semester".*
16. Adakah pedoman yang Ibu gunakan untuk melaksanakan authentic assessment tersebut?
    - ⇨ *"Kalau untuak pedomannyo ndak ado doh, tapi kalau sharing jo kawan-kawan sesama guru bahasa inggris lai ado, Ibuk kan ado MGMP sekali seminggu, kalau lai*

pai Ibuk lai bisa sharing jo nan lain tentang authentik assessment ko atau tentang yang lainnyo ".

17. Adakah Ibu meminta siswa menyelesaikan tugas di area tertentu, individual, dan berpasangan?
    - ⇨ *"Untuak manyalasaian tugas atau latihan biasonyo Ibuk membagi sesuai kebutuhan. Kalau nyo barek atau lamo salasai dek anak tu dibagi supayo bisa karajo samo. Kalau rasonyo bisa surang-surang individu se.."*.
18. Apakah Ibu mengamati bagaimana siswa memperhatikan Ibu dan membuat interaksi yang baik dengan semua siswa-siswa Ibu?
    - ⇨ *"Ado, sanang Ibuk, samangaik Ibuk kalo maaja tu siswa mamparatian Ibuk sadonyo. Kalau lah agak lengah nyo tu Ibuk panggia namonyo supayo mamparatian nyo baliak, tapi untuak mambuek siswa mamparatian nan yo bana mamparatian tu payah juo, kadang kan matonyo ka awak pangananyo antah dima-dima, badan nyo nan di lokal tapi pangana yo lah tibo dima-dima, payah juo mambuek anak-anak tu fokus.. "*.
19. Apakah Ibu fokus mengumpulkan tugas-tugas siswa sepanjang waktu untuk melihat peningkatan siswa?
    - ⇨ *"Kalau mangumpuan tugas atau latihan anak tu, Ibuk panggia namonyo surang-surang maju ka muko supayo langsuang tatandoi dek Ibuk ma nan mangarajoan ma nan indak mangarajoan tu. Masuak ka buku jurnal Ibuk kali..."*.
20. Apakah Ibu menggunakan authentic assessment yang simple and familiar dengan kehidupan sehari-hari siswa Ibu?
    - ⇨ *"Iya kalau authentic assessment kan berhubungan dengan kehidupan sehari-hari, jadi apo yang nampak sehari-hari tu lah yang digunakan. seperti kosa kata nyo, topik nyo, supayo langsung dapat dicerna dan digunakan anak dalam kehidupannyo.. kalau yang sulit-sulit dan jarang digunakan tu kan payah juo siswa. Lai yang lah biaso se, payah juo anak tu menghafal nyo apolagi yang jarang nampak dek anak.Untuak anak setingkat SMP tu harus yang mudah-mudah bana, yang mudah dicerna dan dipahami siswa"*.
21. Apakah Ibu menggunakan communicative speaking assessment untuk mengukur kemampuan speaking siswa Ibu?

⇨ *"Iyaaa..harus komunikatif..".*

22. Apakah scoring rubrik yang Ibu gunakan jelas dan dapat dimengerti oleh siswa-siswa Ibu? Apa Ibu sendiri yang membuatnya?
    ⇨ *"Ibuk ndk pernah lo manyabuik ka siswa tentang rubrik penilaian do, Ibuk se nan tau, kalau dek siswa tu yang perlu tu nilai dek nyo, masalah baa penilaian guru ndak jadi masalah gai dek anak-anak tu. Tapi lai Ibuk buek rubrik nyo dengan kriteria yang sesuai dengan speaking".*
23. Apakah seluruh siswa Ibu paham dengan penilaian yang Ibu berikan?
    ⇨ "*Laii, kalau nyo ndak mangarati, bisa bertanya ke Ibuk atau kawannyo yang lain."*
24. Apakah penilaian Ibu hanya selesai di dalam kelas atau juga berlangsung di luar kelas?
    ⇨ *"Kalau diluar yang berkaitan jo karakter dan kehidupan sehari-hari siswa nyo tapi emang kebanyakan aktifitas siswa dikelas yang dinilai".*