

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Types of Authentic Assessment Used by the Lecturer in Public Speaking Class

Based on the observation on 19th-27th October 2021 and interview with the lecturer of Public Speaking class on 19th November 2021, supported by the data from the document, it was found that the assessment used by the lecturer during online learning included two types that are performance and observation. As the interview result the lecturer said, “The type of assessment I used for middle and final test was performance assessment in a kind of individual presentation and Podcast”. She stated that performance and observation assessment was chosen because it was appropriate to be applied in assessing public speaking skill during the remote learning.

For middle test, performance assessment was used by the lecturer to perform oral presentation of certain topics based on students’ interest, for examples there were students who discussed topics about the benefit of sunscreen, International Events, and how to deal with body insecurities. For final test, performance assessment was used by the lecturer to create a Podcast of certain topics based on students’

interest as well. For examples there were students who discussed topics about overthinking, the roles and urgency of Muslimah from time to time, and mental health. The lecturer instructed them to make it based on some particular components which she had explained during online classes.

Observation assessment in the type of rating scales was used during the time of performance assessment to observe and assess students' performance by using rubric score. In the rubric score of middle test and final test, there were certain criteria with the range of scale to describe the quality of students' work. During the observation, the lecturer considered the scale on what she needed to be observed. For examples, the content, the way student deliver the material, highlight the interesting part of students' presentation, and the strength and weakness which determine the quality and the score of each student. From this type of assessment, the lecturer could give a detail feedback to the students' work such as the structure of the content, vocal expression, and interaction.

2. The Principles of Implentating Authentic Assessment Used by the Lecturer in Public Speaking Class

Based on the result of observation and interview, the lecturer conducted the same assessment type and format for all 4 classes. The implementation of middle test was done during the month of October 2021 and held virtually through Google Meet application because it

saved time and can be assessed quickly since the lecturer have prepared the rubric score. The lecturer prepared a link for the online class and shared it to the students whom she would teach before the class began. When students had joined on Google Meet, the lecturer asked them to turn on their microphone and camera. She greeted “*Assalamualaikum Warahmatullahi Wabarakatuh*” and having a small talk with them such as how they were doing as she waiting for the others to join the online meeting. Then, the lecturer started the class by reciting *basmallah* together.

Before conducting the presentation, the students were asked to make an outline of their content that was taken from any sources, so the presentation was not spontaneous. The lecturer called the first presenter to get ready by started to share screen then present the performance. To make the presentation more attractive, the lecturer suggested the students to make Power Point Slide and the duration must be no more than 5 minutes.

When the performance was done, the lecturer would give feedback from her observation in order that the students know the mistake. For examples, “Thank you Muhammad Riandy for the information about soccer. Your presentation will be interesting if you have some pictures maybe about the Europe flag, at least only a picture. You don’t need too many because one picture can attract the attention of the audience to hear your presentation”, “Thank you Gina for the valuable information

about the benefit of sunscreen. At the end of your presentation you may add some sunscreen recommendation products such as for teenagers, indoor, and outdoor activity”.

At the end of the meeting, the lecturer also gave final feedback for all students, “Overall, you have done your best, you have tried to arrange the material properly, how to manage 5 minutes presentation that contains all the information that you want to deliver to the audience. And then, how to make the audience can catch the meaning of your presentation. There are several things that you need to improve on technic of opening and closing presentation. Sometimes you forget to give the summary of your presentation”. The lecturer liked to interact and involved students to have a part in the learning process. She closed the meeting by reciting *hamdalah* and said “*Wassalamualaikum Warahmatullahi Wabarakatuh*”.

The implementation of Final Test was done during the month of December 2021. The lecturer had already informed her students about the final test activity would be undertaken asynchronously since the lecturer had maternity leave. Before conducting the performance, students were asked to make an outline as well of their content which was taken from any sources. As a result, students had more flexible time to do a research and build understanding. Students were asked to make a product namely Podcast by using Anchor.fm application and uploaded to YouTube or Spotify. Then, the link of the Podcast that has

been uploaded was submitted through Google Classroom. The Podcast must be at least 15 minutes in length, no more than 40 minutes total.

The lecturer relied on Google Classroom as a way to have students turn in work no later than December 15th and to give feedback on that work. Unlike middle test, interaction did not take place at the same time but students sent the task and received a response later at uncertain time after the lecturer assessed their work.

To make the Podcast more attractive, the lecturer gave students freedom to put some creativity in it such as adding background music, graphic, and animation in order to support the explanation. This assessment could be done either individually or in collaboration with friends based on their interest, but the scoring was still done individually to keep the objectivity. The lecturer had to assess how the students understand the materials, analyze students' expressions, and she wanted to see students to utter their opinion of something they were discussing.

After the lecturer watched and observed the Podcast, the lecturer gave feedback as she commented on the private comment section on Google Classroom in the form of written scale for each criterion. So, the students knew the points that should be repaired and the aspects on public speaking that they should be improved. For instance, "Introduction: 9, Content: 7, Delivery: 7, Graphic and Music: 5, Technical Production: 6, Total Score: 34/40".

3. The Authenticity of Assessment used by the Lecturer in Public

Speaking Class

As the researcher observed, there were no differences treatment of how the lecturer taught public speaking skills in 4 classes. In fact, she guided them well by explaining the importance of having public speaking skills during their time as a student or after school later on. She also attached the instructions, criteria to be assessed, and some previous works as guidance for the students before the assessments were conducted. Overall, students have created presentation and Podcast appropriately as instructed by the lecturer and have implemented the gained knowledge during the class, such as opening and closing techniques.

Authentic assessment should cover the aspects of affective, cognitive, and psychomotor. Based on the research, the type of assessment used in assessing affective aspect was observation that provides data about student behavior meanwhile performance was used in assessing cognitive and psychomotor which students were exposed with complex tasks to perform certain actions. Through this, students encouraged themselves to expand their skills and knowledge to look like more as professional activities because it applied the real practice of knowledge and skills rather than merely a test also prepared students' competence to be more ready to the dynamic world of work.

The assessment activities which carried out by the lecturer promoted students to construct knowledge and skills during the class and provided them as solutions to the given task. So, they need to have higher order thinking and problem solving skills either because the assessments encouraged students to organize and synthesis previous knowledge and skills to become solutions to specific problems.

The researcher also found that the assessments were meaningful and had value beyond school because the lecturer wanted the students to learn public speaking skills by discussing current problems and out of school topics in the performances. Additionally, these assessments enabled students to use physical tools to support the performance. Meaningful works have personal value to students because they tried to communicate ideas on the topic and required them to have deep understanding, higher order thinking skills, and asked students to be active to create performance.

During online learning, students may not recognize their friends better than having offline learning. So, in order to get them in touch, the lecturer initiated to have synchronous learning for middle test through Google Meet and enabled interaction for final test through Youtube, Spotify, and Google Classroom. The students were seemed enthusiast regarding this assessment activity because they could interact to each other.

To score the students' speaking ability, the lecturer used rubric score that consisted of criteria and rating scales. Every criterion and rating scales has its own aspects of proficiency. The main criteria for middle test are (1) structure and organization, (2) vocal expression, (3) physical characteristics, (4) appropriateness of content and language, and (5) overall impact. The scales were (1) unsatisfactory, (2) proficient, and (3) advanced.

Meanwhile, the main criteria for final test were (1) introduction, (2) content, (3) delivery, (4) graphic and music enhancement, and (5) technical production. The scales were (1) unsatisfactory, (2) partially proficient, (3) proficient, (4) and (5) exemplary. It can be inferred that the lecturer did not only assess the speaking skills, but also grammar, vocabulary, and others explicitly.

B. Discussion

1. Types of Authentic Assessment Used by the Lecturer in Public

Speaking Class

Based on the data presented above, which were gained through observation and interview, it was found that the lecturer applied oral presentation for middle test and final test. The presentation for middle test was conducted individually meanwhile the presentation for final test could be done either individually or in peer by applying such as question and answer activity. Both of those assessments were not

spontaneous because the lecturer asked students to prepare the materials previously. Additionally, based on the document study from scoring rubric sheets, there was found another type of assessment namely observation in the form of rating scales because there were written some criteria with range of scales.

The lecturer did the observation during the students' performance by using rubric as scoring guide consisting of specific performance criteria used in evaluating students' work on authentic assessment. The lecturer must mentally translate judgment of quality into numbers, she rated students' work of each criterion on scale and then added up the ratings. This type of assessment offered various levels of student proficiency and significant feedback to the students.

So, the researcher can conclude that the types of speaking assessment used were rehearse not spontaneous talks and paired interview as taken from the statement of Jaenes & Heritage (2020) about types of speaking assessment that can be used during online learning. In addition, performance and observation assessments are included in the statement of Brown (2004) about types of authentic assessment.

2. The Principles of Implementing Authentic Assessment Used by the Lecturer in Public Speaking Class

The assessments implementation was systematic because conducted in the calculated time during the semester, had clear

instruction about the assessments procedures, and not separated with the learning process because each student would get feedback from the lecturer on the public speaking skills aspects need to be improved. This statement is in line with the first principle of implementing authentic assessment as taken from Haryono (2009), namely the assessment should be an integral part of the learning process.

Performance and observation assessments can become a mental process for the students because it covers wide range of behaviors, starting from gathering data, analyzing data, and interpreting data to be presented. It applied memory skills, analytical skills, and transfer skills because students had to make the outline by recognizing and understanding the content previously, analyzing and relating the information, also designing and innovating the data to be presented. The assessments were meaningful because the lecturer injecting realism by making a topic of presentation that is not only about problems in school, such as how to use social media wisely, how to deal with body insecurities, and how to stop using plastic bags when shopping.

Referring to the statement above, the lecturer had planned authentic assessment because designing assessments based on what really matters for professional requirements, injecting realism into the task, well constructed context, and assessing complex thinking (Villarroel et al., 2020). Also, the assessments applied the second

principle of authentic assessment as taken from Haryono (2009) namely the assessment should reflect real world problems.

Basically, the assessments implementation of middle test and final test were the same but there were some details which made them different such as the assessment size that can be seen from the difficulty level, method that can be seen from synchronous and asynchronous, and criteria that can be seen from the rubric for middle test and final test which written differently based on the learning experience. Also, it involved problem solving, collaborative work, and simulating professionals work during the assessment (Villarroel et al., 2020). So, it applied the third principle of authentic assessment as taken from Haryono (2009) namely the assessment should use variety of sizes, methods, and criteria based on the characteristics and the essence of learning experience.

Based on the document study from scoring rubric sheets, the lecturer assessed students' cognitive by assessing their deep understanding about the content, the structure and organization of the content they wanted to deliver. The lecturer assessed students' skill by examining their performance such as the use of opening and closing presentation techniques. Assessing students' attitude was seen from manner, confident, and body languages. As a follow up, at the end of the assessment, the lecturer would give feedback related to the aspects of public speaking skills to be improved (Villarroel et al., 2020).

Based on the statement above, it can be inferred that the assessment applied the fourth principle of authentic assessment as taken from Haryono (2009) the assessment should cover cognitive, affective, and psychomotor. It can be inferred that the assessments had high level of authenticity.

3. The Assessment Authenticity Used by the Lecturer in Public

Speaking Class

The performance assessments were implemented by giving students a problem task which confronted them to carry out professional practice to solve the problem in a multiple possible solutions. For example, the students can freely choose any topic based on their interest and out of school problem such as self-insecurities and overthinking. Then, they designed their own materials by using techniques of opening and closing presentation such as open with telling a personal story and close with summary as they had learned in the previous meeting.

It involved metacognitive system and perception of the students because they had to use their general background knowledge, then the students used higher order thinking skills by preparing the content from the critical and credible source. It means that the lecturer gave the ownership for students in the assessment task. The discussion above is in line with Gulikers et al. (2004) statement that authentic assessment is a problem task. Giving ownership and process to develop a solution of

the task is crucial to engage students in authentic learning, authentic experience, and problem solving.

During online learning, the assessment activities were not actually 'real' but attempted to offer 'life like'. An important element of physical context is the number and kinds of resources or tools available in real life. In this class, the students can use any tools around them, choose whatever they need to use, and make a clear record of the results so that someone else can understand what they have found out. For example, there was a students a promote English Student Competition by using its poster as a tool. This is in line with the second of five dimensional framework (5DF) from Gulikers et al. (2004) that is physical context.

Middle test was conducted in Google Meet application where attended by all of the class members so the performance was demonstrated publicly and enabled interaction between the lecturer and students. Meanwhile, final test enabled decision making on individual or collaborative work and was conducted through Anchor.fm application then uploaded to YouTube or Spotify. These social medias could be freely accessed in public such as the numbers of viewers they have been able to reach. At this point, the researcher found social process as in line with the third of five dimensional framework (5DF) from Gulikers et al. (2004) that is social context.

The form or the result of the assessments was creating products that were presentation and Podcast to predict future functional career. They were asked to perform the mastery of demonstrative speaking with certain topic and situation. This indicated authentic assessment which mentioned in assessment authenticity degree from Gulikers et al. (2004) states there are five dimensional framework (5DF) which the fourth is about assessment form/result.

The main criteria scored for middle test were (1) structure and organization, (2) vocal expression, (3) physical characteristics, (4) appropriateness of content and language, and (5) overall impact. Meanwhile, final test were (1) introduction, (2) content, (3) delivery, (4) graphic and music enhancement, and (5) technical production. Setting criteria and making them transparent to students beforehand were found in this class because this guides learning and in real life employees usually know what criteria will be judged in performances.

In authentic assessment, setting criteria should concern and based on upon criteria used in the real life or professional competencies. This finding is satisfied the fifth of five dimensional framework (5DF) from Gulikers et al. (2004) that is criteria.

Besides that, the lecturer also used observation in the form of rating scales. The lecturer did the observation during the assessment process by using rubric which consists of criteria. Each criterion and level has its own specific aspects of proficiency and score. The main

criteria that were scored for middle test are (1) structure and organization such as introduction, main ideas, supporting materials, conclusion, and length requirement, (2) vocal expression such as rate, volume, pitch, articulation, and pronunciation, (3) physical characteristics such as eye contact, posture, gestures, movement, and attire, (4) appropriateness of content and language such as purpose and assignment, (5) overall impact such as energy, enthusiasm, sincerity, originality, and creativity. With the scales (1) unsatisfactory, (2) proficient, and (3) advanced.

Meanwhile, the main criteria that were scored for final test are (1) introduction such as the opening technique, (2) content such as creativity and accurate information, (3) delivery such as pronunciation, expression, and grammar, (4) graphic and music enhancement such as the appropriateness of artwork used, and (5) technical production such as transitions, podcast length, and volume of voice or music. With the scales (1) unsatisfactory, (2) partially proficient, (3) proficient, (4) and (5) exemplary.

Scoring criteria for observation arranged by the lecturer is actually a development from scoring of speaking introduced by Brown (2004), they are grammar, vocabulary, comprehension, fluency, pronunciation, and task although the lecturer make it more detailed and used specific terms because the original rubric from Brown is way too general.