



## Teacher's Beliefs And Practices Of Authentic Assessment In EFL Speaking Classes: A Case Study

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### Abstract

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*The teacher's obligation to implement authentic assessment has been increasingly emphasized since the publication of the 2013 curriculum. In its implementation, there are still many obstacles faced by teachers, such as the many aspects of assessment and the teacher's lack of understanding of authentic assessment. The focus of this research is to investigate teachers' beliefs and practices of authentic assessment in assessing students' speaking skills. This study uses a qualitative method with a case study design. The participants in this study were two teachers who had teaching experience of more than 20 years who taught at the same school. Data collection was carried out through interviews and followed by class observations twice a week. The results of this study found that both teachers expressed their beliefs about authentic assessment in terms of authentic assessment concept, assessment reference, authentic assessment task, assessment instrument, and assessment preparation. However, several stated beliefs are not implemented in practice. Based on the findings obtained, the implications in this research indicate the need for guidance to teachers regarding the importance of thorough preparation in assessing students' abilities with established curriculum standards.*

**Keywords:** *authentic assessment, case study, speaking assessment, teacher's beliefs*

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## INTRODUCTION

Authentic assessment has been applied in Indonesia education curriculum, especially the 2013 Curriculum. The authentic assessment in the 2013 curriculum becomes a serious emphasis in which teachers assess the students' learning outcomes based on the principles of authentic assessment itself that the authentic assessment must include aspects of knowledge, skills, and attitudes (Permendikbud No 104, 2014). However, teachers tend to assess students in terms of cognitive aspects, whereas students cannot apply the knowledge they get at school to their daily life contexts (Zaim & Amri 2012).

However, the implementation of authentic assessment at school contexts has not been carried out effectively because most educators still have lack of knowledge about this kind of assessment (Zaim et al, 2017). The implementation of authentic assessment also does not work effectively due to complex procedures and class conditions (Amelia, 2019). Meanwhile Darong et al (2022) show that the obstacles faced by educators in carrying out authentic assessments are time allocation, student abilities, and teachers. This causes the lesson plans that have been made are not in line with teaching and learning activities in the classroom.

Plus, the instruments and assessment procedures are quite complex which results in spending a lot of time.

Research studies on authentic assessment have been carried out in Indonesian education contexts. Zaim et al (2017) investigated teachers' practices and difficulties in using authentic assessment in two EFL speaking classes of a junior high school. Both teachers only used the same scoring rubric as stated on the lesson plan. Other research by Zaim et al (2019) investigate the authentic assessment problem in speaking skill. The problems are mainly about assessing students' ability to express themselves in daily informal communication practices in the classroom. Mursyida et al (2020) found out that the practice of authentic assessment for speaking skill was not properly compatible with the 2013 curriculum standard. Other research conducted by Syafrizal (2020) investigated the implementation of authentic assessment in speaking skill for junior high school students and found out that this assessment has big enough influence in evaluating students' competencies.

Based on various previous studies, most research studies only focus on the application and effectiveness of implementing authentic assessment. As well as their findings, they only focus more on the difficulties faced by teachers in implementing authentic assessment. Therefore, this research will investigate the EFL teachers' beliefs about authentic assessment in English speaking skill and how these beliefs are represented in their teaching practices.

## **METHODS**

This research is case study research because it aims to explore experiences, beliefs, and perspectives of two teachers in one educational setting (Sokolowski, 2000).

In selecting the participants, purposive sampling was used because the participants have specific aspect namely experienced teachers. Based on Farrel & Bennis (2013) the meaning "experience" is teacher who had been three years of teaching experience or more. This research involved two teachers who have had experience in implementing authentic assessment for at least 5 years . They teach at the same place in a junior high school in Karawang. Both teachers were involved in this research because they have had experience on assessing speaking skills with authentic assessment and the aim of this research is to explore their beliefs and practices in authentic assessment of speaking skill.

This case study seeks to answer the following two main research questions:

1. What are stated beliefs of EFL teachers in relation to authentic assessment
2. How do EFL teachers practice authentic assessment of speaking skills?

In this research, observation and interview were used as data collection. The interview aimed to discover more about the teachers' perspectives on authentic assessment of speaking skill. Data was collected over a two -week period. The results of the interview data about teachers' beliefs were used for observation checklist. Then, the teachers were observed in one hour observation for twice. The observation was conducted to examine how they implement their beliefs.

## **RESULTS & DISCUSSION**

## Results

This research was conducted in one of the junior high schools in Karawang. This data was taken from English teachers named Dodi and Toti (pseudonyms). Interviews have been used in research to explore information related to teacher beliefs and observation non-participants is also used to investigate how teachers implement their beliefs. The data that has been obtained is used as answers to research questions related to the topics discussed

### 1. What are the stated beliefs of EFL teachers in relation to authentic assessment

Dodi's stated beliefs were summarized in the following table (Table 1) with four categories, namely Dodi's stated beliefs about teacher's assessment concept, assessment reference, authentic assessment task and assessment instrument. The findings from the interview are summarized in Table 1.

**Table 1** Dodi's stated beliefs

Theme	Stated Belief
Authentic assessment concept	Authentic assessment as a real term tasks
	Looking for time gaps in carried out authentic assessment
Assessment reference	Followed curriculum guidelines
	Refers to lesson plans
Authentic assessment task	Assess individually and in groups
	Students take an active role
Assessment instrument	Using scoring rubric

The first thematic The first thematic category highlighted in Table 1 is Dodi's beliefs about authentic assessment for speaking skill. Based on the interview, Dodi believes that an authentic assessment is an assessment that is carried out in real situation. Dodi gave an example of what authentic assessment is like in the interview:

"There is an interaction where I give questions starting with greetings, for example, hi, good morning boys and girls and good morning students, when students understand, they will definitely answer." (July, 2023)

In practice, Dodi always looks for time gaps so that authentic assessments can be carried out. Authentic assessment will be carried out if the time and conditions are sufficient. It can also be used as a benchmark for students' mastery of speaking abilities.

The second thematic category described in Table 1 is about his reference in implementing authentic assessment. In conducting authentic assessment, he always refers to instructions from the Ministry of Education and Culture and supporting books related to speaking lesson. Dodi mentioned that he always refers to the lesson plans that have been made. However Dodi mentions that in its implementation there are always modifications that have been made. The modification aims to make the class atmosphere not monotonous which can make students more interested and not bored in learning and achieve the learning goals. Dodi also did not forget to explain the rubric of the assessment that has been made

before conducting the assessment. The aim is to prevent the missed communications while assessing.

The third thematic category shows that Dodi has its own assessment format whether it is carried out individually or in groups. The forms of assessment that Dodi uses are monologue, storytelling, roleplay, and dialogue. Dodi said: “Then I have my own assessment sheet for speaking material such as dialogue, storytelling, or monologue, or roleplay. I have my own assessment sheet because it is available individually and in groups.” (July, 2023)

In the fourth category, Dodi mentioned that he always makes scoring rubric to see students’ capabilities in performing speaking assessment. Dodi said: “I created an assessment rubric for children's capabilities, how many points are on this side, how many points are on this side.” (July, 2023)

After that he explains the scoring rubric in order to make the students understand of the assessment given. He mentioned by explaining the assessment rubric before assessing, there will be no miscommunication and assessment process will be properly carried out.

**Table 2** Toti’s stated belief

<b>Theme</b>	<b>Stated Belief</b>
Authentic assessment concept	Assessing attitudes, skills, and knowledge
	Gives feedback and motivate students
Assessment reference	Always followed curriculum guidelines
	Refers to lesson plans
Teacher’s preparation	Preparing topics before assessing students
Assessment instrument	Always make and explain scoring rubrics

Table 2 outlines the findings of the interview about Toti 's stated beliefs with four categories. There are Toti 's perspective about authentic assessment concept, assessment reference, teacher’s preparation and assessment instrument.

The first thematic category in Table 2 is how Toti assesses his students in class. Based on the results obtained from the interview, Toti revealed his perception about authentic assessment that is similar with Dodi's opinion that the assessment is carried out in real time. However, Toti argues that authentic assessment does not only assess knowledge. He explains in the interview: "Authentic assessment is a real assessment, an assessment based on knowledge, skills, and attitudes" (July, 2023)

Toti also added that whenever assessment is carried out, he always provides feedback and motivation to students. The aim of using feedback are students be able to practice their tasks and get grades according to standards. Feedback is also given so students can learn from their mistakes. Although in essence students have to learn to be able to speak English.

In the second thematic category regarding his reference in carrying out authentic assessments. Toti stated that the assessment always uses guidelines from the applicable curriculum standards. If there is a curriculum change, the assessment adjusts to the existing curriculum standards. In practice, he said there

was improvisation but did not deviate from the existing curriculum guidelines. Another guideline that he uses in practice is that he always refers to the lesson plans that have been made. Sometimes it is necessary for him to modify the implementation of the lesson plan, and the needs of modification for achieving the learning objective based on lesson plan.

The third thematic category in Table 2 describes Toti's stated belief related to assessing students in class. When assessing students, he is well-prepared before assessing students and always prepares the topics related to speaking practice. From the topic that has been created, the assignments given to the students are designed according to the topic

The fourth thematic category explains about Toti's assessment instrument in practice. In the interview that has been done, Toti said that when he has designed the topics to be discussed, he also makes a scoring rubric. This scoring rubric is made based on what aspects to assess later. In practice, the purpose of explaining the assessment rubric is that the students understand the assessment that will be carried out later

## 2. How do EFL teachers practice authentic assessment of speaking skills?

At the first meeting, Dodi did not prepare the scoring rubric. He conducted the speaking assessment with the topic of introducing yourself in the form of individual speech in front of the class. He did not explain what aspects that were assessed from the students' speech. Before the assessment were carried out, the teacher gave a little review regarding how to introduce yourself properly and correctly. After the students were ready to be assessed, the teacher called students randomly and then they introduced themselves in front of the class. In his assessment, many students were reluctant to practice because they were afraid to try because they were not fluent in English. When they made mistakes, the teacher corrected their mistakes so they can understand how to properly introduce themselves. He provided support so they dare to try. The teacher lightened the mood by providing light humor so that students were not nervous when doing the practice.

**Table 4** Dodi's Classroom Practices

No.	Observed Aspects	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1	Teacher preparing scoring rubric		√		√
2	Teacher explaining scoring rubric		√		√
3	Teacher explaining learning material	√		√	
4	The teacher assesses aspects of students' knowledge, attitudes, and abilities		√		√
5	The tasks given involve real-world tasks	√		√	
6	Teacher gives a review of the students' speaking process	√		√	

7	The learning process is in accordance with the lesson plans		√		√
8	Teacher ask students to perform monologue	√			√
9	Teacher ask students to perform dialogue		√	√	
10	Teacher ask students to perform storytelling		√		√
11	Teacher ask students to perform roleplay		√		√

At the second meeting, Dodi did not prepare the scoring rubric. He provided material with the topic of how to greet someone, in this context how to prepare class when a teacher arrives. He simulated how to prepare class by greeting the teacher like "Stand up, Say hello to the teacher, Good morning, Thank you". He also explained how to say hello to the teacher and the teacher asked the students to repeat. After he made sure that they understood the material that had been given, he called them randomly to be assessed. When they simulated, some of them had trouble in pronunciation and felt insecure which made them reluctant to practice it. However, Dodi gave them motivation that all students can practice the task and he helped and corrected them when they made mistakes. On the other hand, there were some students who already understood the material that had been taught and are confident in making assessments. He gave light humor to lighten the mood in order to make students not nervous in doing the assessment. When class time was over, the students close the lesson by saying thank you to the teacher. In this second meeting he did not assess the attitude aspect but only assessed skills and knowledge. Both learning processes were not in accordance with lesson plans because he did not prepare the lesson plan.

The next findings will be about how Toti assessed the students. Before entering the class, he did not prepare the scoring rubric. In the first meeting, he provided material related to the topic of giving and asking for opinions and also reading with students. After he felt that they had understood the material that had been given, he assessed students' understanding by calling them randomly. Some students made a lot of mistakes but he gave them supports and corrections to keep completing the task. In this observation, he did not explain the scoring rubric and did not explain to students how they would be assessed. Also he did not assess aspects of student attitudes and he did not prepare a lesson plan for this meeting.

**Table 5** Toti's Classroom Practices

No.	Observed Aspects	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1	Teacher preparing scoring rubric		√		√
2	Teacher explaining scoring rubric		√		√
3	Teacher explaining learning	√		√	

	material				
4	The teacher assesses aspects of students' knowledge, attitudes, and abilities		√		√
5	The tasks given involve real-world tasks	√		√	
6	Teacher gives a review of the students' speaking process	√			√
7	The learning process is in accordance with the lesson plans		√		√
8	Teacher ask students to perform monologue				√
9	Teacher ask students to perform dialogue	√		√	
10	Teacher ask students to perform storytelling				√
11	Teacher ask students to perform roleplay				√

In the second meeting, he did not prepare the scoring rubric before assessing students. Then he gave material related to expressions of greetings, thanking, leave-taking, and apologizing. He explained the differences in use and meaning of related material. He also invited students to read together regarding the language expression that has just been explained. After students felt they understand the material, the teacher assigned students to dialogue in pairs. Then he called them randomly to practice the dialog. Many students had trouble in how to pronounce words. Therefore, the teacher made it easy by allowing to see the dialogue. In this meeting he cannot show the lesson plan at that meeting.

### **Discussion**

From the results that have been found, the beliefs of the two teachers do not seem to be fully carried out in classroom practice. For example, Dodi and Toti stated that they always make and explain the scoring rubric when assessing students' speaking. However, in the observations that were made during the 2 meetings the two teachers did not prepare the assessment rubric and lesson plan. The scoring rubric and lesson plan are documents used in implementing authentic assessment. Saputri et al (2019) explained that using a scoring rubric can make it easier for teachers to assess students because teachers do not need to think about what aspects will be assessed. On the other hand, related to the findings obtained, Zaim et al (2017) argued that many teachers still assess student performance without involving a scoring rubric. This is because there are still many scoring rubrics that are not appropriate for the ability to be assessed. Therefore, teachers need to receive training on the implementation of authentic assessment because the teachers' understanding of authentic assessment is still unclear (Trisanti, 2014).

Another belief that the two teachers mentioned is that they follow the guidelines according to existing curriculum standards. Permendikbud No 81a

explains that authentic assessment must reflect assignments in real situations, not the school world with aspects of knowledge, skills, and attitudes and Permendikbud No 104 (2014) explained that authentic assessment is a form of assessment that requires students to display attitudes, use their knowledge and skills they get from learning in completing tasks related to real situations. However, in the class that has been observed, teachers did not assess aspects of student attitudes. This is related Kurniati & Khaliq (2019) which states that attitude assessment is rarely used by teachers because the format of the assessment itself is difficult and there are too many competencies which require teacher professionalism and require quite a lot of time because the teacher must observe student attitudes one by one.

Both teachers defined authentic assessment as an assessment carried out in a real situation. Saputri et al (2019) stated that authentic assessment is carried out so that students can apply their knowledge in the real world. Meanwhile Brown et al (2010) argues that authentic assessment is described as a task that is in accordance with the real world which can motivate students to be able to use language skills in practice more communicatively. This is in accordance with the assessment topics that have been given by the two teachers, namely expressions commonly used in communication. In observation, Dodi provided material introducing yourself as well as expressions of greetings and thanking. Meanwhile Toti provided material on asking and giving opinion as well as expressions of greetings, thanking, leave-taking, and apologizing. The assessment was carried out individually, as speech and in pairs, as dialogue. Speech and dialogue pairs are a type of authentic assessment needed by the teacher in assessing students' speaking abilities (Zaim et al., 2017).

When the students have finished being assessed, both teachers provide feedback and motivation to students. This is in line with Nurhalimah and Hidayat (2020) that teachers must provide feedback to students with the aim of students knowing their strengths and weaknesses. In addition, Wiggins (1998) states that if the assessment is to improve student performance, then it must be accompanied by feedback to students.

## **CONCLUSION**

This research was conducted to investigate EFL teachers' beliefs of authentic assessment in speaking class. Case study design was used in this research. The data from two teachers as participants was collected through interview and observation. Two teachers who participated in this study were categorized as experienced teachers. The results of interview section found that both teachers understand what authentic assessment looks like. They defined authentic assessment as a real term tasks which assesses aspects of knowledge, attitudes, and skills. Both teachers use scoring rubrics when assessing students. They also mentioned that they always refer to lesson plans and always assess student's attitude, knowledge, and skills. However, in practice, both teachers did not implement some of their stated beliefs. They do not prepare grading rubrics and lesson plans when assessing students. The assessment aspects that teachers consider only assess skills and knowledge.

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