AUTHENTIC ASSESSMENT OF SPEAKING SKILL FOR GRADE I JUNIOR HIGH SCHOOL

PENILAIAN OTENTIK KETERAMPILAN BERBICARA UNTUK KELAS I SEKOLAH LANJUTAN TINGKAT PERTAMA

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Abstract

Authentic assessment plays an important role in the process of learning evaluation. It covers three domains namely affective, psychomotor, and cognitive domains. To assess students' speaking skill, teachers must apply appropriate authentic assessment to the students. This paper presents the result of a study on developing authentic assessment of speaking skill of English at grade 1 MTsN Batusangkar. Data were obtained through questionnaire, interview, validation checklist and practicality checklist. There were 32 students as the respondents. This paper revealed that there are six authentic assessment models appropriate for grade 1 Junior High School, they are role play, information gap, picture talks, brief question and answer, narrating sequences, and pair dialogue. It is suggested that teachers may apply the six authentic assessment models in assessing students' speaking skill at grade 1 Junior High School.

Key Words: *authentic assessment, development model, speaking skill, junior high school.*

Abstrak

Penilaian otentik memainkan peran penting dalam proses evaluasi pembelajaran. Penilaian otentik mencakup tiga domain yaitu: domain afektif, psikomotor, dan kognitif. Untuk menilai kemampuan berbicara siswa, guru harus menerapkan penilaian otentik yang sesuai dengan siswa. Artikel ini menyajikan hasil penelitian tentang pengembangan penilaian otentik untuk keterampilan berbicara di kelas I MTsN Batusangkar. Data diperoleh melalui kuesioner, wawancara, ceklis validasi dan ceklis kepraktisan. Ada 32 siswa

sebagai responden. Makalah ini mengungkapkan bahwa ada enam model penilaian otentik yaitu *role play*, *information gap*, *picture talks*, pertanyaan singkat dan jawaban, narasi urutan dan dialog pasangan. Hal ini sangat disarankan bagi para guru untuk menerapkan enam model penilaian otentik dalam menilai kemampuan berbicara siswa.

Kata kunci: Penilaian otentik, Model pengembangan dan keterampilan berbicara.

Introduction

It is widely known that every subject at schools needs to be assessed in order to get information about their progress and achievement. Assessment allows teachers to measure, judge and compare students' ability and performance. In the past, teaching activity was centered on the teachers: teachers played active roles and students were passive. A current trend of teaching has moved into communicative language teaching which emphasizes students to do much practice. Students are the center of teaching and learning activities. Students need to practice a lot rather than recalling concept or remembering some formula. This trend inevitably has shifted the way on giving assessment to the students. Test is assumed not the only one way to collect information. Teachers have changed their mindset from conventional assessment to latest one, authentic assessment. This new type of assessment is considered as a solution that can accommodate students' progress and achievement in classroom.

Based on preliminary research done at MTsN Batusangkar on July 2015, it was found that English teachers have applied authentic assessment for speaking but not fully covered students' needs and knowledge level. It is in line with Zaim (2013) who says that only a limited number of teachers can apply authentic assessment. For example, a teacher showed a picture to whole class, then asked them to speak up based on the picture that has been seen previously. The other teacher also has applied role play to the students. The topic was about shopping and the students were asked to practice speaking English about how to bargain, to buy and to thank before leaving the shop. But, there was no specific scoring rubric to score students' performance.

Ideally, a teacher should apply more types of authentic assessment in assessing students' speaking for instance: role play, oral interview, information gap, storytelling and other type of authentic assessments. Teachers should also use appropriate scoring rubric for every assessment given. Based on these phenomena, the lack types of authentic assessment and scoring rubrics, researcher proposes alternative solution by developing authentic assessment model for speaking since available authentic assessment did not meet with students' needs.

There are several definitions of authentic assessment proposed by experts. Callison (1998:4) states that authentic assessment is an evaluation that consists of various forms of performance measurements reflecting the students' learning, achievement, motivation, and attitudes on instructionally-relevant activities. 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. Psychomotor motor deals with manual or physical skill. Affective domain deals with attitudes, value, and emotions. Moreover, O'Malley and Pierce (1996:4) define authentic assessment as an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes. Then, Schurr (2002:1) 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.

According to Choate and Evans (1992:9) there are six purposes of authentic assessment. (1) Authentic assessment gives multiple opportunities for students to perform their performance or work. There are some multiple assessments that can be used to assess students' knowledge. In (2) It gives instructional time. When authentic assessment is embedded in instructional, less valuable teaching time is stolen for assessment. It means, instructional and assessment can be done in the same time, does not spend much time to assess. (3) Teacher can give assessment that related directly to the teaching objectives. Teachers administer accurate and measurable assessment to students which closely related to the teaching instructional in curriculum. (4) Authentic assessment gives direct instruction in real and relevant task. Students learn the material directly to the real experience. (5) It gives students to know their self-ability toward the material. Student can assess their ability by themselves, checking their progress step by step. (6) Authentic assessment studies more on social competency: knowledge, experience, and attitude that could influence the interaction between students and teachers.

Authentic assessment has various types. Brown (2004:254) generally frames out six types of authentic assessment, they are (1) performance-based assessment, (2) portfolio, (3) journal, (4) conference and interview, (5) observations, (6) self and peer-assessment. Those types of assessment are

authentic and real life experience for students. Performance-based assessment implies productive and observable authentic assessment for students. They promote students to learn authenticity and real world task. According to Edutopia (2008) there are ten types of authentic assessment as follows: (1) Observation, (2) Essays, (3) Interviews, (4) Performance tasks, (5) Exhibitions and demonstrations, (6) Portfolios, (7) Journals, (8) Teacher-created tests, (9) Rubrics, (10) Self- and peer-evaluation.

According to Brown (2004:157) there are two general elements in assessing speaking: accuracy and fluency. Accuracy goes to vocabulary, grammar, pronunciation, stress, and intonation. It means, accuracy deals with someone ability to produce correct sentence using correct grammar and appropriate vocabulary. Meanwhile, fluency relates to the meaning and the spontaneous of language use. Fluency deals someone ability to produce sentence fluently and smoothly. The aim of oral language assessment in school is to capture students' ability to communicate both basic communicative and academic purposes. Brown (2004:60) states that the basic communicative is a conversation or talk that can be done face to face where meaning can be negotiated by considering facial expression, gesture, paralinguistic and tone. Academic purposes ask students to speak formally and academically in order to get success in academic. Academic language is found in the content areas where students asked to use language formally. To sum up, speaking is an important skill that needs to be assessed in teaching learning process. To assess speaking, there are essential components to be considered by teachers namely pronunciation, structure, vocabulary, fluency and content. Ideally, all components must be mastered by students when they do speaking performance.

To get appropriate authentic assessment model for assessing speaking skill, teacher must develop the assessment. Developing authentic assessment is basically quiet similar with material development. Tomlinson (2003:1) states that material development is a field of research and a practical activity that produces new product practically. As a field of research, material development concerns on principle and procedural designing, developing, implementing, and evaluating the material. As the activity, there are some activities namely production, evaluation and adaptation. Regarding to the principle of material development, researcher decides adaptation. Adaptation means process of adjusting previous model to the new one by considering the students' needs. In this case, researcher will adjust current model of authentic assessment into the new product.

Cunningsworth in Refnita (2012:47) highlights three types of adaptation, they are sorting, adding, and changing the material in order to produce newest one that suitable with the students. Moreover, McDonough and Masuhara (2013:70) points out five techniques in adapting the model or material (1) adding; including expanding and extending, (2) deleting; including subtracting and abridging, (3) modifying; including rewriting and restructuring, (4) simplifying, and (5) reordering. Relating with the statement above, the researcher wants to adapt the model of authentic assessment for speaking skill. Adding, in this case, means to put additional authentic assessment in order to make the assessment better. Therefore, need analysis is needed to be conducted. By doing need analysis, the researcher can develop authentic assessment that is suitable and applicable for the students (Zaim and Refnaldi, 2016). Deleting means a process to sort inappropriate authentic assessment that is not suitable with students need. Modifying is re-ordering the current assessment to be better. To put it simply, those adaptation activities fully help researcher in order to develop the authentic assessment for speaking skill.

This article will discuss about the model of authentic assessment for speaking skills of English as a result of developmental process of authentic assessment and the validity and practicality of the model after it was implemented in the field.

Method

This research uses research and development design which used ADDIE model in developing authentic assessment for speaking skills at grade 1 MTsN Batusangkar. The data were obtained using questionnaire, interview, validation checklist and practicality checklist. There were five phases in developing authentic assessment, analyze, design, develop, implement and evaluate. Firstly, the researcher analyzed needs analysis from the students by giving questionnaire. Secondly, the information from the questionnaire was the source of data in order to design a developed model. Thirdly, the researcher developed the model. Then, the researcher asked experts' judgment to validate the new model. Finally, the researcher checked perception from the students and teachers on feasibility of developed authentic assessment model for speaking.

Finding 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 and validity and practicality of the model after it was implemented at school.

The Model of Authentic Assessment of Speaking Skills

Based on the result of need analysis which was done using interview and questionnaire, it was found that there are six models of activities for authentic assessment appropriately used in assessing speaking skills at grade I MTsN Batusangkar. The six 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. Each model was accompanied by the scoring rubrics to indicated the level of achievement of the students. The six models are role play, information gap, picture talks, brief question and answer, narrating sequences and pair dialogue.

1. 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 (2006:1) 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.

2. 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. Information gap has been chosen as an assessment model for assessing speaking by three reasons. According to McKay (2006:206) information gap is useful for assessing speaking since it has some advantages. It can develop interactions, it is easy to produce and it can be used as a game.

a. Information gap develops interaction among students.

It facilitates students to participate one to another communicatively; one delivers message and other receives the message. Information gap assesses students' ability to give and receive instructions, whether he/she can give explicit and complete information to his/her partner, to clarify information by asking question or answering question.

b. Information gap is easy to produce.

Teachers may use picture, photo, block and toys in order to assess speaking skill.

c. Information gap can be used as games in the classroom.

As widely known, students at junior high school level like playing game much. By that, information gap is suitable for assessing students speaking skill particularly for junior high school. Information gap promotes two purposes such as: solving a problem and collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has great opportunity to talk extensively in the target language. Information gap activities require students to communicate each other to solve a problem or complete a task. In these activities, an individual student does not have all of the information needed to achieve the activity's goal, which creates a "gap" that can only be overcome by speaking with other students to exchange information.

3. Picture Talks

Picture talks has 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 (2009:167) states picture is good media to assess speaking since it evokes meaning and idea without using actual words.

Picture is interesting media for junior high school students that can tell more concrete information than words. Students can either describe or tell information related to the pictures. If the teacher wants to see if they can describe people, then the selected pictures must allow for that kind of language and structure. An excellent way to prepare and to verify the usefulness of the pictures involves the teacher in an actual rehearsal of what the typical student in his/her class would say. Also, teachers may want to give students several pictures from which to choose, to put them at ease with their ability to communicate and to show what they can do with the language. The purpose of assessment is to uncover what students can do with the language, not to find out what they cannot do.

There are some advantages of using picture as a media in order to develop speaking skill. They are: (1) Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc. (2) Pictures provide common experiences for an entire group of students. It means, by using picture teacher can involve all of students in his or her class collectively. (3) 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. (4) Pictures help the students to focus their attention to the subject during classroom activity. Picture also can evoke students to be more active and interactive.

4. Short Question and Answer

Short question and answer is a type of speaking assessment that is useful for junior high school students to develop their speaking skill. McKay (2006:200) states that simple one-word answer questions is useful to elicit vocabulary and formulaic expression. Students in junior high school level have to have many vocabularies in order to speak. Equally important, students should also know the expression when they deliver a sentence to his/her friend. This kind of assessment simply gives great chance for student to speak communicatively.

Brief question and answer facilitate students to develop vocabulary and expression. This assessment can be given for pair and group of students. In pair, student A delivers short question that relates to the topic to student B. Student B, responds the question and delivers follow up question to the students A.

Short question and answer is communicative assessment which emphasizes students to be active and responsive learners. A Student prepares some questions to be delivered to another student. It happens interaction

between speaker and hearer, speaker deliver question, conversely the hearer listens the question, then responds to the question. For junior high school level, teachers ask students to deliver short and understandable question, so does in way how to answer the question. Students get much chance to practice speaking English, even in short conversation. Besides, this assessment helps students to increase their self-confident. They try to speak, even though they get mistake at the first. By doing practice over and over, students build their self -confident to minimize mistake and anxiety to speak English.

5. Narrating Sequence

Narrating sequence is an assessment model that has been designed by researcher. Sequencing is the process of putting events, ideas, and objects in a logical order correctly. It means, in narrating sequence students are asked to tell the event, process, steps orderly. This activity highly needs logical thinking to place what is the first, second and the last event. Narrating sequence is another form of storytelling. Researcher modified storytelling activity become new one, narrating sequence. One of the rational reasons for changing is students' knowledge level. It is quite difficult to conduct storytelling in lower level like junior high school. They have limited vocabulary and language exposure on how delivering well storytelling. This assessment model displays picture to make it familiar, easy and simple for the students. Teaching instruction in junior high school offers procedure text which is well correlated with this model of assessment model. Narrating sequence encourages students to be communicative learner where they have great chance to practice their English. It is well accepted that students get interested to practice speaking if teachers give appropriate media like picture.

6. 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 inquire together to make their thinking processes, rather than assuming that they automatically know what is intended. 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.

Each model has been equipped with its own scoring rubric suitable with the specific requirements for each model of authentic assessment. The scoring rubrics together with the models of authentic assessment can be used by teachers in assessing students' speaking skill. In general the components of scoring rubrics are pronunciation, fluency, content, vocabulary, and grammar. Each component has the description of the level of achievement that possibly achieved by the learners, so that the teacher can judge in which level of ability the students are now in the assessment given.

Validity and Practicality of the Model

Those developed models are valid and practical to be applied in assessing speaking skill based on statistical analysis done. The score for selection of assessment models is 79.16. This score is categorized into valid. Then, the score of relevance of assessment model toward teaching objectives is 76.45. This score is categorized into valid. It means that the authentic assessment models for speaking skill are relevant and suitable with teaching objectives. Next, the score for language use of the models is 67.06 this score is categorized into valid. Language that is used to write the models is appropriately understandable and readable. Then, the score for writing mechanical and structure is 83.33. This score is categorized into very valid category. It means that the researcher wrote the models mechanically and structurally correct. The score for the suitability of scoring rubrics toward assessment models is 75.50. This score is categorized into valid category. Each model has its own scoring rubric that can be used by teachers in assessing students' speaking skill. Each of scoring rubric is valid for the model. The average score is 76.20, where it can be categorized into valid.

The practicality of the authentic assessment models for speaking skill at grade I MTsN Batusangkar can be explained as follows. Firstly, the relevance of the models towards teaching instructional, the score is 79,16. This score is categorized into practical. Then, the score for the ease of using the model is 83,33. This score is categorized into practical. It means that the authentic assessment model is easy to be conducted in classroom by teachers. Next, total score for the benefit of using the models is 83,33. This score is categorized into practical. The models gave benefit for the users, in this case is teacher. These models helped teachers in assessing students' speaking skill. Then, the score for language use in the models is 83,33. The language is understandable and efficient for teachers when they apply these models in the classroom. Next, the

score for completeness of media is 83,33. Media such as photo, picture, table are completely important to be considered when assessing students' speaking skill. The score is categorized into very practical. Last, the score for compliance of time is 75,00. It score is categorized into fairly practical. In general, the average score for practicality of authentic assessment model was 81,24 where it is categorized into practical.

Conclusion

Authentic assessment models for speaking skills have been developed by using ADDIE design model. There are several phases that have been conducted in order to get well developed models. First, analyzing students' needs analysis toward authentic assessment. Then, designing the model of authentic assessment that is appropriate for the students. Next, developing the model of authentic assessment. After that inviting some experts to validate the models. The, final product of the model of authentic assessments for speaking skill is obtained after following several revisions. 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 for junior high school especially for grade I MTsN Batusangkar. 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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