

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the implementation of authentic assessment in assessing speaking including the findings and the discussion and the problems of the implementation of the authentic assessment in assessing speaking including the findings and the discussion.

4.1 The Implementation of Authentic Assessment in Assessing Speaking.

4.1.1 Findings

The Findings of the implementation of authentic assessment in assessing speaking are explained in the following sessions: opening, building knowledge, building sport vocabulary, language focus, planning your own sporting event and closing.

4.1.1.1 Opening

In this opening session, the teacher started with greeting the students and checking the students' attendance. Next, the teacher explained the objective of this meeting, the assessment, the authentic assessment, the authentic speaking assessment. The teacher also explained how this speaking authentic assessment will be implemented in this meeting. As can be seen in the conversation

bellow:

Teacher: “Jadi anak2 dalam meeting hari ini, tujuan pembelajarannya adalah siswa terbiasa dengan bahasa olahraga and describe a sporting event. Menerangkan kompetisi olahraga. using appropriate language and structure. pakai tata bahasa yang betul, terus apa assessment itu, assessment itu adalah Penilaian. Klu authentic assessment itu penilaian othentik. Yaitu kamu akan melakukan tampil ato praktek, yaitu unjuk kerja tentang worthy intellectual talk seperti. Lalu authentic speaking assessment itu kamu akan dinilai kemampuan speakingmu dengan unjuk kerja yaitu dengan mempresentasikan tugas – tugas speaking yang penuh makna. Yang terakhir adalah pelaksanaan penilaian. Nanti siswa akan dinilai dengan penilaian ini pada saat berdiskusi dan pada saat siswa mempresentasikan tugas – tugasnya.”

Teacher: “Students, in this meeting today. The objective is the students familiar with vocabulary related to sports and the students describe a sporting events, the students explain sporting event using appropriate language and structure. Authentic assessment is the students conduct the performance about the worthy intellectual task such as daily life activities and their society activities. Then, in the authentic speaking assessment, the students will be assessed their speaking skill through performing worthy intellectual speaking task. Last, in the implementation of this assessment, the students will be assessed at the students' process of the discussions and at the students' performance.

4.1.1.2 Building knowledge

In this building knowledge session, the teacher wrote 'sport' on the white board. Then the teacher divided the students into groups. Next, the teacher asked each group to brainstorm and then to mention vocabulary related to sport and to classify words. The

groups' results of the brainstorming were 'ball', 'basket', 'goal', 'kick', 'spike', 'smash', 'shoot', 'kick', 'slow', 'fast', 'slowly', and 'well'. Then students classified sport vocabulary into nouns, verbs, adjectives, and adverbs.

4.1.1.3 Building sport vocabulary

In this building sport vocabulary session, the teacher asked the students to make groups which consist of 4 students and then the teacher asked two groups to discuss about one popular sport and the reasons; 'why is this sport popular?' and to the other groups had to discuss one less popular sport and the reasons; 'why is this sport less popular?'. Then, the teacher asked each group to make one paragraph. As can be seen in the conversation bellow:

Teacher: “Ini tugas kelompok, jadi gini, saya nanti akan kasih beberapa waktu, few minute, untuk memikirkan kira- kira olahraga yang terkenal itu apa saja?, kemudian yang kedua tolong pikirkan olahraga yang tidak terkenal. Untuk yg grupnya sultan silahkan fokus memikirkan olahraga yang terkenal, nanti discuss ya we do discuss, untuk nabila group tolong pikirkan discuss jenis olahraga apa yang orang itu tidak semuanya suka, yang third group ya grup tugasnya memikirkan olahraga yang terkenal, untk yang terakhir olahraga yang tidak terkenal. Make a discuss. Diskusikan. Discuss with your friend.”

Teacher: “This is group task, so I will give you few minutes to think about a popular sport and one less popular sport. Sultan group has to focus to think a popular sport and discuss it while Nabila group think about a less popular sport. The third group think about a popular sport. The last group, please think about a less popular sport. Ok,

do discussions, do discussions with your friends”

In the process of group discussion, the teacher assessed each student performance formatively by checking each student's level performance in the formative assessment worksheet. The teacher also gave feedback to each student which his or her participation in the group was low. As can be seen in the conversation bellow:

Teacher : “Kamu Anca, itu lho ikut diskusi”
 Anca : “Iya pak”
 Teacher : “Nah gitu, berdiskusi”
 Teacher : “Bagas, pendapat lagi?, temen - temen mu aktif itu lho. Semangat ya!”
 Bagas : “Ok pak Ade”

Teacher : “Anca, please participate to the discussion”
 Anca : “Yes, sir”
 Teacher : “That rights, do discussion”
 Teacher : “Bagas, give your opinion again? Your friends discuss actively. Do it with passion.”
 Bagas : “Ok Mr. Ade.”

After the groups finished the discussion, the teacher asked one of each group to present his or her group work. The teacher also assessed the students' speaking performance by checking oral summative assessment worksheet. As can be seen in the conversation bellow:

Teacher : “I want to ask first group, olahraga yang terkenal itu apa?”

- Raf : “Football. It is famous game. Play it by most men”
 teacher : “The second group, olahraga apa yang tidak terkenal.”
- Nabila : “Snorkeling. It is expensive sport. Need special tools and clothes.”
- Teacher : “Selanjutnya, olahraga apa yang terkenal?”
- Dita : “Basket. It is famous sport. Easy to play”
- Teacher : “The last group. Kira-kira apa?”
- Andre : “Water polo. It is difficult play.”
- Teacher : “I want to ask first group. Please, mention one popular sport?”
- Raf : “Football. It is famous game. Play it by most men”
- Teacher : “The second group, mention one less popular sport”
- Nabila : “Snorkeling. It is expensive sport. Need special tools and clothes.”
- Teacher : “Please, mention one popular sport?”
- Dita : “Basket. It is famous sport. Easy to play.”
- Teacher : “The last group, mention!”
- Andre : “Water polo. It is difficult play.”

4.1.1.4 Language focus

In this language focus session, the teacher explained three verbs related to sports and the use of the three verbs, those are play, go, and do. The teacher divided students into groups. Each group consisted of 4 students. Next, the teacher asked each group to make a table and to classify sports into play, go, and do on it. Then, the teacher delivered to each group a picture of the person that conduct sport. Next, the teacher gave a draft to keep the students work go on track. Then, the teacher asked each group to discuss this task. Next, the teacher asked groups to make a paragraph about the person that conduct sport based on the draft. As can be

seen in the conversation bellow:

Teacher: “Akan saya bagi satu kelompok satu gambar. Kalian membuat paragraf ini permainan apa? Silahkan bikin paragraf seperti draftnya.”

Teacher: “I will deliver a picture to a group. You has to make a paragraph. What sport is it? Please make a draft.”

In the process of group discussion, the teacher assessed each student performance formatively by checking each student's level performance in the formative assessment worksheet. The teacher also gave feedback to each student which his or her participation in group was low. As can be seen in the conversation bellow:

Teacher : “Ayo Ivan, pegel ya, kplanya kok disitu.”
 Ivan : “Gak pak Ade:”
 Teacher : “Ya wes, discuss sama kelompokmu. yang aktif”
 Ivan : “Ya”

Teacher : “Ivan, are you tired? Why are you bowed head?”
 Ivan : “It's oke mr. Ade”
 Teacher : “Please, discuss with your friends actively”
 Ivan : “Ok”

After the groups finished the discussion, the teacher asked one of each group to present their work in his / her seat. The teacher also assessed the students' speaking performance by checking oral summative assessment worksheet. As can be seen in the conversation bellow:

- Teacher : “Kamu santi pertama”
 Anca : “He likes to play football. He doesn’t like to play in small yard. He loves play in good yard.”
- Teacher : “Next, Antika.”
 Antika : “He likes to play basketball. He doesn’t like to play in bad venue. He loves play in indoor venue.”
- Teacher : “Selanjutnya Sintia”
 Sintia : “She likes to play cricket. She doesn’t like to play in wet yard. She loves play in wide yard”
- Teacher : “Last, Raff”
 Bagas : “He likes to play rugby. He doesn’t like to play football. He loves play back player.”
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- Teacher : “Anca, you are the first”
 Anca : “He likes to play football. He doesn’t like to play in small yard. He loves play in good yard.”
- Teacher : “Next, Antika.”
 Antika : “He likes to play basketball. He doesn’t like to play in bad venue. He loves play in indoor venue.”
- Teacher : “Then, Sintia”
 Sintia : “She likes to play cricket. She doesn’t like to play in wet yard. She loves play in wide yard.”
- Teacher : “Last, Raff”
 Bagas : “He likes to play rugby. He doesn’t like to play football. He loves play back player.”

4.1.1.5 Planning your own sporting event

In this planning your own sporting event session, the teacher asked the students to make a committee. Then, the teacher gave the students key words on planing sporting events. Next, the teacher told the students that each person in a group had to participate on oral presentation equally in the end of this session. Next. the teacher asked each group to plan sporting event and to make oral presentation. As can be seen in the conversation bellow:

Teacher: “Silahkan buat kelompok untuk merencanakan kompetisi olahraga. Seperti kompetisi Sepak Bola RT memperingati Hari kartini, futsal Karang Taruna memperingati kemerdekaan, itu yang penting yang diadakan dilingkunganmu. Nanti presentasinya sama bagiannya setiap anak. Keywordnya: what, why, when, duration, where, participant, cost, how. Discuss ya. Semua. Kerja kelompok. Semuanya anak membuat kalimat saya kasih waktu 25 menit.”

Teacher: “Please, make a group. Then plan the sporting event. Such as RT football competition to celebrate Kartini's day, Karang Taruna Fusal to celebrate independence day. Notice. The sport usually conduct in your environment. Groups has to present equally. Keyword this task: what, why, when, duration, where, participant, cost, and how. Do discuss with your group. The times is 25 minutes”

In the process of group discussion, the teacher assessed each student's performance formatively by checking each student's level performance in the formative assessment worksheet. The teacher also gave feedback to each student which his or her participation in group was low. As can be seen in the conversation bellow:

Teacher : “Tania knpa? Kok diam aja. Ayo aktif kayak kemaren”
 Tania : “Itu pak. Andre ngrebut bolpenku!”
 Teacher : “Gak papa, gitu aja kok. Ayo akur, kerja kelompok”
 Tania : “Ya pak”
 Teacher : “Ndre, kembalikan bolpennya nila”
 Andre : “Ya pak”

Teacher : “Tania, any problem?, Why are you silent. Please

do actively as yesterday!”
 Tania : “Andre takes my pen, sir!”
 Teacher : “Its ok. Please, kind to your group!”
 Tania : “Ok, sir”
 Teacher : “Ndre, return Tania's pen”
 Andre : “Ok, sir”

After the groups finished the discussion, teacher asked all member of each group to present equally while the teacher assessed all students' speaking presentation by checking oral summative assessment worksheet. As can be seen in the conversation bellow:

Teacher : “Group satu”
 “(First group)”

Anca : “RW Football competition. Celebrate kartinis day. Football is popular and easy play it”
 Rafi : “Play two week. In morning and afternoon place is yard RW. Yard is strategies, good enough, save.”
 Sultan : “Participant is man. one team is fifteen. Cost Ask money chief RW and civil”
 Ivan : “Sixteen team. Play system fall. Two or three team play everyday.”

Teacher : “Second group”
 Antika : “MtsM 1 Taman Futsal competition. To celebrate education day. Popular sport. Little man to play Futsal”
 Nabila : “Play one week. In school yard. Yard is good. Participant is man students, a class minimal one team.”
 Dinda : “Cost ask headmaster, teacher and students. Prize money and cup”
 Aliya : “Minimal twelve team. Four team play day. System fall”

- Teacher : “Ayo third group”
 “ (please, third group)”
- Baby : “Karang Taruna Volley competition. to celebrate
 Independence day. Popular sport. Remember hero”
- Dita : “Many yard in village and free. play August
 eighteen until twenty. Play morning and evening.”
- Sintia : “Participant is man and woman. To Young. Man ten
 team woman eight team.”
- Juwita : “Cost from head villages and all staff village. Prize
 money and goods”
- Teacher : “Ayo last group”
 “(Please, last group)”
- Fitri : “OSIS Basket Competition. To celebrate school
 birthday. Play easy. Famous in school.”
- Andre : “Play one week. play in my school. play after
 school. In school yard”
- Bagas : “Participant is student male. One class minimal two
 team. Register pay.”
- Tania : “Cost from headmaster, teacher, students. Prize
 money and goods school and food.”

4.1.1.6 Closing

In this closing session, the teacher asked students to grate
 and next the teacher parted to the students.

4.1.2 Discussion

In this assessing process when authentic assessment through performance assessment is applied, the sessions were opening, building knowledge, building sport vocabulary, language focus, plan sporting event, and closing while the assessment sessions were three of those sessions. They were building sport vocabulary session, language focus session and plan sporting event session.

In each assessment session, the teacher gave students an authentic speaking assessment in the form of performance task or assessment, in which the teacher directly assessed students' performance through worthy intellectual talk and the students should engaged in a process or constructed a product. These teacher's actions were suitable with the concept of the authentic speaking assessment and performance task or assessment, in which the students are giving opportunities to perform worthy intellectual talk (Wiggins, 1990; Luoma, 2004) and the students are giving opportunities to demonstrate their knowledge and skills by engaging in a process or constructing a product. (Johnson et al, 2009:2). As an example, this following conversation showed the teacher's instruction which order the students to participate in the authentic speaking assessment:

Teacher: “This is group task, so I will give you few minutes to think about a popular sport and one less popular sport. Sultan group has to focus to think a popular sport and discuss it while Nabila group think about a less popular sport. The third group think about a popular sport. The last group, please think about a less popular sport. Ok, do discussions, do discussions with your friends”

In the process of groups discussion on the assessment sessions, the teacher assessed each student performance formatively by checking each student's level performance in the formative assessment worksheet and by giving feedback to the some students. These teacher's actions were suitable with the goal of formative assessment. As (Russel & Airasian 2012:99) states that the goal of formative assessment is to focus on collecting information to gauge students' current understanding and to provide feedback to the students about how to improve work or deepen their understanding. The formative assessment worksheets can be seen in appendix 2 and 3. As an example, this following conversation showed the formative assessment process and teacher's feedback of students' participation in the assessment:

Teacher : “Tania, any problem?, Why are you silent. Please do actively as yesterday!”
 Tania : “Andre takes my pen, sir!”
 Teacher : “Its ok. Please, kind to your group!”
 Tania : “Ok, sir”
 Teacher : “Ndre, return Tania's pen”
 Andre : “Ok, sir”

When one student of each group presented group work in each assessment session, the teacher assessed each student's authentic speaking performance summatively by checking student level performance in the oral summative assessment worksheet. Moreover, in the last assessment session, which the students plan sporting event, the teacher also assessed all students' authentic speaking performance summatively. These teacher's actions were suitable with the aim of summative assessment as Brown (2003:5-6) states that the aim of summative assessment is to measure or summarize what a student has grasped. As an example, this following conversation showed the authentic speaking assessment:

Teacher	: “Ayo third group” “ (please, third group)”
Baby	: “Karang Taruna Volley competition. to celebrate Independence day. Popular sport. Remember hero”
Dita	: “Many yard in village and free. play August eighteen until twenty. Play morning and evening.”
Sintia	: “Participant is man and woman. To Young. Man ten team woman eight team.”
Juwita	: “Cost from head villages and all staff village. Prize money and goods”

In these authentic speaking assessments, the teacher assessed students' knowledge and students' language competence domains as can be seen through sets of criteria in the oral summative assessment worksheet. The sets of criteria were

explanation of ideas and information, organization, eye contact and body gestures, voices and participation in team presentation. The oral summative assessment worksheet can be seen in appendix 4 and appendix 5. These teacher's actions were suitable framework of communicative language ability. As Bachman (1990:86) states that framework of communicative language ability is knowledge and language competence. The language competence includes accuracy, fluency, organizational competence, grammatical competence and so on. After reviewing the assessment sessions, it can be concluded that the implementation of authentic assessment in assessing speaking at seventh B grade students of MTsM 1 Taman, Sidoarjo that was conducted by seventh English teacher was in accordance with the steps that explained in the lesson plan.

4.2 The Problems of that Occur in the Implementation of Authentic Assessment in Assessing Speaking.

4.2.1 Findings

The Findings of the problems of that occur in the implementation of authentic assessment in assessing speaking are explained as follows: needing more time in developing, conducting,

and administrating, needing higher budget in developing, difficult in developing, and open multiple interpretations in answering this assessment.

4.2.1.1 Needing more time in developing, conducting, and administrating

In the process of preparing this assessment, the teacher had to collect and studied many sources of this assessment. The teacher also had to look for appropriate materials, had to look for the topic of the assessment that appropriate with the students' daily life and made certain lesson plan. This preparation is consuming the teacher's time.

In the conducting process, the teacher had to observe the students activities, explained the sequence steps on presenting this assessment and how the students will be assessed. The teacher also needed to checked the students' level of performance and gave feedback on their performances. In other hand, every student had to perform their skill and competency into engaging in process or constructing the product activities. For the students, these activities needed more time to conduct than other assessment.

In the administering process, the teacher had to administer the students' performance individually and had to decide himself the students' level of performance. To take those decisions, the teacher needed more time to observe the students' level

performance.

4.2.1.2 Needing higher budget in developing

To develop this assessment, the higher budget is needed. The teacher had to provide many resources and several materials.

4.2.1.3 Difficult in developing

In the preparing process, the teacher faced the difficulties on decided the topic, looked materials, got this assessment's resources, and made appropriate lesson plan.

4.2.1.4 Open multiple interpretations in answering

This assessment promote no single answer correct or open multiple kinds of performance, so the students faced multiple interpretations in answering or multiple interpretations in engaging process or constructing a product. So this assessment opens to multiple interpretations rather than easily solved.

4.2.2 Discussion

The researcher found out the problems that occur in implementing the authentic assessment to assess speaking.

The first, the authentic assessment needs more time in

preparing, conducting, and administrating. In the develop phase, this assessment require an extensive time of developmental process of review, revision and tryout as Ruiz-Primo and Savelson (1996:1052) state that performance assessment require an extensive iterative developmental process of review, revision and tryout that takes months. Then, in conducting this assessment, the students need more time to complete. The vast majority of the tasks students are asked to perform in school are anything but long-term in nature (Marzano, 1993:26). Last, the teacher required extended time to administer which is subjective evaluation, more individualization and more interaction in the administration process of offering feedback (Brown, 2003:13-14).

The second, this assessment needs higher budget in developing. In the developmental process of this assessment is costly as Ruiz-Primo and Savelson (1996:1052) state that performance assessment in developmental process of review, revision and tryout is costly.

The third, this assessment is difficult to develop. In develop this assessment, the teacher will face the difficulties as Dugin (N:8) state that many times it is very difficult to design tasks with the proper level of difficulty in authentic assessment.

The fourth, this assessment opens multiple interpretation in

answering as Wiggins (1990:1) states that authentic tasks promote "ill-structured" challenges, the consequence is this assessment opens to multiple interpretations rather than easily solved