

HIGH SCHOOL EFL TEACHERS' PRACTICE OF AUTHENTIC SPEAKING ASSESSMENT AT NISSA SCHOOL

ABSTRACT

This study investigates the implementation of authentic Speaking Skill assessment at Nissa High School in Bekasi, West Java. The research delineates authentic assessment practices, including those for authentic speaking assessments, measurement techniques, challenges encountered during assessment, and strategies employed to overcome these challenges. The narrative also highlights the proactive efforts undertaken by the teacher. Employing a descriptive research design with a qualitative approach and interviews for data collection, this research involves three English teachers from Nissa High School as participants. The research results show that high school teachers carried out authentic assessments of speaking skills well. However, its implementation cannot be said to be optimal because of the modifications in the curriculum transition from the 2013 Curriculum to the "Merdeka" Curriculum. Even though the Merdeka curriculum also contains authentic assessment, changes in existing concepts still influence the meaning and use of authentic assessment by Nisaa High School English teachers today.

Keyword: *Authentic assessment, Practice, Speaking Skills*

INTRODUCTION

Proficiency in English is a crucial requirement in the professional realm. Therefore, professionals must have good English skills. Unfortunately, English proficiency is low in human resources (HR) in Indonesia. As per the 2021 EF English Proficiency Index (EPI), Indonesia is positioned 80th among 112 countries and 14th among 24 Asian countries in terms of English proficiency. Indonesia fell behind ASEAN countries such as Vietnam and the Philippines, ranking 66th and 18th respectively. Indonesia is far behind neighbouring Southeast Asian countries such as Singapore (tenth) and Malaysia (thirtieth).

In fact, the Indonesian government works to inculcate English language learning in Indonesian society from an early age. To optimize the English proficiency of the population, the government is doing many things. The policy regarding English classes in schools is one of them. Starting with the implementation of Pilot International Standard Schools (RSBI), purchasing English curriculum activities such as English clubs in schools and implementing TOEFL/IELTS/TOEIC tests for SMA/SMK levels. The Indonesian government has also tried to introduce English subjects into the primary school curriculum. However, the government and its efforts have not shown good results. This can be seen in the English speaking skills of Indonesians, who are very close to the country.

In the realm of education, educators bear the responsibility of gauging learning activities and their outcomes. Assessment, as a process, involves the gathering, representation, and utilization of data concerning individual and collective student learning achievements derived from measurements. The primary aim of assessment is to scrutinize or delineate students' performance in completing tasks relevant to the curriculum and to elucidate how the information is applied to fulfil educational objectives.

The word authentic is synonymous with true, authentic, legal or true. Authenticity refers to real-world characteristics, that is, the skills or abilities that the learner possesses. When students are assigned to a program; The task given is between students' knowledge and practice in everyday life or in the real world. In the context of real language assessment, Bachman and Palmer (1996) established that reliability is the association between the attributes of test performance and performance characteristics in "target language use" (TLU). They say that TLU is a language teaching area and an international area. When the test is only to determine the level of achievement of the learning objective, the test is called "achievement". exam The achievement test can be said to be somewhat authentic if the activities and topics reflect the topics and skills of the study area (Yujiang Zheng and Arburian Iseni, 2017).

Hence, it becomes crucial to undertake pertinent research to validate the mentioned information. This investigation is vital to discern whether the government-provided training has an impact on the success of teachers in conducting authentic assessments. Furthermore, the researcher aims to determine whether the multitude of challenges and the constrained knowledge of teachers in executing authentic assessments across various schools and regions pose hindrances to the implementation of authentic assessments at N High School in Bekasi, the focus of the author's study. Such research will undoubtedly offer valuable insights for the government in shaping future policy decisions. In this study, the researchers sought to capture the context in which high school English teachers administered authentic assessments in their classrooms, or vice versa.

A. Identification of the Problems

Based on facts and background information, several problems can be identified such as;

1. Even though authentic assessment has been recommended by the government as the main measuring tool in the 2013 curriculum, there are still few teachers who implement it.
2. Assessment of speaking skills is complicated, especially if done using authentic assessments.

3. Research finds that many teachers still have limited knowledge about authentic assessment, therefore they prefer to use conventional rather than authentic assessment models.
4. The low English language competency of the Indonesian people, especially school graduates, is proof that the results of the evaluation carried out are still not accurate.
5. Many English teachers experience difficulties in implementing authentic assessment.
6. Even though some teachers have started implementing authentic assessment, there are still few teacher performance reports concerning the execution of authentic assessment.

B. Limitation of the Problems

Due to the aforementioned reasons, the researcher aims to investigate the execution of authentic assessments by English teachers at the high school level, particularly in the evaluation of students' speaking abilities.

C. Research Questions

Given the recognized challenges, the researcher has crafted the subsequent research questions:

1. How is the authentic assessment of speaking skills carried out at Nissa High School, Bekasi, West Java?
2. What challenges and benefits do English teachers at Nissa High School in Bekasi, West Java encounter when conducting authentic assessments of speaking skills?

LITERATURE REVIEW

Review of Related Research (Studies)

Several inquiries into authentic speaking assessment have been conducted by different researchers, such as Ayubi et al. (2021) who explored the perceptions of English teachers regarding the utilization of authentic assessment in the EFL classroom and to identify the challenges associated with its implementation. Employing a qualitative approach, the study involves two English teachers from MA Al-Fatah Palembang as participants. Data is gathered through interviews. The findings indicate that teachers generally endorse the application of authentic assessment in English language teaching. However, they encounter challenges in managing class activities, maintaining assessment consistency, and monitoring the authenticity of students' work during its implementation.

A recent study conducted by Maysuroh et al. (2023) focused on the prevalent types of authentic assessment utilized by teachers. The research explored authentic assessment activities carried out by teachers and assessed the advantages and drawbacks of authentic assessment in evaluating English speaking skills at the high school level, particularly at MA NW Perian. Employing qualitative methodologies such as interviews, observations, and document analysis, the study utilized purposive sampling to select three English teachers from MA NW Perian affiliated with the Darul Muttaqien Islamic Boarding School Organization (YP3DM) NWDI Perian as participants in the research.

A study conducted by Inayah et al. (2019) explored the practices of authentic assessment across several high schools in Banda Aceh. The investigation specifically delved into the varieties of assessments employed and the implementation of scoring rubrics within the context of authentic assessment practices. The study involved English teachers and students from different high schools in Banda Aceh as participants, aiming to depict how authentic assessment is implemented in speaking classrooms based on assessment types and grading criteria. The research included an English teacher and 28 students from a high school class in Banda Aceh as subjects. Using a qualitative descriptive method, data were collected through observation and document analysis. The results indicated that teachers employed diverse activities to assess students' speaking skills, demonstrating that authentic assessment is a feasible model for evaluating speaking skills and potentially other language learning skills.

This study shares both similarities and distinctions in comparison to previous research. The commonality lies in the shared research object, which is the implementation of authentic assessment in secondary schools. However, what sets this research apart is its qualitative focus on analyzing and depicting the practices of authentic assessment specifically related to English speaking skills in one of the secondary schools in Bekasi, West Java. The study provides an in-depth exploration of authentic assessment practices at Bekasi High School, encompassing aspects such as the types of authentic assessments employed by teachers, the advantages of these assessments, challenges encountered by teachers in executing authentic assessments for English speaking skills, and the strategies employed by teachers to address arising issues.

Theoretical Framework

Assessment in Indonesian EFL classroom

Starting from 2022, the Indonesian education system has adopted the Merdeka Curriculum, also known as the Merdeka Belajar Curriculum. Evaluation is a crucial component of the Merdeka program, and authentic assessment is employed to gauge student progress and achievement through diverse techniques, facilitating the attainment of learning objectives. Authentic assessment seeks to measure academic success and a student's proficiency in mastering specific skills. As Kunandar (2013) asserts, authentic assessment is an evaluative process that places significance on both the process and outcomes, utilizing various assessment tools.

At present, schools have the flexibility to maintain the use of the 2013 curriculum as they prepare for the eventual adoption of the new curriculum. The integration of the Merdeka program can be introduced incrementally by each educational institution, taking into account their individual readiness. This approach is in line with the principle of cultivating independent thinking to create a positive learning environment that is not constrained by grades or specific values (Sudaryanto et al., 2020).

Under the “Merdeka Belajar” program, teachers are mandated to incorporate authentic assessments due to their compatibility with scientific learning methods. Authentic assessments

have the capacity to depict improvements in student learning outcomes across various aspects such as observation, reasoning, testing, networking, and others. These assessments lean towards complex or contextual tasks, allowing students to demonstrate their skills in more genuine and authentic situations.

Traditionally, assessment solely measured knowledge and skills through objective tests, but contemporary approaches emphasize authentic assessment, which assesses learners' abilities during and after the learning program. According to Permendikbud No. 104 of 2014, authentic assessment involves students demonstrating attitudes, applying acquired knowledge, and utilizing learned skills to execute tasks in real-life and international situations.

Given the above facts, the author contends that researching the execution of authentic assessment for speaking skills in high schools English teachers is imperative to explore: How do high school English teachers assess speaking skills using authentic assessments? What types of authentic assessments are employed? What values and challenges do teachers encounter when implementing authentic assessments for speaking skills?

1. Authentic Assessment

The concept of authentic assessment gained prominence in the early 1990s, notably through the advocacy of Grant Wiggins. This emergence was in response to the prevalent use of exit tests, written exams, and questionnaires in school assessments. Conventional assessment methods, relying on multiple-choice tests, true-false questions, and similar formats, were perceived as inadequate for measuring student learning outcomes comprehensively. Such tests were considered incapable of providing a holistic understanding of a student's attitudes, skills, and knowledge applicable to real-life situations beyond the school or societal context. Wiggins emphasized the need for assessments to be practical and realistic, capable of demonstrating actual performance. Thus, authentic assessment is seen as an attempt to provide students with tasks that replicate the priorities and challenges encountered in real-life situations. These challenges manifest in various learning and assessment activities, including research, writing, article review, event analysis, collaborative discussions, and essay discourse, among others (Wiggins, 1994).

Permendikbud No. 66 of 2013 on evaluation standards defines authentic evaluation as a systematic and comprehensive process that evaluates from input, through the process, to output. The term "authentic" implies genuineness, reality, validity, or trustworthiness, signifying real-life situations reflecting the abilities or skills possessed by students. For instance, students may be assigned project tasks to assess their capacity to apply acquired knowledge in everyday life or real-world scenarios.

2. Characteristics of Authentic Assessments

Several characteristics define authentic assessments, including being student-centered, integral to integrated learning, contextual and content-dependent, reflective of the complexity of

learning, utilizing various methods and procedures, informing the development of learning programs, and being qualitative (Sani, 2016). According to Kunandar (2015), additional characteristics encompass the ability to be formative or summative, measuring skills and performance rather than memorization, continuous and integrated, capable of providing feedback, and known criteria for success and failure.

Nurhadi (2018) adds to the characteristics, stating that authentic assessments involve real-world experiences, occur during and after the learning process, incorporate self-assessment and measured reflection skills and performance, emphasize skills and performance over memorization, are continuous and integrated, can be utilized as feedback, and have clearly defined criteria for success and failure.

Moreover, the attributes of authentic assessment, as outlined in the 2013 Curriculum, involve evaluating all aspects of learning, encompassing both performance and outcomes or products. (1), conducting assessments during and after the learning process (2), utilizing diverse methods and sources (3), considering tests only as one of the data collection tools (4), ensuring tasks given to students reflect aspects of their everyday life (5), and placing emphasis on the depth of knowledge and student expertise rather than quantity (6) (Kunandar, 2013).

3. Types of Authentic Assessments

Different forms of authentic assessment encompass performance appraisal, project evaluation, observation, interviews, portfolios, and journals. According to Warsono and Hariyanto (2012), authentic assessment can take various formats, such as checklists, journals, daily reading notes (reading logs), portfolios, role-playing videos, self-evaluations through questionnaires, teacher observations, and anecdotal notes (Nurgiyantoro, 2012).

Kunandar (2013) classifies forms of authentic assessment into categories such as performance, assignment (project), performance (result work/product), portfolio (collection of student work), and self-assessment. Other experts, such as Ismet Basuki and Hariyanto (2014) suggest a broad array of assessment instruments, encompassing rubrics/scoring guides, e-portfolios, authentic assignments, self-assessments, interviews, retelling stories or texts, writing samples, projects/exhibitions, experiments/demonstrations, constructed responses, and teacher observation notes, journals/diary entries, written works, oral quizzes, character maps, graphic organizers, checklists, reading logs, video recordings, recordings of discussion processes, and anecdotal records.

Authentic assessment employs diverse techniques adaptable to various contexts. In the realm of English classes, O'Malley and ValdezPierce (1996) propose instances like oral expression, writing samples, projects/exhibitions, experiments/demonstrations, constructed-response items (extended response/essay), teacher observations, and portfolios as methods for authentic assessment. These methods enable students to demonstrate their learning outcomes in diverse and effective ways.

4. Authentic Assessment in ELT

Assessment of English language learning serves as an activity to gauge students' competence and proficiency in English, acting as an indicator for the successful achievement of predetermined learning objectives. According to Slavin (2011), assessment is a measure to determine whether students have met the specified learning goals and objectives. The indicators of achievement are manifested in students' English communication skills, with assessment results presented quantitatively through grades and qualitatively reflected in language behavior. As emphasized by Scivener (2005), language involves more than linguistics; it must be spoken and used for communication. Gronlund (1993) defines assessment systematically as a combination of qualitative and quantitative competency findings, along with judgments from assessors. Iryanti (2004) emphasizes that assessment is a quantitative measurement of overall knowledge integrated into various learning processes.

Assessment of language proficiency is crucial in education, recognized as a fundamental skill according to Minister of Education and Culture Regulation number 16 of 2007. Numerous research studies have investigated the methods employed for assessing English language skills in schools, along with the potential challenges associated with such assessments. The question arises: Is the assessment conducted adequate and ideal? This question requires attention from teachers, who are policy makers and stakeholders. Research, government policies, and follow-up actions are essential to ensure that English language learning assessments align with the intended goals.

METHODOLOGY

A. Research Design

This research employed a descriptive qualitative approach, which is a naturalistic method used in real-world conditions. Qualitative methods include social research steps to obtain descriptive data through words and images. Lexy J. Moleong (2002) emphasizes that qualitative research collects data in the form of words, images, not numbers. The qualitative research approach operates without statistical basis but relies on qualitative evidence, emphasizing the reality on the ground and respondents' experiences, adjusted to reference theory.

Qualitative research, as applied in this study, entails an assessment procedure that yields descriptive data in written or spoken words derived from observing people and behavior. The researcher interprets and explains data obtained from interviews to obtain detailed and clear answers to the research problems. The objectives include describing the application of authentic assessment in speaking skills, identifying assessment techniques used, understanding constraints faced by teachers, and exploring problem-solving strategies.

B. Research Setting

The investigation took place at Nissa High School in Bekasi, West Java.

C. Research Subject

In this study, the research subjects consisted of three English teachers assigned to classes X, XI, and XII at Nissa High School in Bekasi, West Java. Each class is facilitated by one English teacher. The research subjects were interviewed regarding the teaching methods, and assessment methods used to find out whether the teacher used authentic assessment in measuring students' knowledge and skills or vice versa. The table below displays the list of participants:

Table 1. List of Respondents

NUM	NAME	ENGLISH TEACHER OF CLASS
1		X
2		XI
3		XII

D. Research Instruments

This research uses interviews as a qualitative data collection tool. Semi-structured interviews were utilized in this research. These interviews rely on posing questions within a predetermined thematic framework, yet the questions are not arranged sequentially or in a fixed order. Semi-structured interviews are often employed as qualitative exploratory tools in various research fields such as marketing, social sciences, and survey methodology (George; 2023).

Data Analysis

1. Familiarization of Data

In this initial step, the data were transcribed, and a thorough review was conducted by reading and re-reading. Initial ideas were noted, with major concepts highlighted and recorded for each transcript.

2. Generation of Codes

The generation of initial codes involved systematically assigning codes to significant features throughout the dataset, gathering relevant data for each code (Braun & Clarke, 2006, p. 87). During the translation and transcription process, features were coded as brief phrases or keywords representing specific concepts, and memos were created to capture condensed information.

3. Aggregating Codes into Themes

In this stage, codes were consolidated into potential themes by assembling all pertinent data linked to each potential theme, adhering to Braun and Clarke's framework (2006). The data underwent iterative cycles of reading and re-reading, leading to the refinement of codes and

their organization into coherent themes. Four primary themes emerged through the systematic analysis and grouping of codes.

4. Reviewing Themes

The review of themes included assessing their alignment with initially coded extracts and subsequently with the entire dataset. A thematic map of the analysis was created by revisiting the entire interview data to affirm the coherence of the codes.

FINDINGS AND DISCUSSION

A. FINDINGS

1. Practice of Authentic Assessment

The interview findings reveal that all three respondents have incorporated authentic assessments to evaluate students' English-speaking skills. Respondents implemented authentic assessment of the 2013 Curriculum from the time the curriculum was implemented until the curriculum was changed to the "Merdeka" Curriculum in 2020. The three respondents also expressed their satisfaction with the 2013 authentic assessment method. Nevertheless, the participants also expressed that the transition from the 2013 curriculum to the "Merdeka" curriculum brought about changes in the implementation of authentic assessment in schools. While the fundamental principles of authentic assessment remain inherent in the new curriculum, specifically the "Merdeka" curriculum, variations in assessment techniques have influenced how teachers approach, choose, and evaluate students.

Interview result also show that teachers practiced authentic assessments of Speaking skills and implemented technical aspects of authentic assessments as regulated in the 2013 curriculum, such as; knowledge assessment, skills assessment, and attitude assessment. The educators also utilized various forms of authentic assessment to evaluate speaking skills, including practice tests, interviews, performance appraisals, role-plays, presentations, discussions, and debates.

2. Teacher Competency in Authentic Assessment

The research outcomes indicate that teachers at Nissa School are well-acquainted with authentic assessment. All experienced educators have undergone training in authentic assessment. Upon further inquiry into the concept of authentic assessment, all teachers demonstrated a correct understanding. They also affirmed the adoption of authentic assessment methods for an extended period, commencing from the implementation of the 2013 curriculum until the transition to the independent curriculum.

3. Developing Authentic Assessment

The interview findings from the respondents revealed that, when creating authentic assessments, teachers referred to the 2013 curriculum guide as a source of guidance. The process involved the following steps: 1) defining the assessment standards or objectives, 2)

preparing assessment materials, and 3) selecting the type of assessment. Meanwhile, when questioned about the procedures for developing an assessment rubric, the teachers elaborated on the process, outlining the steps as follows: establishing the assessment objectives and subsequently formulating assessment criteria or rubrics.

4. Types and Techniques of Authentic Assessment

The findings from the interviews at Nissa School in Bekasi indicated that English teachers utilized a diverse range of authentic assessment methods, such as presentations, discussions, role-playing, question-and-answer sessions, and observations. Furthermore, during authentic assessments for English conversations, teachers evaluated students across three dimensions: attitude, knowledge, and skills. The interview results also revealed that teachers implemented nearly all the prescribed assessment techniques for attitude, knowledge, and skills assessments outlined in the 2013 Curriculum to evaluate students' attitudes, knowledge, and skills.

For attitude assessment, instructors preferred three evaluation methods: observation, self-assessment, and peer assessment, while journaling assessment techniques were deemed overly intricate and thus not utilized. In terms of knowledge assessment, teachers employed the three available authentic assessment techniques—written tests, oral tests, and assignments. Regarding skills assessment, teachers utilized almost all types of authentic assessment, encompassing practice tests, project assessments, portfolios, interviews, performance appraisals, role-plays, presentations, discussions, and debates. Among these, teachers most frequently employed techniques like Q and A, discussion, presentation, pair dialogues, role-plays, and debates.

5. Challenges and Resolutions in the Implementation of Authentic Assessment.

The outcomes of a study conducted at Nissa High School in Bekasi, West Java, revealed that teachers commonly face difficulties in authentic assessments of English-speaking skills due to challenges in time management. To address these issues, teachers have made efforts such as allocating more time, enhancing time management skills, and assigning additional tasks.

6. Opportunities and Benefits of Implementing Authentic Assessments

The results of a study conducted with three English teachers at Nissa High School regarding the integration of authentic assessment for English-speaking skills indicated that the teachers found considerable value and advantages in implementing authentic assessment. These benefits not only impacted the teachers as implementers but also extended to the students as participants. Teachers reported benefits such as gaining precise insights into students' capabilities, fostering increased student engagement, and providing more relevant reflection and feedback. Simultaneously, students experienced advantages such as more opportunities to practice English skills, heightened self-confidence, improvement in speaking abilities, and the development of critical thinking skills.

B. DISCUSSIONS

1. Implementation of Authentic Assessment for Speaking Skills

Authentic assessment represents a comprehensive evaluation method that takes into account both the process and outcomes concurrently. In the context of the 2013 Curriculum, assessment covers attitudes, knowledge, and skills, occurring during or after teaching and learning activities. Teachers, as crucial assessors, play a pivotal role in ensuring accurate assessments aligned with the 2013 Curriculum standards.

Research data that supports the Nassa High School English teacher's statements regarding the implementation of authentic assessment of speaking skills in their school, is presented in the interview data as follows;

When asked whether respondents had implemented authentic assessments, and when they started implementing authentic assessments to assess English language skills in accordance with the regulations set out in the 2013 Curriculum, Desta said; *“Yes, I have. I applied authentic assessment to assess speaking skills in the 2013 curriculum as a benchmark for students' abilities in speaking skills. However, we use a different assessment method now, because it has changed to "Merdeka" curriculum since 2020.”*

Meanwhile, Fitra, the second participant stated: *“Yes, I have. I use authentic assessments to assess students' Speaking skills. This assessment provides a more complete picture of students' communicative abilities in real-life situations. This assessment method increases motivation because authentic speaking tasks are more meaningful for them. However, currently, we are using a different assessment method, because it has changed to "Merdeka" curriculum since 2020.”*

Deva responded: *“ I started implementing authentic assessment when the assessment method was launched by the government in 2013. Authentic assessment is very suitable for measuring students' speaking abilities because authentic assessment is not only oriented towards mastery of knowledge but also focuses on students' language performance, where one of the benchmarks is the students' abilities to communicate in English both in educational environments and in social environments where students live and interact with society. However, along with changes in the curriculum, teachers and schools also follow the new curriculum set by the government, namely the "Merdeka" curriculum.”*

In conclusion, it can be inferred that the teachers at Nissa High School have effectively conducted authentic assessments for speaking skills. However, the execution of authentic assessments in speaking classes at Nissa High School is not considered optimal due to alterations in the curriculum, impacting the assessment techniques and processes.

2. Teacher Competency in Authentic Assessment

Pedagogical competence encompasses a teacher's capacity to comprehend students, formulate and execute instructional strategies, assess learning outcomes, and foster the realization of diverse student potentials. One key criterion for gauging teacher pedagogical competence, as stipulated by Minister of Education and Culture Regulation Number 104 of 2014

(Kemendikbud, 2014), is the proficiency in conducting authentic assessments during the learning process.

The findings of the research reveal that educators at Nissa School possess a strong familiarity with authentic assessment. All seasoned teachers have received training in authentic assessment, and upon deeper exploration of the concept, they exhibited a correct understanding. Furthermore, these teachers confirmed their consistent application of authentic assessment methods, starting from the inception of the 2013 curriculum and continuing through the transition to the independent curriculum. The proficiency of the teachers plays a crucial role in the success of authentic assessment practices, with their substantial knowledge being a potential determinant of this success at Nissa School.

In her statement, Desta claimed that *she is familiar with authentic assessment*, and when the researcher asked further of whether she has ever received any trainings of authentic assessment, she replied; *“Yes, I joined trainings of assessment authentic several times.”* Similar with Desta, Fitra and Deva also stated that they are familiar with and have received trainings of Authentic assessment model. In the interviews, Fitra expressed; *“Yes, I am familiar with Authentic assessment. I have attended some trainings about authentic assessments provided by the government.”* Meanwhile, Deva responded; *“Yes, of course! Yes, I received several trainings regarding the implementation of Authentic assessment of the 2013 curriculum.”*

To gain a more depth information the researcher probed to check her understanding by asking about the definition of Authentic assessment, and Desta explained; *“Authentic assessment pertains to evaluating student development and achievement, manifested through student performance to demonstrate the attainment of learning objectives, confirming a genuine understanding and mastery of the subject matter learned.”* Fitra opined; *“Authentic assessment is an assessment method that is competency-oriented and focuses on student involvement”*, and Deva defined; *“Authentic assessment is an assessment method that measures students' knowledge, skills, and competencies in real terms by asking students to demonstrate the skills and competencies they have to overcome problems and situations encountered in the real world.”*

3. Developing Authentic Assessment

Mueller (2008) proposes a series of steps for crafting authentic assessments, which include (i) establishing standards; (ii) identifying authentic tasks; (iii) formulating criteria; and (iv) creating a rubric.

It can be asserted that English teachers at Nissa School have followed the prescribed steps for crafting authentic assessments in alignment with the guidelines outlined in the 2013 curriculum. This findings interpretation is generated from the interview results as follows;

1. **Interview question** : What references do you use in compiling authentic assessments?

- Desta** : “The references I use in preparing authentic assessments are references as regulated in the 2013 curriculum which include; determining learning objectives, selecting the authentic teaching the material, and deciding the authentic assessment types”
- Fitra** : “The references I used in compiling Authentic assessment is by following the guidelines regulated in the 2013 curriculum, such as; determining standards, identifying authentic tasks, selecting the assessment types and techniques, and creating a rubric.”
- Deva** : “I used the 2013 curriculum guidelines to compile Authentic assessment, namely; stating the learning objectives, determining the authentic assessment types, and reviewing students’ competency.”
7. **Interview question** : How to determine Authentic assessment methods for evaluating speaking skills?
- Desta** : "I determine that the selection of authentic assessment methods to assess English speaking skills is by considering the competency targets and learning objectives to be achieved"
- Fitra** : “I determine the authentic assessment methods for assessing English speaking skills by choosing the most appropriate format. For example, the assessment carried out is a group debate, so it is different from an individual monologue.”
- Deva** : “I determine the types of authentic assessment to assess English speaking skills by considering the learning objectives or targets to be achieved, then continuing with preparing materials and types of authentic assessment, determining criteria, and creating rubrics.”

4. Authentic Assessment Techniques for Speaking Skills

The outcomes of the interviews indicate that at SMA Nissa in Bekasi, English teachers employ a variety of authentic assessment types and methods, including presentations, discussions, role-plays, question-and-answer sessions, and observations. When implementing authentic assessments for English conversation, teachers encompass evaluations of attitudes, knowledge, and skills. The selection of authentic assessment types is guided by specific objectives and linguistic considerations.

Teachers commonly utilize techniques such as question and answer, discussion, presentation, pair dialogues, role-plays, and debates. Nurgiyantoro (2011) states that there are six authentic assessment techniques, including performance appraisal, oral interviews, open questions, retelling a text or story, portfolio assessment, and project assessment. The interview results related to the authentic assessment techniques for speaking skills are presented as follows;

- 1) Do you use the same authentic assessment techniques to assess all types of English-speaking practice?

Desta : “ Each assessment will use methods that may be the same, or different, depending on the topic and assessment steps. ”

Fitra : “ I choose authentic assessment techniques depending on the learning objectives, and the language features to assess.”

Deva : “ The type of assessment I use are varies depending on the targets and achievements to be achieved.”

2) What authentic assessment techniques and types do you often use to assess speaking skills? How does it fit with the aspect of English-speaking ability you want to assess?

Desta : “The authentic assessment techniques that I use to assess students' speaking abilities are; Observation, Presentation, and role playing. In my opinion, the assessment technique I use is appropriate to the aspect of English speaking ability that I want to assess.”

Fitra : “I use Observation, Presentation, and role playing, discussion, dialogue, debates to assess students' speaking abilities. I think I use is appropriate to the aspect of English speaking ability that I want to assess.”

Deva : “The authentic assessment techniques that I use to assess students' speaking skills are; Observation, Presentation, and role play, discussion, debate. In my opinion, the assessment technique that I have used so far is in accordance with the aspect of English speaking skills that I want to assess”.

5. Challenges and Resolutions in the Implementation of Authentic Assessment.

Teachers encounter challenges in implementing authentic assessment, and one of the contributing factors is a shortage of time. It aligns with the findings of I Made Enra et al. (2015: abstract), who identified time constraints as a significant obstacle for teachers in executing authentic assessments. Teachers often face limitations in planning and implementing authentic assessments due to insufficient time availability. For instance, when assessing students' attitudes, teachers need to plan and provide assessment rubrics for a comprehensive evaluation. The process of overseeing each student during attitude assessments demands additional time. It is crucial to note that teachers have multifaceted responsibilities in the classroom, including delivering instructional content to students.

While authentic assessment is deemed beneficial for comprehensive student development, covering cognitive, affective, and psychomotor domains, the research suggests that English teachers at Nissa High School encounter minimal challenges in applying authentic assessments

for speaking skills. Their primary obstacle revolves around time constraints, a common issue given the time-intensive nature of authentic assessments aimed at evaluating student performance. To address these challenges, teachers have implemented strategies such as allocating more time, enhancing their time management skills, and assigning additional tasks. It aligns with Kunandar's perspective (2014:265), highlighting the time limitations associated with performance assessments, especially when assessing all students comprehensively. The interview results related to challenges and resolutions in applying authentic assessments for speaking skills are presented as follows;

1) Do you experience any difficulties in carrying out the English-speaking skills assessment? What obstacles did you experience?

Dest : "My problem in implementing authentic assessment is time constraints. Time allocation is very limited, while there are many activities and tasks."

Fitra : "The obstacles I faced were still small, either related to student absences, or due to time constraints, so the assessment activities had to be postponed to the next meeting."

Deva : "The challenge I encounter in implementing authentic assessments revolves around constraints related to time. These constraints encompass the time required for preparing assessment models and types, limitations during the assessment process, and time constraints in the development of assessment rubrics."

2) Have you undertaken any initiatives to overcome challenges in conducting English language skills assessments?

Dest : "Yes, by allocating additional time or outside class hours"

Fitra : "Yes, by allocating time outside of study hours, it can be during breaks or on Fridays when learning is completed a little quicker."

Deva : "Yes, by allocating more time, by improving time management, and by assigning tasks."

6. Opportunities and Values of Implementing Authentic Assessments

Teachers derive benefits such as obtaining accurate information about student abilities, increasing student engagement, and providing pertinent reflection and feedback. Simultaneously, students benefit from heightened motivation to practice and perform more frequently, fostering increased confidence and refining critical thinking skills. Authentic assessments, through activities like presentations, discussions, interviews, dialogues, and debates, encourage students to actively participate in class. The interview result related to the opportunities and values in implementing authentic assessment for speaking skills is served as follows;

IQ : Is authentic assessment beneficial for teachers and students? What are the benefits?

Destia: “Benefits of authentic assessment for teachers are; measure students' abilities accurately, Increase student involvement in the learning process. While benefits for students are; students can practice English language skills often, increase students' self-confidence.”

Fitra : “Benefits of authentic assessment for teachers are; can be used to determine students' abilities precisely, helps increase student engagement, provides a more precise reflection. Meanwhile benefits for students are; Students can practice English more, develop students' self- confident, sharpen the speaking and critical thinking skills of students”

Deva : “Advantages of authentic assessment for teachers include the ability to accurately gauge students' capabilities, enhance student engagement, and offer a more accurate reflection of their abilities. On the other hand, benefits for students encompass increased opportunities for English practice, the development of self-confidence, and the refinement of both speaking and critical thinking skills.”

CONCLUSIONS

1. Nissa High School English teachers have implemented authentic assessments of the 2013 Curriculum. The research results show that high school teachers carried out authentic assessments of speaking skills well. However, its implementation cannot be said to be optimal because of the modifications in the curriculum transition from the 2013 Curriculum to the "Merdeka" Curriculum. Even though the Merdeka curriculum also contains authentic assessment, changes in existing concepts still influence the meaning and use of authentic assessment by Nissa High School English teachers today.
2. English teachers at SMA Nissa Bekasi apply several types and techniques of authentic assessment. The techniques for authentic assessment of speaking skills applied are quite diverse, namely presentations, paired dialogues, interviews, role-plays, discussions and debates. However, the application of this assessment technique has not been carried out maximally. There are several assessment techniques that are not applied by teachers, namely project assessment and portfolio assessment.
3. In carrying out authentic assessments of speaking skills, teachers did not experience many difficulties. The challenge encountered by teachers in conducting authentic assessments of language skills remains predominantly related to time constraints. It is a common problem because implementing authentic assessments that target student performance certainly takes a lot of time.

A. Significance of the Findings

The importance of the findings can be summarized as follows;

1. As a report for the Indonesian government regarding the implementation of authentic assessment.
2. To serve as information and evaluation for English as a Foreign Language (EFL) teachers in Indonesia regarding the implementation of authentic assessment for speaking skills.

B. Limitations of the Research

This research has several limitations. The limitations of this research are as follows.

1. The researcher's limited expertise in formal education hinders obtaining comprehensive information about the research subject. Researchers' knowledge of various school curricula makes the researcher less able to deepen the research.
2. Limited research time creates obstacles in obtaining information and collecting data.
3. Limited credibility of the data in this research is a factor that cannot be avoided. Data collected through interviews and classroom observations may not fully describe the actual reality on the ground regarding the implementation of assessments.

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