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The Authentic Assessment in An EFL Speaking Classroom at Quwaish English Arabic (QEA) Language Course

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Abstract

Speaking is considered by language testers to be the most difficult of the four language skills to assess. This study aims to (1) investigate the model of authentic assessment for speaking skills and (2) explore the implementation of authentic assessment activities in the Speaking Class at the Quwaish English Arabic course in Juwiring, Klaten. The research utilizes a descriptive qualitative method, gathering data through observations and recordings. The study includes three English teachers and sixteen students from various grades as observation samples during the teaching and learning process. The findings of this study conclude that five authentic assessment models are suitable for students at the Quwaish English Arabic course. These models encompass role play, information gap activities, picture talks, brief question and answer sessions, narrating sequences, and pair dialogues.

Keywords: *Speaking Skills, Authentic Assessment Model, Observation, Learning Process, English Foreign Language*

1. Introduction

Speaking is considered by language testers to be the most difficult of the four language skills to assess (Ginther, 2012; Roca-Varela & Palacios, 2013). Assessment of speaking skills requires us to observe a speaking performance "live" or to record the performance by some means for later evaluation. An elicitation method must be selected, a rating scale should be developed, and the interviewer and/or evaluator must be trained. Therefore, understanding the assessment of speaking skills requires consideration of assessment methods, scales, and evaluators.

The concepts of authentic assessment have been embraced enthusiastically by policy makers, curriculum developers, and practitioners alike, and enshrined in the literature of curriculum and assessment as a desirable characteristic of education (Cumming & Maxwell, 1999). This enthusiasm also leads the Education Ministry of Indonesia to insert the authentic assessment as the way to directly measure students' skills and knowledge which emphasize on practical and authentic tasks. The implementation of Curriculum 2013 has become the point of departure of the application of the authentic assessment in the curriculum. This curriculum demands teachers to implement authentic assessment as a tool to monitor the students' progress in mastering language skills in the classroom. This new type of assessment is considered as a solution that can accommodate students' progress and achievement in the classroom (Sahyoni & Zaim, 2017).

Authentic Assessment technique can be applied in order to build the spirit and skill each student, in which the implementation of authentic assessment teaches real world activity to the student. It means that if the authentic assessment is applied to build the student speaking skill, the teachers should give appropriate assessment with what is real in the daily life of their student. In addition, the importance of authentic assessment influences instructional decision and it engages children in the evaluation of their own work (Darling-Hammond & Snyder, 2000). The process is directed to the student and teaching style. The process is monitored more frequently than when the students are given formal norm referenced testing. When assessment and instruction are melded, both teachers and students become learners. Teachers focus on what and how to teach while students are more self-directed, motivated, and focused on learning. Authentic assessment put the teachers and students in charge. Consequently, it is our responsibility as educators to understand the elements of good authentic assessment.

There are several previous studies that conduct the authentic speaking; the first is Fauzia (2021) with the title *The Implementation of Authentic Assessment in Speaking Skills at MTS As-Suyuthy Ireng* that focused on investigating how does the teacher assess the students' speaking skills online. the researcher used a descriptive qualitative research method by using observation and interviews to gain the data. The result in this study shows that the teacher saw the aspects in the students' performance in the online class such as arranging sentences, vocabulary wealth, speed and the ability to elaborate on a certain theme. The second is *The Practice of Authentic Assessment in an EFL Speaking Classroom* by Inayah et al (2019) This research revealed that the teacher used several types of activities to assess students' speaking skills: (1) attitude assessment (teacher observation), (2) knowledge assessment (teacher interview/short answer question), and (3) skill assessment (narrating sequences).

Authentic assessment can be seen as systematic organized collection of evidence used by the teacher to monitor the growth of the students' knowledge, skill, and their attitude in specific content area. Authentic assessment is not only the activity of the teacher but also the students as well because the authentic assessment demands the teacher and student to cooperate in order to create successful teaching and learning processes. In this study, the following research questions are concerned with:

1. What is the model of authentic assessment of speaking skills?
2. How is the activity of authentic assessment used in speaking class?

According to Wiggins (1993) describes authentic assessment as a 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 type of modern assessment technique used by teachers who intend to explain students' accomplishments and needs in the teaching-learning process in an authentic manner. Authentic assessment displays the implementation of students' certain skills and judgment and dwells more on problem solving, comprehension, critical thinking, reasoning, and metacognition (Kinay & Bagceci, 2016). It can assist educators in identifying the strengths and weaknesses of their pupils as well as in reflecting on what strategies they have used successfully in the classroom.

According to O'Malley and Pierce (1996, p. 11), there are several types of authentic assessment for speaking skills that can be used to assess and monitor students' progress of learning. First, is the oral interview or also called as short questions and answers. One authentic evaluation method that teachers use is the oral interview, in which they ask students straightforward questions about relevant subjects. The teachers set and ask students questions. This kind of activities can encourage students to start speaking. It also can help students to build their confidence in producing the language orally. Second is storytelling. In this type of activities, students are asked to retell the story/events in correct orders. This activity needs higher logical thinking. The students need to listen or read. They process the information before they retell the story. The assignment may be changed for students with low English skills by giving them a collection of photographs. A picture-cued description of storytelling and narrating sequences are examples of modifications for this task (Sahyoni & Zaim, 2017).

Students are provided a series of images and suggestions for this type of activity. The images are drawn from the accounts of actual individuals. The students generate the stories from the pictures and the prompts set by teachers. After completing the stories, teachers ask students to describe or tell a story about pictures of real people. The third is the information gap activity. In information gap activity, teachers can use many kinds of media such as pictures, photo, diagram, or map. The teachers distribute a series of incomplete pictures to students. Students are asked to speak with their friends in order to collect missing information. While working in pairs, the students are also using the target language. It, thus, can help develop interactions among the students (McKay, 2006, p. 206). The students retell stories or text selections that they have listened to or read. The last is role-play. The role-play is one of the interesting and fun activity which can promote interactions in the classroom. In role plays, teachers can assign distinct roles to each student and ask them to speak through these roles. The teachers can plan and select the situations and encourage the students to act as in the real situation. This activity has appealed to students because it encourages students to be creative and to put themselves in another person's place for a while situation (Sahyoni & Zaim, 2017).

2. Methods

The approach that was used for this research was descriptive qualitative. According to Ary (2006), qualitative research focuses on comprehending social processes from the viewpoint of the study's human participants. Data are collected in written, visual, and recorded forms for descriptive study (Moleong, 2007). Two phases, namely observation and documentation, are used to collect the data in order to accomplish the study's objectives. The initial method is observation. Researchers can identify people's abilities, such as EFL instructors' use of EFL in community settings or English classroom instruction, by seeing them in action. In this instance, the study concentrated on observing how authentic evaluation of speaking abilities took place in EFL teaching classrooms. The second is recording. To get the information required, the observer recorded the EFL teachers' explanations of the lessons to the students in the classroom using a smartphone. To record the teachers for this study, two meetings were required. Each meeting consisted of 1 x 75 minutes. The data that found from recording were transcribed into English written form, and verified then by the researcher.

3. Results and Discussion

In this section, the researcher attempts to present the result of the research in explicit ways along with the discussion. There are two findings as the result of the research Authentic Assessment in an EFL Speaking Classroom at Quwaish English Arabic (QEA) Arabic and English Language Course: the model of authentic assessment of speaking skills and the Activity of Authentic Assessment Used in Speaking Class.

The Quwaish English Arabic (QEA) Arabic and English Language Course employs five types of activities for genuine assessment that are suitable for evaluating speaking abilities, according to the results of a need analysis that was conducted using an interview and a questionnaire. The five models were created to help students improve their communication skills so that teachers could evaluate their development and accomplishment in relation to the required level of ability. Role plays, pictures, short questions and answers, narrative sequences, and pair discussion are the five models.

Playing a role helps pupils improve their communication skills. It provides pupils the chance to practice speaking in many social settings and roles and helps them to communicate thoughts and feelings freely. Additionally, it is a communication technique for fostering classroom participation and English proficiency. According to Kayi (2006:1), role play encourages students to actively participate in the learning process by having them act out an authentic event.

The teacher chooses a specific incident or circumstance that relates to the study's subjects for this exercise. Next, the teacher asks the class to discuss the subject in English. The major goal is to encourage active student participation in the learning process, which results in better and more in-depth learning. According to Richards (2003), role play is utilized to encourage engagement and involvement in the educational process. Its main advantage is that it enables students to gain practical experience. Students like role play because it inspires creativity and allows them to temporarily put themselves in another person's position.

The evaluation is engaging, comprehensible, and relevant, hence picture has been chosen as the model. In order to evaluate speaking, students describe as much of the information on the

photos as possible. This evaluation style promotes autonomous and innovative learning in students. An engaging image might encourage kids to talk. According to Luoma (2009:167), an image is an effective medium for evaluating speech since it elicits meaning and ideas without the use of real words. For junior high school pupils, images are engaging media because they provide more specific information than words.

Students can either describe the images or narrate details about them. The chosen images must allow for that sort of terminology if the teacher wishes to test the students' ability to describe persons. The chosen photographs must allow for this kind of vocabulary and organization if the teacher wishes to assess the students' ability to describe individuals. The teacher acting out what the usual student in his or her class would say is a great approach to practice and ensure the visuals are effective. In order to help students feel more confident in their capacity to communicate and to demonstrate what they can accomplish with the language; teachers might also wish to provide them with a wide range of images from which they may choose.

Assessment should focus on what learners can do with the language rather than what they can't. The use of pictures as a medium to hone speaking abilities has certain benefits. As follows: 1) Pictures are accessible and affordable. A teacher can readily discover images, for instance, in books, magazines, newspapers, etc. 2) Images give a group of learners a way to share similar experiences. It implies that a teacher may include every student in the class at once by utilizing an image. Pictures prevent misunderstanding. It means by using pictures, teacher can explain the concept to his or her students clearly, so it prevents misunderstanding between students and teachers' perception. And 3) During class activities, pictures assist learners in keeping their attention on the topic at hand. Additionally, a picture might encourage kids to be more engaging and energetic.

All levels of students can benefit from using short questions and answers as a sort of speaking evaluation to hone their communication skills. Simple one-word answers are good for eliciting vocabulary and formulaic expression, according to McKay (2006: 200). All students must have a wide variety of words in their vocabulary in order to talk. Students should also be familiar with the term for when they deliver a sentence to another. This kind of assessment simply gives great chance for student to speak communicatively. Brief question and answer facilitate students to develop vocabulary and expression. The procedure may be administered to groups and pairs of students. In pairs, student A asks student B a brief question on the subject. Student B answers the query and asks Student A a follow-up question. Short questions and answers are a type of communicative assessment that highlights the importance of students being engaged, responsive learners. A student formulates some questions for another student to answer. The interaction between the speaker and the listener occurs when the speaker asks a question, and the listener then answers to the inquiry. Teachers instruct pupils on how to ask clear, concise questions and how to respond to them. Students frequently get the opportunity to practice speaking English, even in brief exchanges. Additionally, this assessment supports pupils in developing greater self-confidence. Even if they make mistakes at first, they still attempt to communicate. Students who practice often develop their self-confidence to speak English with less error and anxiousness.

The teacher created an assessment mechanism called the narrating sequence. The act of appropriately placing events, thoughts, and things in a logical sequence is known as sequencing. It indicates that students are expected to narrate the event, process, and steps in order while

narrating a sequence. The first, second, and last events in this activity must be placed using logic. Another narrative technique is to describe a sequence. The researcher created a novel storytelling exercise by describing a sequence. The knowledge levels of the pupils are one of the legitimate justifications for change. Telling stories in lower level settings like elementary and junior high school is fairly challenging. They are not well-versed in the language and have little exposure to terminology. This evaluation model shows an image to familiarize how to use it. This assessment technique uses pictures to help learners understand it and find it straightforward, familiar, and approachable. Procedure texts are available for teaching instruction for the learners, and they are highly connected with this assessment approach. The narrating sequence promotes communicative learning and gives pupils plenty of opportunities to improve their English. It is well acknowledged that when teachers use suitable media, such as pictures, the learners become more motivated to practice speaking.

Teachers and students have agreed that pair discussion is an appropriate and applicable evaluation. The most typical kind of evaluation for pupils in lower levels, such junior high school, is pair discussion. Students rehearse the dialogue or brief chat in pairs while attempting to memorize it. Kayi (2006) asserts that dialogues may be utilized in the classroom to help students hone their public speaking abilities. Students benefit from dialogue by having opportunities to develop their speech, intonation, and emphasis. The students now engage in question-and-answer sessions to deepen their comprehension. Instead of presuming that they already know what is intended, they jointly ask to inform their thought processes. Instead, than trying to prove a point or validate their own preconceptions, they seek knowledge.

Because of this, employing short or extended conversation to teach speaking can increase students' motivation and self-confidence to speak English. Each model has a unique scoring system that is in line with the demands of the many legitimate assessment models. Teachers can utilize the scoring rubrics and genuine assessment models to evaluate students' speaking abilities. Because of this, employing short or extended conversation to teach speaking can increase students' motivation and self-confidence to speak English. Each model has a unique scoring system that is in line with the demands of the many legitimate assessment models. Teachers can utilize the scoring rubrics and genuine assessment models to evaluate students' speaking abilities.

Based on the results of observation and interview, the teachers implemented some activities of authentic assessment. Tutor 1 frequently employed role-playing, picture, short QnA, and narrating activities. In role plays, teachers can assign distinct roles to each student and ask them to speak through these roles. The teachers plan and select the situations and encourage the students to act as in the real situation. The students performed themselves to be the characters that chosen for them. They created the dialogue on a piece of paper then. After memorizing the work, simply they put themselves into practice by using good dictions, intonation, body language and soon.

When using the picture, the teachers distribute a series of incomplete pictures to students. Students are asked to speak with their friends in order to collect missing information. While working in pairs, the students are also using the target language. It, thus, can help develop interactions among the students (McKay, 2006, p. 206). The students retell stories or text selections that they have listened to or read.

The next is the oral interview or also called as short questions and answers. The oral interview is one of the authentic assessment types conducted by teachers by asking students simple information questions about related topics. The teachers set and ask students questions. The questions mostly talked about the daily activity at home and at school. After the questions proposed by the teacher, the students would practise by themselves.

For the Narrating Sequence, the students are asked to retell the story/events in correct orders. The story that they produced, mostly based on their own experience, or perhaps taken from the urban stories, myth, fable, fairy tales, etc. He believes that by engaging the students in these activities, they can quickly learn how to speak. Those various activities were determined by the class situation.

Tutor 2 frequently employed pair dialogue, short QnA and narrative story activity in her class. She chose those activities because she felt they would be easier to complete in the speaking class. Teacher 2 holds pair dialogue, narrative and short QnA to assess students' ability to respond quickly and argue effectively. But, perhaps, in certain meeting of speaking class, teacher 2 also included role play activity, except on days when they did another activity. It was because, according to Teacher 2, role play helped her students train their abilities, even if it was difficult at first.

In the Speaking class of Tutor 3, the activities of authentic assessment were pair dialogue, Role Play and picture activity. Their activity was based on the subject matter. For example, if students study about a particular type of text, Teacher 3 will invite them to tell their peers about a story connected to the text they studied about.

Based on the result of the research stated on the finding, it is found that this research has similar results as done by Sahyoni et al (2017) with 32 students as the respondents and the research revealed that there are six authentic assessment models appropriate for grade 1 Junior High School, that are role play, information gap, picture talks, brief question and answer, narrating sequences, and pair dialogue. It can be concluded that most teacher in assessing speaking skill, mostly, use role play, picture talks, brief question and answer, narrating sequences, and pair dialogue as the assessment model.

4. Conclusion

Authentic assessment can be thought of as a systematic and organized set of evidence used by teachers to track changes in students' knowledge, skills, and attitudes in an area. specific content. Authentic assessment is not only an activity of teachers, but also of students, because authentic assessment requires teachers and students to work together to create successful teaching and learning processes. In achieving the results of the study, there were two phases in the data presentation, namely observation and documentation. The first technique is observation, and the second technique is recording. This study took 2 meetings to assert the teachers. Each meeting consists of 1 x 75 minutes and the data were found from the transcript that transcribed as text in English and examined by the researcher. Six models of authentic assessment for speaking skills have been developed. They are mini role play, short question and answer, information gap, picture talks, pair dialogue and narrating sequence. Those authentic assessments models are valid and practical Quwaish English Arabic (QEA) Arabic English language course. Since, those models

have been well validated by the experts, they are feasible for the users, particularly for the teachers and students.

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