

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Authentic Assessment**

##### **1. Definition of Authentic Assessment**

Authentic assessment can be defined as stimulate students to develop skills or competencies relevant for their future world of work. It is subjective and dependent on who is judging the authenticity (Gulikers et al., 2006). In another article, authentic assessment means require students to combine and apply competencies of their knowledge, skills, and attitude in professionals life (Gulikers et al., 2004). So, authentic assessment is the way of lecturer to evaluate students' knowledge and skills also promote them to apply what the have been learnt in to beyond schools.

Authentic assessment also called as performance assessment, alternative assessment, and direct assessment. This kind of assessment focuses on practice of knowledge and skills while non-authentic assessment focuses on test and examination. Increasing assessment authenticity is intended to have a positive effect on students' learning and motivation (Zaim & Moria, 2017). The goals of authentic assessment are seemed to stimulate higher order thinking and problem solving that are useful for both individual and society.

In authentic assessment, learners are asked to apply concept or theory in school to the actual conditions. This leads to lecturer and students perceiving a real world activity in the educational process because it can integrate the real application through experiment and experience. Therefore, the education needs to engage students to be powerful in producing achievements between knowledge, skills, and attitudes to enhance the specific assessment. This assessment makes them easier to confront the professional life cases needed than using a traditional assessment to measure their capabilities in classroom activities.

## 2. Types of Authentic Assessment

Brown (2004) presents some types of authentic assessment or he called it as alternative assessment that can be used by lecturer in assessing language such as:

### a. Observation

Observation is conducting a research to observe real world case in the classroom. To perform the observation, the lecturer must prepared 5W+1H questions. In addition, the lecturer must choose the types of observation to conduct the assessment. Following types of observation being:

#### 1) Anecdotal Records

Anecdotal records are a detailed descriptive narrative to record specific observation of student's behavior, skills, and attitude. It may provide information to student's family related to possible developmental delays and direction for further instruction.

2) Checklists

Checklists is written list of criteria in order to assess students' performance. So, the lecturer can focus on specific terms to give students a score.

3) Rating Scales

Rating scales is similar to checklists but it focuses on the range of scoring. Rating scales is a set of criteria and usually provide several levels of response selections to describe the quality of students' work.

b. Self and Peer Assessment

Self and peer assessment is involving students to assess their own performance and their peers which can encourage them to take responsibility for their learning. Through this, students can actively learn their previous mistakes, weaknesses, and strength. This enables students to understand better of assessment expectations and improve their performance.

c. Journal and Interview

The concerns of journal are students' expression of opinions or experiences. Meanwhile, interview is interactive communication between a lecturer and students. The lecturer uses an interview for gaining information of students to assess their performance. This kind of assessment can be used daily to assess students' learning progress and attitudes.

d. Performance Assessment

Performance assessment is to exhibit the knowledge and skills by performing a formal performance. This kind of assessment covers a breadth and depth behaviors includes experiments, tasks, projects, and presentations. It made them enhances their imagination in expressing their thoughts, expand equally in knowledge, attitudes, and skills.

e. Portfolio Assessment

Portfolio assessment is a systematic collection of student's work such as written assignments and presentations that represents student's progress. In general education, portfolio assessment is necessary toward achieving academic goals because it can be an examination of student selected samples of work related to outcomes being assessed.

Jaenes & Heritage (2020) also presents some types of speaking assessment that can be held online by the lecturer such as:

a. One-to-one / paired interviews

One-to-one or paired interviews with the lecturer are applicable for online assessment depending on the platforms that will be used. For example, Zoom Meeting and Google Meet are easy to replicate that. Where question can be more direct and it is much easier for the lecturer to ask additional question to gauge better responses. Nevertheless, the results are not dependent on other students and it is very time consuming.

b. Question and answer tasks

In this case, the lecturer questioning variety of questions including open-ended questions to discover students' knowledge and skills. Usually, the lecturer develop the questions based on Bloom's Taxonomy to promote higher order thinking.

c. Students are asked to prepare and rehearse talks or dialogues – not spontaneous

There are some platforms or resources that make it easier to do this type of assessment. For instance, the lecturer asks students to send videos or short recordings of them talking and this kind of assessment is done asynchronously. Logistically, it is easier but

time consuming because the lecturer is going to have many videos to watch.

d. Subjective impressionistic assessment based on experience

This type of assessment is the lecturer does it in the class and throughout the academic year and term. It gives the lecturer an idea of how students are doing in terms of speaking. The lecturer can give a mark at the end of the term but it is based on experience throughout the year. In the subjective test, the scoring is impressionistic and dependent to lecturer's judgment. Whereas, in the objective test there is a list of items each with only one correct answer and the lecturer's task is simply to total number of 'right' and 'wrong'. The impressionistic method of assessment can be defined as marking wherein the marks are awarded to the composition on the basis of the overall impression.

3. Characteristics of Authentic Assessment

There are four observable characteristics that differentiate authentic assessment from other kind of assessment, the characteristics namely:

- a. Assessment tasks are representative of the materials. Students actually conduct experiments and performance rather than recalling.
- b. The qualities of performance are carefully designed standards to evaluate and they are shared with students.

- c. Students have a role in evaluating their work, real world contexts required to be successful and authentic assessment aims to develop skills of self-assess and self-motivate.
- d. Students present their own work publicly. They reflect on their work, what they know, and share it in an understandable way (Frey, 2014).

Herrington and Herrington (2006) also state characteristics of authentic assessment, they are:

- a. Context

The realism and connectedness to the real world beyond class situation are required.

- b. Student Factors

Students need problem solving and higher order thinking skills because authentic assessment encourages in the production of knowledge such as create performance to be more active.

- c. Task Factors

Authentic assessment gives opportunity for students to have multiple active responses. The alignment between assessment and classroom activity is also needed.

- d. Indicators

Setting criteria for authentic assessment should provide a wide range of learning indicators to score the performances.

## **B. Public Speaking**

### **1. Definition of Public Speaking**

Public speaking is standing in front of audience to deliver a speech in a structured manner with the purpose of persuade, inform, or entertain (Templeton & Fitzgerald, 1999). Public speaking is different with other common speaking activities because the speaker speaks with larger audience. From the practice of public speaking, students will be able to train their personal, social interaction, academic improvement, and career benefits. They can build up self confidence in communicating effectively on the ideas they would like to share.

### **2. Types of Public Speaking**

According to Chivers & Schoolbred (2007), by exploring the purposes, types of public speaking can be divided as:

#### **a. Informative**

Informative is a speaking with purpose of share one's information or knowledge to audience such as describing political event and giving a report in a form of research.



b. Persuasive

Persuasive is a speaking to influence audience about specific beliefs, values, and behavior. This type needs to have a strong content and delivered in a clear way.

c. Entertaining

Entertaining is designed to amuse and attract audience's attention. This type is usually given at party such as wedding, graduation, and birthday.

3. Advantages of Public Speaking

There are several advantages in teaching public speaking for ELT. The researcher highlighted three, such as public speaking provides opportunity to practice all four language skills (listening, speaking, reading, and writing), public speaking supports the critical thinking skills development because students are required to explore, analyze, develop, and evaluate the credibility of information, also public speaking promotes students to learn because it is an ideal way to display what they have learned (Shea, 2009).

**C. The Application of Authentic Assessment of Public Speaking**

In applying authentic assessment in the classroom, according to Villarroel et al. (2020), the lecturer should apply principles they are:

## 1. Before: Planning Authentic Test

The lecturer should construct authentic assessment which is well-constructed context that may show more than one perspective of the problem, injecting realism into the tests, assessing three complex thinking namely memory skills, analytical skills, and transfer skills, also the validity of what really matters to measure is important.

Therefore, there are 3 sources to facilitate the adequate selection, namely (a) graduate profile, presents the competences standards that all students need to master and determine how this class will contribute once they finish their study, (b) course learning outcomes, analyze it to emphasize the importance on what can students do by the end of the class and identifies which assessments are necessary to be claimed that students have met, (c) professionals requirements, a class which lead to professions should has professional practice requirements, so it is important to integrate way of assessing which will lead students to face typical problems.

## 2. During: Administering Test

Assessment practices such as problem based task and project work in authentic assessment are perceived by students to be more effective and fairer because it links the assessment situation with external world. The strategies to administer this kind of test are enabling open book, allowing collaborative work, and simulating realistic professional environment.

### 3. After: Following Up

To make an authentic assessment, it is necessary to hold evaluative judgment activities that accommodate them to achieve the development of knowledge and skills also determine students for what they will have to do in beyond higher education.

. On the other hand, based on Haryono (2019), there are four general principles: (1) the assessment should be an integral part of the learning process, (2) the assessment should reflect the real world problems, (3) the assessment should use a variety of sizes, methods, and criteria based on the characteristics and the essence of learning experience, and (4) the assessment should be holistic or covering all aspects of learning objectives such as cognitive, affective, and psychomotor.

The researcher carried out a literature on assessment authenticity degree from Gulikers et al. (2004). Assessment is most likely to be authentic if it satisfies the five dimensional framework (5DF):

#### 1. Task

Authentic assessment is a problem task that should require students to integrate knowledge, skills, and attitudes as professionals do. This means authentic assessment is complex, involving multi-disciplinarily, having multiple solutions, real-life problems, and well-structured. The task has to be one that involves the students in carrying out activities that

reflect what is done. By giving task ownership and the process to develop a solution of the task to students is crucial for engaging them in authentic learning and problem solving.

## 2. Physical context

An important element of physical context is the number and kinds of tools or resources available, because it determines how students doing the task which provides resources of information in real life. The physical context related where the assessment has to be done so the assessment should mirror the way knowledge, skills, and attitudes are used in real life. For instance, most schools involve memory work and tests while other schools involve outdoor activities which often engaged with physical tools or resources such as calculators. Usually, real place of work is likely different from institutional learning environments.

## 3. Social context

Authentic assessment is related to with whom the assessment should be done and mostly takes place in social context. Authentic assessment involves social process and decision making that is equivalent to real life situation, this may or may not include teamwork and collaboration. On the other hand, when the assessment task is individual, the social context should stimulate some kind of ‘competition’ among students.

#### 4. Assessment form / result

Assessment form is related to the kind of the assessment while assessment result can be product or a process as it is realistic outcome that influences student learning, such as performance and essay. Students should be able to present the assessment result to predict future functioning in professional career.

#### 5. Criteria

Criteria or standards level are characteristic of the assessment results that are valued based on professional practice. Setting criteria should relate to realistic outcomes, reflect the requirement of the assessment, and concern the development of professional competencies. The criteria should be made transparent to students beforehand is important in authentic assessment because it guides learning and in real life employees usually know on what performance criteria will be judged. On the other hand, setting criteria can also be based on the interpretation of another dimension of the framework. If the physical context requires the use of certain tools, then the criteria should specify how this should be used in the assessment.

Furthermore, there are six components of speaking to be scored as Brown (2004) has stated, namely (a) pronunciation, deals with how many pronunciation errors interfere the communication, (b) grammar, how to control and construct sentences in a correct grammar, (c) vocabulary, the

correct usage of vocabulary which indicate proficiency level, (d) fluency, the responds are well delivered without any hesitation, (e) comprehension, understand and able to give the appropriate response, and (f) task, able to finish the given task.

#### **D. Review of Previous Study**

There are several studies that have been conducted in the discussion of authentic assessment. First, it is a research conducted by Nurhasanah (2020). She is a student in English Education Department, Educational Sciences Faculty, Syarif Hidayatullah State Islamic University, Jakarta. Her research is about “The Application of Authentic Assessment for Students’ Writing Skill”. Regarding the findings oh her research, it can be concluded that the English teachers of tenth grade in MAN 1 Tangerang implement the authentic assessment of student writing skill by using various techniques. They include three aspects of students’ ability such as affective, cognitive, and skill. All considered of things, the teachers know the application of an authentic assessment of speaking skills based on the 2013 curriculum, although the teachers have not yet applied this assessment optimally.

Another research is conducted by Ningrum (2016). She is a student in English Department, Faculty of Teacher Training and Education, Muhammadiyah Surakarta University. Her research is entitled “The Implementation of Authentic Assessment of Speaking Skill for the Second

Semester Students at Muhammadiyah University of Surakarta 2016/2017 Academic Year”. Based the findings oh her research, it can be concluded that there are four techniques of authentic assessment used by the lecturer, they are classroom’s activities such as demonstration, oral interview, project, and teacher observation. In teaching and learning process, the lecturer uses assessment instrument that is give a feedback to the students after present their performance. The procedure of the implementation of authentic assessment is clear and systematic. The lecturer determines students score with rubric score and the aspects covers vocabulary, grammar, fluency, pronunciation. Based on the interview and observation, problems faced by the lecturer in assessing speaking are authentic assessment becoming a mental process for students, not all students ready technically, some students do not clearly understand about a feedback, find difficulties to make script, and tend to use impolite ways in the conversation.

Another research is conducted by Salamah (2016). She is a student in School of Teacher Training and Education, Muhammadiyah University of Surakarta. Her research discusses about “The Implementation of Authentic Assessment Based On the 2013 Curriculum for the Student of 8th Grade at SMP Negeri 3 Colomadu”. Regarding the findings oh her research, it can be concluded that there are four techniques used to assess the students’ speaking skills, they are role play, game, performance, and story telling. Although, the techniques used by the teacher is different but both of

knowledge and skill are integrated in the performance of the students. Therefore, it is appropriate with the principles of authentic assessment and the 2013 curriculum and the theory of authentic assessment by O'Malley because the teacher uses simple techniques in assessing speaking.

All the previous studies above are about the implementation of authentic assessment in vary English productive skills. Therefore, to fill the gap, the researcher attempts to do research entitled "Authenticity of Assessment for Public Speaking Class" where this research observes in online way and does not just describe the implementation of the assessment but also measure decide its authenticity.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research applied descriptive qualitative method to obtain facts about the types, principles of implementing authentic assessment, and the authenticity of online assessment being used by the lecturer in assessing students' public speaking skill. Qualitative research is an approach to get the deep meaning of individuals or group social issue as well as human problem, it begins by using theories that can form or affect the research under study (Creswell, 2014). This research is also categorized as a descriptive research. Descriptive research intends to describe a phenomenon, subject, or area accurately and factually with its characteristics which the researcher tries to analyze, interpret, and gives conclusion for current problems from various qualitative resources (Nassaji, 2015).

From the definition above, it can be concluded that descriptive qualitative research is a method that focuses the analysis on describing research subject and object in form of narrative and avoid using numerical data or statistic in analysis the data. Through descriptive qualitative method, the researcher may be able to gain information to answer the problem above.

## **B. Research Setting**

This research took place at the all 4 classes that is taught by 1 lecturer of the fifth semester Public Speaking course English Education Department in Faculty of Tarbiyah and Teachers Training UIN Antasari Banjarmasin which located on Jenderal Ahmad Yani street, KM 4,5 Banjarmasin, South Kalimantan. The researcher is interested to choose this place because she wants to know about the types, principles in implementing authentic assessment, and its authenticity in Public Speaking class due to Covid-19 pandemic, so the teaching and learning activities are held virtually in several social media such as Telegram and Youtube. This research will also be conducted through social media to going an interview, observation, and collecting the documentation.

## **C. Participants / Subject**

The subject of this research is a lecturer who taught Public Speaking class in the fifth semester of English Education Department of UIN Antasari Banjarmasin. The researcher chooses this subject because students who studied in this class should have passed Speaking I and Speaking II classes in the previous semester. So, Public Speaking class is considered as a complex lesson with a complex assessment as well even in online learning. Since there is only one lecturer who teaches 4 classes, so the researcher only has one participant.

#### **D. Data**

Data is a set of facts that need to be processed in order to make it useful and called as information necessary for research activities. Based on Prastowo (2016), data is divided into two types based on the origins of its acquisition, they are primary data and secondary data. Simply, primary data is obtained from the first resource while secondary data is obtained not from first resource. In this research, the researcher will use primary data because data sources will be obtained directly by the researcher from the participant through observation, interview, and document such scoring rubric.

#### **E. Technique of Data Collection**

In this research, the researcher is going to use some kinds of techniques, they are observation, interview, and document. Observation is a process to observe the research subject that related with human activity, working process, etc. The observation is held at Public Speaking Class and there are two times class observations for middle test at October and final test at December to get direct information.

Interview is a purposive conversation between the researcher and a person or a group of persons which can be done by direct and indirect communication. Direct interview means oral communication, whereas indirect interview means sending a list of questions to the respondent then answer it in written form. In this research, the researcher will conduct

online interview with the lecturer after middle test and final test are done by using some questions as discussion and then ask additional questions that is used to complete the data related to the types of authentic assessment being used, principles in its implementation, and assessment authenticity.

Document is an object that produced and existed before the start of the research (Lodico et al., 2006). It can guide the researcher to gain and have the clearest data or authentic information based on the field studied. In this research, the researcher will use documents that are used by the lecturer for assessments as supporting data such as lesson plan and scoring rubric sheets.

## **F. Data Analysis**

Data analysis is a process of gathering, modeling, and transforming raw data with the goal of highlighting important and useful information and supporting decision making. The process of making the data is inductive because it begins by learning the data rather than begin with presume notions about the subject matter. To interpret the data, the researcher applied appropriate procedures to find out the final findings in answering research questions. In this research, the researcher will use Miles and Huberman's theory for analyzing the data. As cited from Miles and Huberman (1994), they define data analysis in qualitative research as consisting as three current flows of activity include data reduction, data

display, and drawing and verifying conclusions. So, there will be three steps to do, they are:

### 1. Data Reduction

Based on Miles and Huberman (1994), data reduction can be defined as the process of choosing, focusing, simplifying, abstracting, and transforming raw data from the field notes or transcript. It works by making a summary, coding, searching theme, and writing memos. It is like a form analysis that categorized the data so the conclusion drew and verified. In data reduction, all of the data those collected in the field where the teaching and learning was going on will be reduced. The researcher only uses the most important data related to the research problem without changing the sense of data.

### 2. Data Display

Based on Miles and Huberman (1994), data display is to deliver information that have been reduced compiled neatly, coherent, easy to read and comprehend that permits conclusion drawing about the findings in the form of narrative text. In this research, the researcher will show the data in a sequence narrative text about the types of assessment, principles in implementation, and assessment authenticity which will be measured by using the theory of Gulikers (2004) about the five dimensional framework (5DF).

### 3. Drawing and Verifying Conclusions

According to Miles and Huberman (1994), drawing and verifying conclusions activities are intended the researcher is looking for the meaning of data collected by searching for patterns of relationships, similarities, or differences with the topic. In this step, the researcher drawing the conclusion of data collected in the form of a good statement and having clear data. After getting the conclusion, it is analyzed continuously and verified about its validity. Finally, the last conclusion about the authenticity of online assessment for Public Speaking class can be obtained in this step.