

An analysis authentic assessment on speaking abilities in english classroom

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ABSTRACT

The authentic assessment as the measurement method to evaluate students' learning objectives and achievements in the classroom. The application of authentic assessment requires teachers to evaluate students' in three competencies: attitude, knowledge, and skill. Most teachers and educator said that speaking is the most difficult skill to be assessed by using the authentic assessment, considering the complex features of the assessment. This research was aimed at describing the application of authentic assessment in a speaking classroom which relates to the types of the assessment and the scoring rubric. The subjects of the study were an English teacher and 34 students of the SMK Muhammadiyah 3 Pekanbaru. Descriptive qualitative approach was applied in this research, the data in this study was obtained from observation and document analysis. The results of the study revealed that the teacher used several types of activities to assess students' speaking skills: (1) attitude assessment , (2) knowledge assessment, and (3) skill assessment. The result of this study indicates that authentic assessment is a feasible way to assess students' speaking skill and it should be employed in assessing other skills as well for learning languages.

Keywords: Authentic assessment; Speaking Skill

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INRODUCTION

Assessment becomes an important issue in education because in the teaching learning process, assessment is needed by the teacher or educator to evaluate the development, ability and responsibility of the students (Ningrum, 2016). An assessment is considered to be important in learning process, so teacher or educator would know how far the capability of students in mastering the lesson especialy in English Lesson at the classroom. Inayah (2019) wrote that the success of learning English can only be achieved should the students be able to perform the language task assigned and master the language competences

targeted. The success is not only seen from the results achieved, but it is also assessed from the teaching learning process.

Through assessing the teacher can know what type of learning can make students interested in taking classes and getting good in results. The teacher evaluates so that students can find out where their mistakes are in accepting the lesson, and then they will improve their learning methods to get good results from the knowledge delivered by the teacher. Assessment is an evaluation process that consists of various forms of performance measurement that illustrates a student's achievement, motivation, and attitudes toward instructional activities according to instruction (O'Malley & Pierce, 1996). The results of this assessment model are accustomed adapt teaching to fulfill students' desires (Black & Wiliam, 1998). The latter reasonably assessment refers to authentic assessment.

Authentic assessment monitors and measures the capability of students in many kinds of possibilities of solving problems that they face in real world. In the learning process, authentic assessment measures, monitors and evaluates all aspects of student learning outcomes. The authentic assessment process defines how students work and learn in the classroom. In other words, students are demanded to work cooperatively with other students. Students are difficult in interesting, important and beneficial tasks, and students are also required to be creative and think critically. Based on Wahab (2021) told that authentic assessment method is a technique that can be applied in order to foster motivation and skills of each student in do learning because in this activity students are invited to understand real learning. Authentic assessment is not only teacher activity but also student activity, because authentic assessment requires the collaboration of teachers and students so that the teaching and learning process is successful.

Based on Sahyoni (2017) said that to evaluate the students, teachers need not only a single form of assessment but also multiple forms of assessments to be used in the classroom. Those forms of performance assessment cover three domains namely cognitive, psychomotor, and affective. Cognitive domain consists of knowledge and development of intellectual skill. A psychomotor skill deals with manual or physical skills. The affective area deals with attitudes, values and emotions. Then, Schurr (2002) states authentic assessments as a type of students' evaluation that attempts to make testing process more

realistic and relevant. This concept tells that evaluation for students must be matched and linked to students' real life experience as well as students' knowledge level. In the core concept, the assessment should be realistic and relevant to their skills during teaching-learning process.

English is one of the languages which is used for communication with all people in the world due to the English is international language should be mastered by all people in order to be able in interaction with all people in the world. Furthermore, one of the important skill should be improve is speaking skill. Speaking skill as one of the important part in English, in which by speaking someone can practice his or her capability and understanding, how to send idea, and how to pronounce the words. In order to solve this problem, as a teacher should create initiatives such as like giving a good or appropriate techniques or assessment which allow the student having motivation or desire to build their skill.

Most of the teachers face the difficulty when they teach their student, especially about how they increase or build speaking skill of their student (Wahab, 2021). Frequently, the students are difficult to open their mouth to talk using English. They are worry very much in making mistake and shy when they want to begin speaking in front of their friends and their teachers as well. In other case, the students have no motivation to be able in speaking English because they felt that English never be used in their daily life, it makes them become passive and only keep silence in the classroom.

In many classroom situations, speaking seems to be one of the intellectual skills to master. The type of real-time processing makes the evaluation even more difficult. The implementation of authentic assessment in classroom setting and lesson plans. Force teachers to consider real-time assessments in the classroom. While the demand is compelling, there is less research on the implementation of authentic assessment in speaking instruction. It is questionable whether teachers understand how student work is evaluated in the classroom with authentic assessment.

There had been many research conducted by researchers in the world related to authentic assessment and speaking skill in EFL classroom. Syahyoni and Zaim (2017) conducted their research entitled *Authentic Assessment of Speaking Skill for Grade I Junior*

High School. The result of the research showed that there are six authentic assessment models appropriate for grade I junior high school. They are: role play, information gap, picture talks, brief questions and answers, narrating sequences, and pair dialogues. Then, Bolat and Karakus (2017) conducted their research entitled *Design Implementation and Authentic Assessment of a Unit According to Concept Based Interdisciplinary Approach*. The result of the research showed that students thought that the implemented activities were different from the previous ones.

Based on the research above, this research has some similarities and differences with the two studies above. The similarities are: *first*, the previous studies have the same focus with this research about authentic assessment; *second*, Syahyoni and Zaim (2017) also focused their research in speaking skill. However, there will be some differences between this research and the two previous studies above. Bolat and Karakus (2017) focused their research on the design and concept of authentic assessment based on interdisciplinary approach. On the other hand, in this research the researcher will focus on the use of authentic assessment in speaking skill of junior high school. *Second*, the two researches above used different research method with this research. The last but not the least, the difference in population and sample will also cause the difference in the result of the research.

The dearth of investigation about the factual condition of the authentic assessment implementation in the speaking classroom, particularly in SMK Muhammadiyah 3 Pekanbaru, becomes the researchers' motivation to deeply explore to what extent the authentic assessment implemented in the speaking classroom in TKJ classroom at SMK Muhammadiyah 3 Pekanbaru It, then, broke down into the following research questions:

1. What are the types of authentic assessment used to assess students' speaking skills in classroom at SMK Muhammadiyah 3 Pekanbaru?
2. How is the authentic assessment for speaking skill implemented by the English teacher related to the type of the assessment in classroom at SMK Muhammadiyah 3 Pekanbaru?

LITERATURE REVIEW

2.1 Authentic Assessment

Wiggins (1993) describes authentic assessment as tasks and procedures in which students are engaged in applying skills and knowledge to solve 'real- world' problems, giving the tasks a sense of authenticity. It is a kind of recent assessment method employed by teachers who aim to describe students' achievement and needs authentically in the teaching-learning process. It can help teachers to diagnose students' strengths and weaknesses, as well as to reflect on strategies effectively applied in the classroom.

An assessment is considered to be important in learning process, so teachers would know how far the competence of students in mastering the lesson. When implementing the authentic assessment to check the result achieved from each student, teacher implements the related criteria: construction of knowledge, activity of observing and experimenting, and also achievement outside of school. In authentic assessment, connecting students is the most important thing. In assumption, students can do learning activities better when they know how to be assessed.

Authentic assessment can be assumed as a collection of activities carried out in an organized and systematic manner carried out by the teacher to measure the development of knowledge, skills and attitudes in carrying out learning in the classroom. Authentic assessment method is a technique that can be applied in order to foster motivation and skills of each student in do learning because in this activity students are invited to understand real learning. Authentic assessment is not only teacher activity but also student activity, because authentic assessment requires the collaboration of teachers and students so that the teaching and learning process is successful.

Furthermore, Authentic assessment concerns with any activities to measure the learners on what is supposed to be measured, either the process or the outcomes, using any type of the assessment instruments, which has been set according to the demand of the competences in the Standard of Competence or Core Competence and Basic Competence (Darling-Hammond & Snyder, 2000).

Authentic assessment is based on the Criterion Referenced Assessment (CRA), in which the learning outcomes are generated by comparing the score position to the ideal score set beforehand. In this sense, the students' competence is not based on the standard such as the Minimum Completeness Criteria. The statement is same with De Jong, Steinel,

Florijn, Schoonen, & Hulstijn (2013) wrote that the authentic assessment, the teachers not only assess the basic competence, but also the standard of core competence and the graduate competence.

2.2 Speaking Skills

One of the four skills contained in English is speaking. Everyone who learns language considers the indicator of achieving success in learning languages is speaking. Many people who argue if someone is proficient in speaking English means that he is a person who is successful in applying knowledge compared to someone who is adept at writing, reading and listening. Speaking is a skill that can be applied directly in the life of communication in everyday life. Speaking is a skill where communication occurs between the speaker and listener, what is discussed and what is at the feedback of the conversation.

Grugeon (2005) stated that 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. From this definition, it can be concluded that speaking is a skill one gets through listening skills. Speaking is learned starting from us children to adults and even old people, accustomed to listening to other people talk then as time goes by a child learns to imitate what he hears and is spoken by speaking. In other words it takes a long time to be able to speak fluently for things we have never even heard before. Nunan (2005) stated that the successful in speaking is measured through someone ability to carry out a conversation in the language

Fauziati (2010) states that "mastering the art of speaking is the most important aspect of learning a second or foreign language, and success it is measured in terms of ability to carry on a conversation in the language". In the oral test, the student needs precision and efficiency, the reliability and validity of an oral production test. An oral production test consists of speaking and reading skills. The students need to pay attention to pronunciation, fluency, and diction.

The 2013 curriculum guideline requires secondary school teachers to be able to assess three oral skills (Depdiknas, 2014). The first is language competence. Linguistic competence requires students to have correct grammar, appropriate vocabulary and clear pronunciation. It also requires students to understand what words they use to express their ideas and how to frame them in phrases and sentences. The second is functional

competence. Functional competence refers to the ability to achieve communicative purposes in a language. At secondary level, the purpose of communication is the students' ability to fully and logically answer the question. The last is sociolinguistic/cultural competence, which is able to use and respond to language appropriately, given the environment, the subject and the relationships between the people communicating. The sociolinguistic competence makes students able to contextualize words and phrases to fit certain setting and topic, know how and when to express a specific attitude and able to acknowledge what attitude other person is expressing.

METHODS

3.1 Instrument of the Research

The researcher will design observation checklist that can be an instrument to observe the activities in the classroom, especially the activities related to the use of authentic assessment in learning speaking skill. The present research aims to describe the practice of authentic assessment in a speaking classroom. It focuses on the application of types of authentic assessment and the scoring rubrics for speaking skills used by the teacher in the classroom. This research was conducted at the SMK Muhammadiyah 3 Pekanbaru. The subject chosen for this study was one of the English teachers and 34 students of class. The subjects were chosen by using a random sampling technique.

In collecting the data needed for this study, the researcher used observation checklist. It will be helpful to collect the data in systematic way to understand and interpret actions, interaction or the meaning of activities. The observation checklist used was adapted from the authentic assessment framework of Curriculum 2013, the types of oral assessment by O'Malley and Pierce (1996), and the types of the oral scoring rubric by Brown (2012). And then, the researcher make a field notes, it will be used to describe some information that is not included in the observation checklist. The duration of the observation was 2 x 45 minutes for three meetings. The researcher focused on the activities employed by the teacher in the class. To avoid inaccuracy in analyzing the data from the observation, the researchers also recorded the classroom activities. In document analysis, the researchers studied all the documents collected from the teacher in the form of a syllabus, lesson plan, and scoring rubric.

And the last instrument that the researcher uses is Interview is important to get information more detail and deeper from the interviewee, in this research is the English teacher. After collecting the data, the researchers analyzed them in three steps namely the data reduction, the data presentation, and conclusion (Sutopo, 2002). In reducing the data, the researchers arranged the data in an appropriate order. Next, the researchers chose the relevant data to be interpreted. Lastly, the researchers made a conclusion after interpreting the data.

RESULTS AND DISCUSSION

There are two findings as the result of the research and development on developing authentic assessment model: the model of authentic assessment of speaking skills in the classroom at SMK Muhammadiyah 3 Pekanbaru and the implemented the authentic assessment by the English teacher related to the type of the assessment in classroom at SMK Muhammadiyah 3 Pekanbaru.

Based on the result of need analysis researcher found that there are six models of activities for authentic assessment appropriately used in assessing speaking skills at grade I SMK Muhammadiyah 3 Pekanbaru. The four models were developed in order to activate students' ability to communicate with others, so that teachers can assess the progress and the achievement of the students in the level of ability needed.

1. Information Gap

Information gap is suitable and applicable model for assessing speaking at Junior High School level. Teachers use some media such picture, photo, diagram, map, and others supported media. Picture is communicative, interesting, and practice since it is easy to get. Teachers give a separated or incomplete picture to students. Then, ask students to speak in order to collect missing information. By looking at the picture, students usually are interested to speak English. In this activity, students are supposed to work in pairs where one student has the information that other student does not.

2. Picture talks

Picture talks have been chosen as an assessment model since this assessment is interesting, communicative and applicable. Picture talks is a model for assessing

speaking where the students describe as much as information on the pictures. This assessment model encourages student to be independent and creative learner. Picture is interesting media that can evoke students to speak. Luoma (2009) states picture is good media to assess speaking since it evokes meaning and idea without using actual words.

3. Pair dialogue

Pair dialogue has been chosen by teachers and students as an applicable and suitable assessment. Basically, pair dialogue is the commonest assessment activity for students at lower level such as junior high school. Students in pair, try to memorize the dialogue or short conversation, then practice it. According to Kayi (2006) dialogues may also be used to practice speaking skills in the classroom. Dialogue helps the students practice in speech, pronunciation, intonation, and stress. At this point, the students ask and response questions to reach new levels of understanding. They consult to get their train of thought, rather than assuming they automatically know what is meant. They inquire to learn, rather than to make points or to confirm their own assumptions. Therefore, using dialogue either short or long in teaching speaking can boost students' motivation and self-confident to speak English.

4. Role Play

Role play is valuable activity to develop students' speaking skill. It gives students an opportunity to practice their speaking skill in different social contexts and roles. Role play encourages students to express their ideas and feelings in a relaxed condition. It is also a communicative way to develop fluency in speaking English and to promote interaction in the classroom. Role play develops students' self-confidence when they speak up one to another. Role play has been chosen as model for speaking assessment since junior high school students like to do interesting and enjoy activity. Kayi (2006) states that role play facilitates students actively in learning process by encouraging them to act in a real scenario. The teacher selects particular event or situation related to the topics of the study. Teacher then asks them to speak English about the topic. The main purpose is to allow the learners to get involved actively in the learning process which leads to better and deeper

learning. Richards (2003) stated role play is used in order to provide participation and involvement in the learning process. One of its primary benefits is to allow students to get real life experience. Role play has appealed for students because it encourages students to be creative and to put themselves in another person's place for a while situation.

Assessment in speaking was conducted in the classroom after the lesson, in mid semester, and at the last of semester. The assessment can be said as:

(1) *pre-assessment*

It assesses prior knowledge and that data are then used to revise planned instruction. This kind of assessment was conducted in each speaking class. The teacher conducted the assessment after explaining the lesson and doing simulation in the classroom. Actually, there are some meetings of speaking class at the first grade of SMK Muhammadiyah 3 Pekanbaru.

(2) *formative assessment*

A kind of assessment that provides feedback and information after finishing some teaching materials to measure students ' progress. It can be conducted in mid semester test. In first grade of SMK Muhammadiyah 3 Pekanbaru, the teacher assessed student's ability in form of performance test. The teacher asked the students to choose one interest topic in a semester they had learned before. In this test, the teacher asked student to prepare before explaining it to their friends in front of the classroom.

(3) *summative assessment*

An assessment that takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. In other words, summative assessment is conducted at the last semester or called as final test in each semester.

The procedure of the implementation of authentic assessment is clear and systematic. Usually the lecturer assesses the student's speaking by giving score and feedback with pen. Then, the assessment instrument is given back to the students. It is

done by the lecturer in order that the student knows the mistake. The lecturer assesses student's assessment instrument and analyzes the result of assessment. Then, in final semester the lecturer calculates the student's total score in a report.

The lecturer usually determines students score in speaking skill with some consideration. The aspect covers vocabulary, grammar, fluency, pronunciation because it so important in speaking skill process. Based on the theory, to score the students speaking ability, the lecturer should use rubric score. An ideal rubric score should cover the aspects, criteria, and the score. Rubric score contains the criteria to score the student's speaking abilities. Scoring criteria for speaking arranged by the lecturer is actually appropriate with the scoring of speaking introduced by Brown (2012).

Tabel 4.1. Instrument of Speaking Assessment by Brown (2012)

No	Criteria	Score 4	Score 3	Score 2	Score 1
1	Pronoun-ciation	the pronunciation can be understood even with certain accents	there is a problem in pronunciation so that the listener must be very focused and sometimes cause misunderstandings	difficult to understand because there are problems in the pronunciation and frequency often	almost always mistaken in pronunciation so it is incomprehensible
2	Grammar	almost no grammatical errors	there are some grammatical errors but they don't affect the meaning	there are many grammatical errors that affect meaning and often have to rearrange conversation	the grammar is so bad that the conversation is very difficult to understand
3	Vocabulary	sometimes the pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	often use inaccurate vocabulary so that the dialogue becomes limited due to limited vocabulary	use the wrong vocabulary so it can't be understood	the vocabulary is very limited so that dialogue is not possible
4	Fluency	Smooth dialogue very	not very smooth because it has	often doubt and stop because of	often stop and be quiet during dialogue so that

		difficulties	language difficulties	language limitations	dialogue is not created
5	Comprehen-sion	the entire contents of the conversation can be understood even though there are occasional repetitions in certain sections	most of the contents of the conversation can be understood even though there are a number of repetitions	it is difficult to follow the dialogue carried out except in the general dialogue section with slow conversations and many repetitions	cannot be understood even in the form of a brief dialogue

Based on the scoring instrument above, it is clear that the English teacher focused on some aspects in assessing students in speaking class, namely: (1) Pronunciation; (2) Grammar, (3) Vocabulary; (4) Fluency; and (5) Comprehension.

CONCLUSION

Based on the result of observation and document analysis, it can be concluded that: *first*, the dominantly authentic assessment used by the English teacher in assessing speaking was *performance*. In the dominantly authentic assessment the researcher found that the teacher use four models of authentic assessment for speaking skills have been developed. They are mini role play, information gap, picture talks, pair dialogue and. Those authentic assessments models are valid and practical for junior high school especially for first grade of SMK Muhammadiyah 3 Pekanbaru.

Second, the authentic assessment was only conducted in pre-assessment and formative assessment; but in summative assessment, the teacher used written test. The implementation of authentic assessment in the classroom was the teacher asked students to construct responses or perform tasks that need more than recall of information and concepts. The English teacher asked students to solve problem in a certain case. The teacher required students to compile a response or perform a task that requires more information and conceptual withdrawal to encourage them to be active in the classroom because they must be able to bring back information for solving problems based on teaching and learning materials that has been received previously

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