

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

This study aims to answer research questions that arise as a result of observations and interviews with teachers. The research results are presented and discussed in this chapter.

1. Types of Authentic Assessment Do The English Teacher Use in Improving Students' Speaking Skill.

In using authentic assessments, the teacher at MA Manba'ul Ulum use some assessments as below:

a. Role play

Role play has been chosen as a speaking assessment model because high school students like to do interesting activities and enjoy. Kayi (2006:1) states that role play facilitates students actively in the learning process by encouraging them to act in real scenarios. The teacher chooses certain events or situations related to the learning topic. The teacher then asked them to speak English about the topic. The teacher saw the role play and finally gave comments and suggestions.

In role play conduct by the teacher. She ask some students to play as a seller and the others being a buyer since the material about bargaining. Buyer selling some real things so the situation in the class is really like a market, where sellers sell their things and

costumers buy that things. The teacher monitoring their activities and giving assessment.

b. Pair dialogue

Basically, paired dialogue is the most common assessment activities for students at lower levels such as junior high school. Students in pairs, try memorize dialogues or short conversations, then practice them. Based on Kayi (2006) Dialogue can also be used to practice speaking skills in English class. Dialogue helps students practice speaking, pronunciation, intonation and stress

Teacher ask students to make a conversation related to the material, offering help. Then students come in front of the class to practice through a dialogue.

c. Question and answer

McKay (2006) states that simple one-word answer question is useful to elicit vocabulary and formulaic expression. Question and answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions a prompts in an oral interview.

In the lesson about personal letter. Teacher ask students to work in pairs and asking each other about personal information. The example of the question are what is your name?, how can I call you?, where do you live?, etc.

2. Challenges that the English teacher face in applying authentic assessment.

Based on interview, the teacher faces some challenges in applying authentic assessment as stated below:

a. Too many school activities on the weekends

The teacher said *“Students always have so many activities every day, not only in the weekend. After studying they always have extracurricular to do such as reciting holy qur’an, religious lectures, reading kitab kuning. It makes students have less learning time in English”*.

b. Lack of training in authentic assessment

The teacher said *“I never joined a training of authentic assessment. I took some inspiration from her college life. In speaking subject we always doing authentic assessment. So, it is inspiring me to do the same things. And I hopes, I can apply another authentic assessment in my class”*.

c. Lack of vocabulary

The teacher said *“while practicing authentic assessment, students have a hard time to make the task because they do not have many vocabularies. So, they often ask to me.”*

d. Shy in performing English

Teacher said *“students often feel shy when performing, it is because they are not confident with their pronunciation and afraid*

in making mistake. So, they always feel shy when performing English.”

e. Scoring,

Teacher said “For dialogue and question and answer, I can assess it directly, but for role plays, I need to taking a documentation to re-watch it and assessing one by one students. In another hand, I only doing scoring based on the suitability their conversation with the material given.”

B. Discussion

1. Types of authentic assessment do the English teacher use in improving students' speaking skill.

In general, based on Dubec (2019) there are some strategies to designing authentic assessment: To determine the broad characteristics of authenticity, judgment must be in line with the desired learning outcomes, designing real-world conditions, ensuring that students have the necessary knowledge and skills, emphasizing how important it is for students to understand learning when they participate in real learning. -Real-world activities, create assessment assignments, manage assessment loads, and prepare to assess assessment activities. Based on findings, the strategy that the teacher not use is only the teacher did not use the consistency scoring. Teacher only focused on the suitable their conversation with the material. Another side such as grammar, pronunciation and fluency is not a part of scoring.

Furthermore, there are some authentic assessments that the teacher do in teaching English:

a. Role play

High school students like to do interesting activities and enjoy them, that's the reason role play was chosen as a speaking assessment model. Role play encourages students to act in real situations, helping them to be more active in learning, according to Kaya (2006:1). The teacher chooses events or situations that are relevant to the learning material. The teacher then asked them to speak about the subject in English. After seeing the role play, the teacher gives criticism and suggestions.

In role play conduct by the teacher. She ask some students to play as a seller and the others being a buyer since the material about bargaining. Buyer selling some real things so the situation in the class is really like a market, where sellers sell their things and costumers buy that things. The teacher monitoring their activities and giving assessment.

b. Pair dialogue

Basically, the most common judgment activity carried out by students at lower levels, such as junior high school, is pair discussion. Students work in groups and try to memorize short conversations or dialogues before practicing them. As stated by Kayi (2006), dialogue can also be used to prohibit students from

speaking in English class. Dialogue helps students learn pronunciation, intonation, and speech styles.

Teacher ask students to make a conversation related to the material, offering help. Then students come in front of the class to practice through a dialogue.

In this type, the teacher forgot another strategies of authentic assessment when teaching class 11C, the teacher forgot to tell the task that they must do during question and answer.

c. Question and answer

According to McKay (2006), simple one-word answer questions help develop vocabulary and formal expressions. A debriefing assignment can consist of one or two questions posed by the interviewer, or several broad questions posed in an oral interview.

In the lesson about personal letter. Teacher ask students to work in pairs and asking each other about personal information. The example of the question are what is your name?, how can I call you?, where do you live?, etc.

2. Challenges that the English teacher face in applying authentic assessment

Based on Aziz, Yusoof and Yaakob (2020) there are five challenges in preparing authentic assessment: lack of support from the school administration and parents, overwhelming preparation,

burdening teaching hours, too many school activities and lack of training in authentic assessment. In this research, the researcher only found 2 challenges that related to the teacher, they are:

a. Too many school activities on the weekends

In addition, even though school programs are well organized, educators are often burdened with sudden programs that appear almost every weekend. They planned one thing, but something else happened. Since there is not much guidance available to teachers on using authentic assessment in the classroom, making use of it is not an easy task.

Teacher said, students in this school is have the busy activities, not only at weekends, but the day after the school they have an extracurricular. But the teacher added that she is not rally join in the extracurricular. So, she can prepare well the authentic assessments. When the authentic assessments cannot conduct in a meeting, despite make it as a homework, she chooses to continue the authentic assessment on the next day in another meeting.

b. Lack of training in authentic assessment

Finally, English teachers agreed that they lacked training in various assessment techniques, particularly in young students' original assessment. They only read books and articles for a short period of time to gain more knowledge about assessment, but they hope that decisions can make courses that ensure genuine assessment for

practitioners like them. They only get basic knowledge about the material.

Teacher agreed that there is lacked of authentic assessment training for teacher. Teacher said she got inspiration mostly from her college life. While studying speaking class, the teacher said there always used authentic assessments that very interesting.

Another challenges found based on Andas and Rutniatyanti (2020, p. 5-8) that stated students speaking problems include: inhibition, nothing to say, low or uneven participation, the use of mother tongue. The researcher find two problems in authentic assessment based on interview to the teacher: students have lack of vocabulary that make students hard in performing authentic assessment, this lack of vocabulary include in problem nothing to say. Another problem faced by students is shyness because they fill not confident with their pronunciation, this problem include in inhibition problems.