

**IMPLEMENTING AUTHENTIC ASSESSMENT  
THROUGH SPEAKING CLUB AT UIN SUNAN  
AMPEL SURABAYA  
THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana  
Pendidikan (S. Pd.) in Teaching English



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## ABSTRACT

Pradana, A.W.K. (2022). *Implementing Authentic Assessment Through Speaking Club at UIN Sunan Ampel Surabaya*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Surabaya. Supervisor I: Drs. Muhtarom, M. Ed, Gred, Dip.TESOL. Supervisor II: Rizka Safriyani, M. Pd.

*Key Words: Authentic Assessment, Speaking Club, Spoken English*

In recent years, authentic assessment has become a must since assessing students' competencies is not only conducted by a test, but also by understanding the students' progress in a learning process, specifically English language. This study focuses on the implementation of an authentic assessment through a speaking club and the challenges faced by the lecturer in implementing an authentic assessment through a speaking club. This present study, therefore, is undertaken through a descriptive qualitative research design. The researcher involved 1 lecturer of Spoken English course, A class, to obtain the data through the interview. As well, a classroom observation was also conducted in Spoken English course, A class, during the speaking club at UIN Sunan Ampel Surabaya. The finding of this study revealed that the lecturer conducted an authentic assessment through performance assessment represented in roles and sections of the speaking club. Furthermore, the lecturer involved topics that were adopted from the IELTS Speaking Test and used the rubric from IELTS Speaking Band Descriptors as the guidelines to assess students' speaking ability in speaking club without any modification, then only transformed the score into the format from the university obligation. The evaluation in the speaking club was also conducted by the Evaluator and Grammarian which were taken by the students in the classroom. The assessment itself only focused on the second section. Lastly, the lecturer found many challenges in implementing authentic assessment through the speaking club which kept students motivated in speaking, providing feedback for students, managing time to provide feedback, and monitoring students' progress. Therefore, a speaking club is a great recommendation to be an authentic assessment to other speaking classes in the future.

## ABSTRAK

Pradana, A.W.K. (2022). *Implementing Authentic Assessment Through Speaking Club at UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Surabaya. Pembimbing I: Drs. Muhtarom, M. Ed, Gred, Dip.TESOL. Pembimbing II: Rizka Safriyani, M. Pd.

Kata Kunci: Asesmen Autentik, Speaking Club, Spoken English

Saat ini, penilaian otentik menjadi suatu keharusan karena menilai kompetensi siswa tidak hanya dilakukan dengan tes, tetapi juga dengan memahami kemajuan siswa dalam proses pembelajaran, khususnya Bahasa Inggris. Penelitian ini berfokus pada penerapan penilaian otentik melalui *Speaking Club* dan tantangan yang dihadapi dosen dalam menerapkan penilaian otentik melalui *Speaking Club*. Oleh karena itu, penelitian ini dilakukan melalui desain penelitian kualitatif deskriptif. Peneliti melibatkan 1 orang dosen mata kuliah *Spoken English* kelas A untuk memperoleh data melalui wawancara. Selain itu, observasi kelas juga dilakukan pada kelas *Spoken English* kelas A selama *Speaking Club* di UIN Sunan Ampel Surabaya. Temuan penelitian ini mengungkapkan bahwa dosen melakukan penilaian otentik melalui penilaian kinerja yang diwakili dalam peran dan bagian klub berbicara. Selanjutnya dosen melibatkan topik yang diadopsi dari IELTS *Speaking Test* dan menggunakan rubrik dari IELTS *Speaking Band Descriptors* sebagai pedoman untuk menilai kemampuan berbicara siswa di *Speaking Club* tanpa modifikasi apapun, kemudian hanya mengubah skor ke format dari kebijakan universitas. Evaluasi dalam *Speaking Club* juga dilakukan oleh *Evaluator* dan *Grammarian* yang diambil oleh siswa di dalam kelas. Penilaiannya sendiri hanya terfokus pada sesi kedua. Terakhir, dosen menemukan kendala dalam menerapkan penilaian otentik melalui *Speaking Club* yaitu membuat mahasiswa tetap termotivasi dalam berbicara, memberikan penilaian bagi mahasiswa, mengatur waktu untuk memberikan penilaian, dan memantau kemajuan mahasiswa. Oleh karena itu, *Speaking Club* adalah rekomendasi yang bagus untuk menjadi penilaian otentik untuk *Speaking Club* lainnya di kemudian hari.

## LIST OF CONTENTS

PERNYATAAN KEASLIAN TULISAN .....	i
ADVISOR APPROVAL SHEET .....	ii
EXAMINER APPROVAL SHEET .....	iii
PUBLICATION SHEET.....	iv
MOTTO .....	v
DEDICATION SHEET.....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT.....	viii
ABSTRAK.....	ix
LIST OF CONTENTS .....	x
LIST OF TABLES .....	xii
LIST OF ABBREVIATIONS .....	xiii
LIST OF GRAPHICS .....	xiv
LIST OF CHARTS .....	xv
LIST OF APPENDICES .....	xvi
CHAPTER I: INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions .....	4
C. Objectives of the Study .....	4
D. Significance of the Study .....	5
E. Scopes and Limitations of the Study.....	6
F. Definition of Key terms .....	7
CHAPTER II: REVIEW OF RELATED LITERATURE.....	9
A. Theoretical Framework .....	9
1. Authentic Assessment .....	9
2. Speaking Club .....	11
3. Implementing Authentic Assessment through Speaking Club.....	13
4. Challenges in Implementing Authentic Assessment .....	20
B. Review of Previous Studies.....	21
CHAPTER III: RESEARCH METHOD .....	26
A. Approach and Research Design.....	26
B. Research Setting .....	26



C.	Data and Sources of Data .....	27
D.	Research Instruments .....	27
E.	Data Collection Technique.....	30
F.	Data Analysis Techniques.....	32
G.	Checking Validity Finding .....	34
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION .....		36
A.	Findings .....	36
1.	The Implementation of Authentic Assessment through Speaking Club in Spoken English Course.....	36
2.	Challenges Faced by Spoken English Course Lecturer in Implementing an Authentic Assessment through Speaking Club.....	50
B.	Discussion .....	51
1.	Implementing Authentic Assessment through Speaking Club in Spoken English Course.....	52
2.	Challenges Faced by Spoken English Class Lecturer in Implementing Authentic Assessment through Speaking Club.....	65
CHAPTER V: CONCLUSION AND SUGGESTIONS.....		67
A.	Conclusion.....	67
B.	Suggestions.....	67
REFERENCES.....		69
APPENDICES .....		73

UIN SUNAN AMPEL  
S U R A B A Y A

**LIST OF TABLES**

**Table 4. 1 Assessment by Grammarians and Evaluators..... 46**



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF ABBREVIATIONS

K-13	: Kurikulum 2013
IELTS	: International English Language Testing System
UAS	: Ujian Akhir Semester
UTS	: Ujian Tengah Semester
PERMENDIKBUD	: Peraturan Menteri Pendidikan dan Kebudayaan
ADDIE	: Analyze, Design, Develop, Implement, Evaluation
EFL	: English Foreign Language
SMPN	: Sekolah Menengah Pertama Negeri
IKIP	: Institut Keguruan dan Ilmu Pendidikan
UIN	: Universitas Islam Negeri
COVID-19	: CoronaVirus Disease 2019
RPP	: Rencana Pelaksanaan Pembelajaran
RPS	: Rencana Pembelajaran Semester



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF GRAPHICS

<b>Graphic 2. 1 Steps in Designing Authentic Assessment.....</b>	<b>18</b>
<b>Graphic 4. 1 Steps in Designing Authentic Assessment through Speaking Club .....</b>	<b>38</b>
<b>Graphic 4. 2 Steps in Conducting Performance Assessment .....</b>	<b>43</b>



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF CHARTS

<b>Chart 4. 1 Grammarian Assessment .....</b>	<b>48</b>
<b>Chart 4. 2 Evaluator Assessment.....</b>	<b>49</b>



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF APPENDICES

Appendix 1: Research Instruments

Appendix 2: Results of Data Collections

Appendix 3: Surat Tugas Dosen Pembimbing

Appendix 4: Surat Validasi Instrumen

Appendix 5: Surat Persetujuan Munaqosah Proposal Skripsi

Appendix 6: Surat Persetujuan Ujian Skripsi



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER I

### INTRODUCTION

This chapter describes the introduction of this present study consisting of research background, research questions, objectives of the study, significance of the study, scopes and limitations of the study, and the definition of key terms.

#### **A. Research Background**

It is generally accepted that assessment must be conducted in the process of learning, particularly in English language, in order to recognize how students' achievement and progress is during the learning process.<sup>1</sup> Moreover, Brown described that assessment refers to the ongoing process of understanding learners' competence not only through a test, but also students' responses during the learning process.<sup>2</sup> Brown mentioned three kinds of assessment; informal assessment and formal assessment, formative and summative assessment, and norm-referenced and criterion-referenced test.<sup>3</sup> Thus, an assessment is important to be conducted to understand students' achievement and progress.

More than that, assessment, particularly formative, can assist teachers to review, recover, and advance the teaching practices in the form of steps, activities, and the learning capabilities of the students.<sup>4</sup> Furthermore, Gikandi stated several key features of formative assessment which authentic assessment is one of those key features.<sup>5</sup> Gikandi also proved that the validity of formative assessment is related to authenticity of assessment activity.<sup>6</sup> It indicates that the formative assessment must emphasize the authenticity of the assessment. Therefore, conducting authentic assessment instead of traditional tests nowadays becomes a must since authentic assessment tasks accentuate the construction of knowledge, complex thinking, elaborated communication,

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<sup>1</sup>Nurul Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom," *Studies in English Language and Education* 6, no. 1 (2019): 153.

<sup>2</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (California: Longman, 2003), 4.

<sup>3</sup>Ibid., 5.

<sup>4</sup>Eduardo Gama and Marta F Barroso, "Student 's Video Production as Formative Assessment," *International Conference on Physics Education, Prague* (2013).

<sup>5</sup>J W Gikandi, D Morrow, and N E Davis, "Online Formative Assessment in Higher Education: A Review of the Literature," *Computers & Education* 57, no. 4 (2011): 2353, <http://dx.doi.org/10.1016/j.compedu.2011.06.004>.

<sup>6</sup>Ibid., 2338.

collaboration, and problem solving in authentic situations.<sup>7</sup> In line with this, an authentic, intrinsically, and motivating assessment absolutely can provide more constructive feedback to the students.<sup>8</sup> Thus, an authentic assessment is important to be conducted since it can bring the authenticity of assessment itself to emphasize knowledge, complex thinking, elaborated communication, collaboration, and problem solving in authentic context.

Furthermore, Barber explored that authentic assessment consists of several characteristics; real world task, collaborative assessment, co-constructed assessment, multiple products and artifacts, and digital modes of assessment.<sup>9</sup> Likewise, according to Inayah, the Ministry of Education and Culture has decided to formulate the authentic assessment as the application of 2013 Curriculum (K-13) in the process of learning in Indonesian education.<sup>10</sup> This decision is based on the enthusiasm of the concepts of authentic assessment that has been agreed by the policy maker, curriculum developer, and practitioners in this case is the Ministry of Education and Culture itself. The teachers indeed need to implement the authentic assessment in order to aid them to figure out students' progress and achievement, particularly the language, in the learning process.

In addition to this, Riyadini stated that a speaking club provides a medium to connect people to each other, then people are able to share their knowledge with each other.<sup>11</sup> It was indicated by the result of the questionnaires that were shared to 27 students in Yogyakarta State University who joined the speaking club. Students mostly agree that the speaking club aids them to develop their speaking skills.<sup>12</sup> Therefore, Riyadini suggested that joining a speaking club is important to develop students' speaking abilities since a speaking club allows

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<sup>7</sup>Kim Koh, Charlene Tan, and Pak Tee Ng, "Creating Thinking Schools through Authentic Assessment: The Case in Singapore," *Educational Assessment, Evaluation and Accountability* 24, no. 2 (2012): 135–149.

<sup>8</sup>Brown, *Language Assessment: Principles and Classroom Practices*, 3.

<sup>9</sup>Wendy Barber, Sherry King, and Sylvia Buchanan, "Problem Based Learning and Authentic Assessment in Digital Pedagogy: Embracing the Role of Collaborative Communities," *The Electronic Journal of e-Learning* 13, no. 2 (2015): 59–67.

<sup>10</sup>Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom."

<sup>11</sup>Maria Vineki Riyadini, "English Foreign Language Students' Perceptions of an Online English Speaking Club in Higher Education," in *5th International Conference on Current Issues in Education (ICCIE 2021)*, vol. 640, 2021, 198.

<sup>12</sup>Ibid., 199.



students to connect with each other then aids them to increase their speaking abilities as well as willingness and confidence to speak. An evaluation process or assessment is required to be conducted in a speaking club in order to develop the quality of the speaking club itself.<sup>13</sup> In addition to an authentic assessment process, it is required to be conducted in a speaking club in order to develop the quality of the speaking club itself.<sup>14</sup> Thus, evaluations or assessments should focus on whether the speech achieved the intended goals and identify several things that the student did exceptionally well, as well as one, single component that they need to practice in order to improve in future speeches. Therefore, the exploration of a speaking club conducted in the speaking class as the implementation of authentic assessment is unquestionably appropriate to facilitate consummating the advantages of the authentic assessment and the benefits of conducting a speaking club in speaking class as the assessment in learning English.

Spoken English courses at UIN Sunan Ampel Surabaya, especially in A class, have conducted the speaking club as the strategy of implementing formative assessment instead of using the conventional technique of assessment. A speaking club in Spoken English course of course has some roles which contain assessments in the activities. Using this certain activity of assessment in a Spoken English course seems straightforward and can accommodate all the benefits of the authentic assessment through the speaking club to drive students to develop their English skill through the assessments process in the speaking club. In addition, the speaking club in the Spoken English course uses the IELTS Speaking Test as the goals of learning. The IELTS Speaking Test itself is kind of an international English language assessment which aims to provide an English test to study, migrate, or work in a country where English is a native language.<sup>15</sup> Therefore, it is suggested to introduce IELTS for students. In accordance with this, the speaking club can be an accommodation to aid students, in this case pre-service teachers, to conduct assessment authentically afterward. Thus, the researcher decides to explore the

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<sup>13</sup>Ibid., 198.

<sup>14</sup>Ibid.

<sup>15</sup> IELTS, "What Is IELTS?," <https://www.ielts.org/about-ielts/what-is-ielts>.

implementation of authentic assessment through a speaking club in a Spoken English course.

Nevertheless, there have been a few studies which discuss a speaking club as the implementation of authentic assessment. Although Zaim,<sup>16</sup> Sumardi,<sup>17</sup> Inayah,<sup>18</sup> and Rukmini<sup>19</sup> have conducted the research related to the authentic assessment, those studies do not discuss the speaking club as the assessment tool. Those studies discussed the authentic assessment through some video projects and written projects.

Therefore, the implementation of authentic assessment through the speaking club is required to be explored since the authentic assessment can facilitate teachers to assess students' competence in authentic context and the speaking club contributes to the employment of evaluation in the real-world. Thus, this present study aims to explore the implementation of authentic assessment through a speaking club in a Spoken English course.

## **B. Research Questions**

Based on the phenomena encountered, the researcher then decided to formulate the research questions as follows.

1. How is the implementation of authentic assessment through the speaking club in the Spoken English class?
2. What are the challenges faced by the Spoken English class lecturer in implementing authentic assessment through speaking club?

## **C. Objectives of the Study**

Based on the mentioned research questions, the objectives of the study are formulated as follows.

1. To investigate the implementation of authentic assessment through a speaking club in Spoken English class.

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<sup>16</sup>M Zaim, Refnaldi, and Safnil Arsyad, "Authentic Assessment for Speaking Skills : Problem and Solution for English Secondary School Teachers in Indonesia," *International Journal of Instruction* 13, no. 3 (2020): 587–604.

<sup>17</sup>Sumardi, Rohmatul 'Adzima, and Andik Nur Wijaya, "Digital Video Project : An Authentic Assessment to Assess Students ' Speaking Skills," *Indonesian Journal of EFL and Linguistics Vol.* 5, no. 1 (2020): 57–72.

<sup>18</sup>Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom."

<sup>19</sup>Dwi Rukmini and Lenggahing Asri Dwi Eko Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum," *Indonesian Journal of Applied Linguistics* 7, no. 2 (2017): 263–273.

2. To illustrate the challenges faced by a Spoken English class lecturer in implementing authentic assessment through a speaking club.

#### **D. Significance of the Study**

The results of this present research are expected to provide an involvement in some aspects of English Language Teaching; teachers, students, and future researchers.

1. Teachers and Lecturers

The results of this study are expected to inform the teachers and lecturers about the implementation of authentic assessment through speaking club in Spoken English class, in which the teachers or lecturers will be able to assess students authentically through conducting a speaking club which has a lot of advantages in implementing authentic assessment as well as in understanding students' progress in English language. Further, teachers or lecturers may also adapt the speaking club roles in the classroom activities in order to provide progressive feedback to their students.

2. Students

The result of this research is also expected to provide valuable information to the students about the advantages of using the speaking club as the authentic assessment to monitor their progress in learning English, especially speaking. By understanding the advantages of using the speaking club as the formative assessment, students may be able to provide peer feedback or adapt some roles in the speaking club which aids them to develop their Spoken English language.

3. Future researchers

The results of this present study are also advantageous for the future researchers to provide information about the aspects of the authentic assessment through a speaking club, particularly the roles in a speaking club who provide the assessment during the classroom activities. This study can be a reference for the future researchers either in developing the deeper aspects of the authentic assessment and speaking club or in finding gaps about this research.

## E. Scopes and Limitations of the Study

The scope of this study is in the area of the implementation of authentic assessment through speaking club in Spoken English course at A class in academic year 2021/2022. Specifically, the researcher limited the study including the evaluation conducted in speaking club, the lecturer's steps in designing authentic assessment through speaking club, the challenges that probably encountered by the lecturer when assessing students through speaking club, the topics chosen by the lecturer, and scoring criteria used by the lecturer to assess students' competence and progress in the learning process. The indicators of the authentic assessment were adapted from The Ministry of Education and Culture related to the types of authentic assessment,<sup>20</sup> Marhaeni related to the characteristics of authentic assessment,<sup>21</sup> Haryono related to the principles of authentic assessment,<sup>22</sup> Bargainnier related to the rubric of authentic assessment,<sup>23</sup> steps in designing authentic assessment from Kartowagiran,<sup>24</sup> and challenges in implementing authentic assessment from Muhammad Noor Abdul Aziz.<sup>25</sup> Furthermore, the data regarding the speaking club as an authentic assessment used is described from the lecturer of Spoken English course at UIN Sunan Ampel Surabaya. In detail, the researcher used the theory from Rosberly and Jonnathan related to the roles and sections in speaking club<sup>26</sup> and Allen and Tanner about the tips in designing rubric.<sup>27</sup> The researcher

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<sup>20</sup>Menteri Pendidikan dan Kebudayaan Republik Indonesia, *Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah* (Indonesia: Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014).

<sup>21</sup>A A I N Marhaeni and I Putu Indra Kusuma, "Analisis Implementasi Asesmen Autentik Pada Pembelajaran Bahasa Inggris Dalam Implementasi Kurikulum 2013 Di SMA Di Bali," *Seminar Nasional Riset Inovatif* (2017): 555–561.

<sup>22</sup>Agung Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa," *JPE* 2, no. 1 (2009): 1–12.

<sup>23</sup>Sandy Bargainnier, "Fundamentals of Rubrics," *Pacific Crest* (2003).

<sup>24</sup>Badrun Kartowagiran, Amat Jaedun, and Syukrul Hamdi, "Developing Authentic Assessment Design," *International Conference on Ethics of Business, Economics, and Social Science Proceeding* (2017): 23–33.

<sup>25</sup>Muhammad Noor Abdul Aziz, Nurahimah Mohd Yusoff, and Mohd Faiz Mohd Yaakob, "Challenges in Using Authentic Assessment in 21st Century ESL Classrooms," *International Journal of Evaluation and Research in Education (IJERE)* 9, no. 3 (2020): 759–768.

<sup>26</sup>Rosberly López Montero and Jonnathan Salas Alvarado, "Improving English Oral and Public Speaking Skills in the Classroom," *Revista de Lenguas Modernas* (2019): 143–161.

<sup>27</sup>Deborah Allen and Kimberly Tanner, "Rubrics : Tools for Making Learning Goals and Evaluation Criteria Explicit for Both Teachers and Learners," *Life Science Education* 5, no. Fall (2006): 197–203.

limits the participant into 1 since the participant is the only one who implemented the speaking club as the authentic assessment in Spoken English course at UIN Sunan Ampel Surabaya. Additionally, the researcher analyzed the collected data through descriptive qualitative research.

## **F. Definition of Key terms**

Several terms in this research will be described below in order to provide an appropriate understanding of this research.

### **1. Authentic Assessment**

According to Darajati, authentic assessment is described as a performance-based project which is nearly similar to the real-world environment setting.<sup>28</sup> In this present study, authentic assessment is described as a real task assessment of real-world tasks conducted by a Spoken English course lecturer to measure students' competencies during the learning process.

### **2. Speaking Club**

Speaking club refers to an English class organization format that entails gathering a group of students who join the class primarily to practice their speaking skills, with the purpose of imitating language immersion.<sup>29</sup> In this present research, the speaking club is a 20 minutes speaking course conducted by the Spoken English lecturer in a Spoken English course in order to practice students' speaking skills as well as provide formative assessment during the learning process in every single meeting.

### **3. Spoken English Class**

Spoken English class is one of the courses in the English Language Education Department program at Islamic State University of Sunan Ampel Surabaya which is taken in the 2<sup>nd</sup> semester with the objective to understand

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<sup>28</sup>Pupung Purnawarman and Ulya Darajati, "Authentic Speaking Assessment Applied by English Teachers During Online Learning," *Advances in Social Science, Education and Humanities Research* 509, no. Icollite (2020): 560–566.

<sup>29</sup>Daria Bobkova, "English Lounge': Is The Format of A Speaking Club Acceptable in Teaching English For Academic Purposes?," in *International Conference on Teaching and Learning English as an Additional Language & International Conference on Education, Technology and Science*, 2020, 27–32.

students' progress in speaking English. The course focuses on the English language in the spoken form.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explores the related literature consisting of the theoretical framework and the previous studies. Therefore, several theories and previous studies are reviewed in this chapter.

#### A. Theoretical Framework

##### 1. Authentic Assessment

###### a. Definition of Authentic Assessment

Authentic assessment is described as a real task assessment of real-world tasks conducted by teachers to measure students' strengths and weaknesses. In line with this, Zaim,<sup>30</sup> Ginting,<sup>31</sup> and Butarbutar, et. al.<sup>32</sup> described that an authentic assessment is a progression of collecting data by the teacher related to learners' growth and knowledge accomplishment for learners' participation and responsibility in learning through several procedures. Likewise, 2013 Curriculum from the Ministry of Education and Culture from the PERMENDIKBUD 2014 about assessment by the educators for primary and secondary school, an authentic assessment focuses on assessing learners' behavior, knowledge, and skill during the learning process.<sup>33</sup> Thus, it can be concluded that an authentic assessment is an assessment which requires the involvement of a real world context in the process of measuring students' knowledge and growth during the learning process.

###### b. Types of Authentic Assessment

According to the 2013 Curriculum under the Ministry of Education and Culture No. 104, year 2014, there are several types of authentic

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<sup>30</sup>Zaim, Refnaldi, and Arsyad, "Authentic Assessment for Speaking Skills : Problem and Solution for English Secondary School Teachers in Indonesia."

<sup>31</sup>Ita Novelty Br Ginting, Deny Setiawan, and Daulat Saragi, "The Development of Authentic Assessment of Participation Skill Aspects in Class Five State Elementary School 047168 Kacinambun, District Of Tigapanah," *International Journal of Education, Learning and Development* 7, no. 4 (2019): 141–151.

<sup>32</sup>Citra Magdalena Butarbutar, Deny Setiawan, and Daulat Saragih, "Supporting and Inhibiting Factors for The Successful Implementation of Authentic Assessments Based on Character in Dairi District Elementary School, Indonesia," *International Journal of Education, Learning and Development* 6, no. 11 (2018): 27–38.

<sup>33</sup>Indonesia, *Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*.

assessment in the learning process in order to assess students' competencies in the form of attitude, knowledge, and skills as mentioned; (1) Observation, (2) Field task, (3) Portfolio, (4) Project, (5) Product, (6) Journal, (7) Laboratorial task, and (8) Performance, as well as (9) Self-assessment.<sup>34</sup> To sum up, there are 9 types of authentic assessment according to the Ministry of Education and Culture which can be implemented in the classroom during the learning process.

### c. Characteristics of Authentic Assessment

Marhaeni and Kusuma sum up several characteristics of authentic assessment as follows; (1) Competence based, which aims to see competencies, (2) Individual, which means to measure each one, not the whole scope of people, (3) Students centered, which requires to involve students directly, (4) Contextual, which reflects to the real-life situation, (5) Integrated to the learning process, which represents what students have learnt, and (6) Continuously, which requires the on-going feedback.<sup>35</sup> Hence, there are 6 characteristics of an authentic assessment that are required to be applied in implementing an authentic assessment.

### d. The Principles of Authentic Assessment

Haryono listed some general principles of an authentic assessment; (1) The process of assessment must be integrated to the learning process, (2) The assessment must figure the real-world task, not the school world task, (3) The assessment must utilize various scale, method, and criteria which are appropriate with the characteristics of the learning experiences, and (4) The assessment must employ the holistic assessment which involves cognitive, affective, and psychomotor.<sup>36</sup> To conclude, there are 4 principles which an authentic assessment can be implemented through. Those 4 principles can be the

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<sup>34</sup> Lorraine Valdez Pierce, J. Michael O'Malley, *Performance and Portfolio Assessment for Language Minority Students*, (Washington DC: National Clearinghouse for Bilingual Education, 1992), 1.

<sup>35</sup> A.A.I.N. Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 1st ed. (Depok: Rajawali Press, 2017), 7.

<sup>36</sup> Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa."



guidelines or reference in implementing an authentic assessment in the classroom.

## **2. Speaking Club**

### **a. Definition of Speaking Club**

Speaking club refers to an English class organization format that entails gathering a group of students who join the class primarily to practice their speaking skills, with the purpose of imitating language immersion.<sup>37</sup> Furthermore, Fikri summarized that a speaking club is a medium for students to practice, increase, and build their motivation to learn to speak.<sup>38</sup> Hence, it can be understood that a speaking club is a gathering of students which together learn, practice, and motivate themselves to increase their speaking ability in a classroom.

### **b. Sections and Roles in Speaking Club**

Speaking club in general consists of several sections and roles of each member. According to Rosberly and Jonnathan from the Toastmasters International Club, the sections in a speaking club are divided into the description below.

- 1) Table topics. This section can be called an impromptu speech. In this section, there will be some speakers who are selected randomly to deliver a spontaneous speech, without any preparation, about a certain topic or theme chosen at that meeting. The speakers are given time to answer some questions then deliver a speech related to the topic for about 1-2 minutes.
- 2) Prepared speeches. Different from the table topics, this section requires speakers to prepare their 4-6 minutes speech. After the speech, the audience, in this case the rest of the classroom members, have the opportunity to provide some direct feedback in written form

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<sup>37</sup>Bobkova, “‘English Lounge’: Is The Format of A Speaking Club Acceptable in Teaching English For Academic Purposes?”

<sup>38</sup>Fikri Yanda, “English Speaking Club: An Alternative to Improve the English Speaking Skill for Students of English Education Department Faculty of Tarbiyah State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya” (State Islamic Institute for Islamic Studies Sunan Ampel Surabaya, 2010), 23.

anonymously in order to help the speakers improve their speaking ability.

- 3) Evaluation. In this section, evaluators are given around 1-2 minutes to provide oral feedback directly to the speakers. The evaluators must give constructive and motivating evaluations to the speakers in order to aid the speakers improve their speaking skills as well as encourage them to keep trying to speak later on.<sup>39</sup>

Other than the sections mentioned above, there are some roles in a speaking club to maintain the assessment and evaluation to develop the students' speaking ability. The roles of each member are described as follows.

- 1) Ah-Counter. The people chosen are responsible to take notes the entire meeting in order to draw attention to the speakers' excessive use of words and sentence fillers.
- 2) Timer. A timer is required to manage the time when the speakers are presenting their speech as well as the evaluators when assessing the speakers.
- 3) Topicsmaster. The person who is chosen to be a topicmaster should prepare and deliver the topics which will be given to the table topics speaker.
- 4) Grammarian. A grammarian is responsible for taking notes of the speakers' effectiveness in using the language. Additionally, the grammarian also takes care of the mistakes and the problem of language use, also highlighting some outstanding and fascinating phrases or words that are used by the speakers as the motivation to others.
- 5) Toastmaster. A toastmaster can be called as a host in a meeting section.
- 6) Speakers. Speakers are persons who are responsible to speak at that certain meeting.

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<sup>39</sup>Montero and Alvarado, "Improving English Oral and Public Speaking Skills in the Classroom," 145–146.

- 7) Table topics speaker. The speakers are chosen randomly to answer some questions and deliver 1-2 minutes speeches related to the topic of that meeting.
- 8) Evaluators. A person who is responsible to provide feedback and evaluation or assessment in spoken and written form to the speakers on that certain meeting.
- 9) General evaluator. This person is in charge of providing general evaluation of the entire meeting related to the way how the meeting was running on that certain meeting.<sup>40</sup>

To sum up, according to Montero and Alvarado, a speaking club contains 9 roles which are Ah-Counter, Timer, Topicsmaster, Grammarian, Toastmaster, Speakers, Table Topics Speaker, Evaluators, and General Evaluator which each role has their own responsibility purposes to develop and assess speaking ability.

### **3. Implementing Authentic Assessment through Speaking Club**

According to Haryono, the implementation of authentic assessment requires good understanding from students in order to actualize students' development in the learning process as well as meet the indicator requirements.<sup>41</sup> In line with this, Marhaeni also described that teachers are required to be creative in designing the instruments of assessment in order to meet the expectations from the indicators they have made.<sup>42</sup> Hence, the implementation of an authentic assessment in the English language should acquire the understanding for the students, as well as teachers' creativity in designing the assessment process.

#### **a. Using Rubrics to Assess Students' Competence**

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<sup>40</sup>Ibid., 146–147.

<sup>41</sup>Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa," 5.

<sup>42</sup>A A I N Marhaeni and L P Artini, "Asesmen Autentik Dan Pendidikan Bermakna: Implementasi Kurikulum 2013," *Jurnal Pendidikan Indonesia* 4, no. 1 (2015): 503.

According to Wulandari,<sup>43</sup> Pate et. al.,<sup>44</sup> Ghosh,<sup>45</sup> Bargainnier,<sup>46</sup> Chowdhury,<sup>47</sup> Berger,<sup>48</sup> Mertler,<sup>49</sup> and Allen,<sup>50</sup> rubric is defined as the scales, scoring guides, criteria, dimensions of quality, and levels to evaluate, understand, and define the range of students' performance. Through rubric, educators and assessors, even students, will find it valuable for the assessment process especially in authentic assessment. The descriptions of performance in the rubric can aid the teacher to provide feedback easily.<sup>51</sup> Rubric is also helpful to evaluate students' process, content, and performance.<sup>52</sup> Rubric provides an obvious description of statements about the expectation of learning and performance outcomes in order to assess that the students, educators, and assessor have achieved the expected outcomes.<sup>53</sup> Also, rubric aids to subjectify, reliably, validate, and transparent the assessment through specifying the criteria as the same as other criteria and standards.<sup>54</sup> Lastly, not only beneficial for assessment, rubric also assists the learners and educators to understand the strengths or/and aspects which should be improved after the learning process as well as acquiring certain skills and knowledge.<sup>55</sup> To conclude, a rubric contains

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<sup>43</sup>Dhini Wulandari, "An Analysis of Pre-Service Teachers' Rubrics for Assessing Speaking Performance at SMA Negeri in Sidoarjo" (State Islamic University of Sunan Ampel Surabaya, 2018), 19.

<sup>44</sup>P Elizabeth Pate, Elaine Homestead, and Karen Mcginnis, "Designing Rubrics for Authentic Assessment," *Middle School Journal* 0771, no. July (2017): 25.

<sup>45</sup>Samrat Ghosh and Marcus Bowles, "Authentic Assessment in Seafarer Education: Using Literature Review to Investigate Its Validity and Reliability through Rubrics," *Springer* (2015): 10.

<sup>46</sup>Bargainnier, "Fundamentals of Rubrics," 1.

<sup>47</sup>Faieza Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning," *International Education Studies* 12, no. 1 (2019): 61.

<sup>48</sup>Daniel Berger, "Supporting Tool for Moderation in the Grading Process of Summative Assessments Design and Prototype of a Software Tool for Moderation and Assessment" (n.d.): 43.

<sup>49</sup>Craig A Mertler, "Designing Scoring Rubrics for Your Classroom," *Practical Assessment, Research, and Evaluation* 7, no. 25 (2001): 1.

<sup>50</sup>Allen and Tanner, "Rubrics: Tools for Making Learning Goals and Evaluation Criteria Explicit for Both Teachers and Learners," 197.

<sup>51</sup>Dhini Wulandari, "An Analysis of Pre-Service Teachers' Rubrics for Assessing Speaking Performance at SMA Negeri in Sidoarjo," 19.

<sup>52</sup>Pate, Homestead, and Mcginnis, "Designing Rubrics for Authentic Assessment," 25 & 27.

<sup>53</sup>Ghosh and Bowles, "Authentic Assessment in Seafarer Education: Using Literature Review to Investigate Its Validity and Reliability through Rubrics," 3.

<sup>54</sup>Ibid., 10–11; Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning," 61.

<sup>55</sup>Bargainnier, "Fundamentals of Rubrics," 2.

descriptions of the expected performance that must be achieved by students. Therefore, in order to achieve the target of a learning process, an assessment should be conducted using rubrics. Thus, students' achievements can be measured and improved afterwards.

Other than that, Chowdhury has listed several benefits of using rubrics for assessment such as notifies students of expectations, provides informative and timely feedback, helps maintaining grading consistency and fair assessment, and fosters students' learning and self-assessment engagement.<sup>56</sup> Hence, from the benefits listed by Chowdhury, with the benefits of using rubrics in an assessment, students and teachers can understand what should be improved subsequently.

#### 1) Types of Rubrics for Authentic Assessment

Lund agreed that rubrics are chosen differently based on the aims of the assessment.<sup>57</sup> Therefore, Bargainnier mentioned several types of rubrics. Generic rubric which focuses on the process across disciplines and task-specific rubric which focuses on certain tasks.<sup>58</sup> More specifically, Chowdhury explained that general/generic rubric refers to the rubric for different tasks which highlights the basic knowledge and skills.<sup>59</sup> This type of rubrics therefore, aids students to solve the similar problems of similar tasks later on. Meanwhile, as the term, task-specific rubric has detailed characteristics to the specific task given. Also, the assessment is more reliable than the general one.<sup>60</sup> To sum up, there are two kinds of rubrics related to the aims of the assessment which are generic rubric and task-specific rubric.

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<sup>56</sup>Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning."

<sup>57</sup>Jacalyn Lund, "Authentic Assessment: Its Development & Applications," *Journal of Physical Education, Recreation & Dance*, no. October 2014 (1997): 37–41.

<sup>58</sup>Bargainnier, "Fundamentals of Rubrics," 1; Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning," 63.

<sup>59</sup>Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning."

<sup>60</sup>Ibid., 63.

Other than that, Bargainnier, Chowdhury, Lund, Allen, and Mertler also mentioned several types of rubrics which are analytic and holistic rubrics.<sup>61</sup> Analytic rubric refers to the rubric which focuses on specific criteria, provides specific and detailed statements of feedback for students<sup>62</sup>, and lists specific key elements of performance<sup>63</sup> and separately evaluate each criteria<sup>64</sup> which aimed to inform students on their strengths and weaknesses in order to aid students build improvements<sup>65</sup> for their accomplishments for particular tasks.<sup>66</sup> For the time being, holistic rubric refers to the rubric which only provides a general and overall description of the expected level acquired.<sup>67</sup> To conclude, analytic rubric is a more specific rubric while holistic rubric is the more general one.

## 2) Tips in Designing Rubrics

Allen and Tanner explained some tips to create an objective rubric for assessment as described below.<sup>68</sup>

- a) Avoid the terms “good” or “creative” in order to easily describe the concrete criteria. Those terms do not provide specific criteria, as people cannot imagine the exact description of the terms “good” and “creative”. In other words, those are too general and valueless of judgements and will be too difficult to score.<sup>69</sup> The more specific the rubric

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<sup>61</sup>Bargainnier (2003); Chowdhury (2019); Lund (1997); Allen and Tanner (2006); and Mertler (2001)

<sup>62</sup>Chowdhury, “Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning.”

<sup>63</sup>Lund, “Authentic Assessment: Its Development & Applications.”

<sup>64</sup>Chowdhury, “Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning.”

<sup>65</sup>Ibid.

<sup>66</sup>Allen and Tanner, “Rubrics : Tools for Making Learning Goals and Evaluation Criteria Explicit for Both Teachers and Learners.”

<sup>67</sup>Chowdhury, “Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning”; Allen and Tanner, “Rubrics : Tools for Making Learning Goals and Evaluation Criteria Explicit for Both Teachers and Learners.”

<sup>68</sup>Allen and Tanner, “Rubrics : Tools for Making Learning Goals and Evaluation Criteria Explicit for Both Teachers and Learners.”

<sup>69</sup>Ibid., 200.

assessor designs, the less the requirement for spontaneous written feedback for students' performance.<sup>70</sup>

- b) Connect the description criteria to the real-world contribution in order to provide students the understanding about the authenticity of the rubric itself. It means, the assessment will help students to understand that the rubric can help them to give contribution to their real-life, instead of only providing information to the teacher.<sup>71</sup>

Thus, a recommended rubric refers to the rubrics which provide the description of an expected achievements in detail and measurable. Also, a rubric which can contribute to the real-world environment is also recommended in order to authenticate students' achievements.

Bargainnier also mentioned that a good quality of a rubric is a rubric which involves a clear criterion for each expected achievement, rich and descriptive language for the description of each criterion, using positive language in describing each expected achievement, and distinguishing between performance, products, and efforts.<sup>72</sup> To conclude, a good quality of rubric must involve those 4 aspects in order to measure students' achievements precisely.

#### **b. Steps in Designing Authentic Assessment**

Brown described that test as one among the several procedures of the assessment.<sup>73</sup> Therefore, teachers are not only required to measure students' competencies through a test, but also to assess students during the learning process. Here, assessment is used to measure students' competence in language learning. Additionally, before implementing an authentic assessment, the teachers or lecturers should first design the authentic assessment. Likewise, Marhaeni described that the

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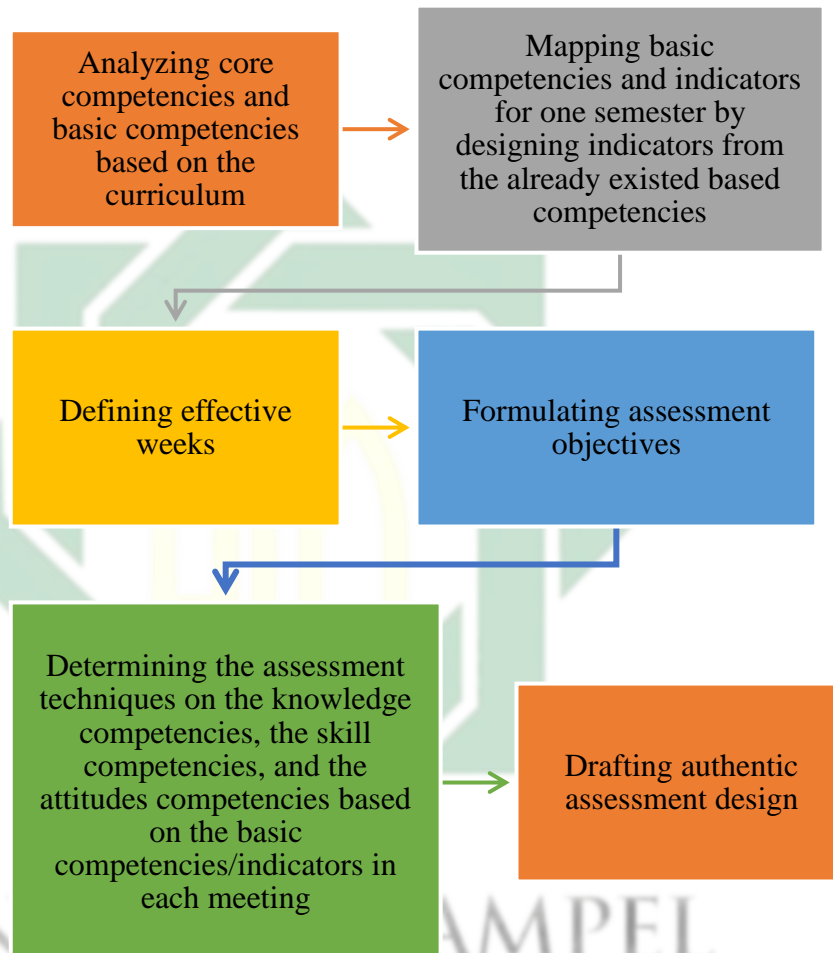
<sup>70</sup>Ibid., 203.

<sup>71</sup>Ibid., 201.

<sup>72</sup> Bargainnier, "Fundamentals of Rubrics," 2–4.

<sup>73</sup>Brown, *Language Assessment: Principles and Classroom Practices*, 4.

implementation of authentic assessment aims to develop the quality of the learning process, which produces the meaningful assessment, therefore, students can learn from the assessment.<sup>74</sup> According to Kartowagiran, here are the six steps in designing authentic assessment as drawn below.



**Graphic 2. 1 Steps in Designing Authentic Assessment<sup>75</sup>**

From the figure above, it can be seen that designing the authentic assessment unquestionably needs several crucial steps starting from analyzing core competencies and basic competencies based on the curriculum, followed by mapping basic competencies and indicators, defining effective weeks, formulating the assessment goals,

<sup>74</sup>Marhaeni and Artini, “Asesmen Autentik Dan Pendidikan Bermakna: Implementasi Kurikulum 2013,” 500.

<sup>75</sup> Kartowagiran, Jaedun, and Hamdi, “Developing Authentic Assessment Design,” 28.



determining the assessment techniques based on the indicators formulated, and finished by drafting authentic assessment design.

**c. Assessing Student's Performance through Speaking Club**

As mentioned previously, the speaking club in general consists of several sections and roles which undeniably aid students to evaluate their speaking performance through the evaluation section by the evaluators. Likewise, practice and feedback are important to improve certain skills.<sup>76</sup> Therefore, from the previous descriptions related to the sections and the role of the members in a speaking club, it can be understood that the speaking club provides an effective assessment through each section and role that is provided in every meeting. Besides, Usman found that in the process of teaching and learning, there is always step by step doing progressively and so evaluation.<sup>77</sup> Additionally, still related to the one of the roles in a speaking club, toastmasters, they generally evaluate speakers in qualitative forms.<sup>78</sup> This means, the toastmasters provide the evaluation in the description forms instead of only using numbers such in a quantitative form. Furthermore, Usman also found that in evaluating speakers, instead of finding the speakers' mistakes during the speech such teachers commonly did,<sup>79</sup> it is advisable for the evaluators to state three things the speakers did exceptionally well and praise the manner in which the speakers did them, as well as one thing speakers need to improve and explain the way how the speakers should improve it.<sup>80</sup> To conclude, authentic assessment indeed requires ongoing feedback.<sup>81</sup> Therefore, the speaking club can aid the progress of providing ongoing feedback in the classroom through each role's description.

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<sup>76</sup>Bustami Usman et al., "Progressive Peer Evaluation: Important but Absent in EFL Speaking Classes," *Studies in English Language and Education* 5, no. 2 (2018): 315.

<sup>77</sup>Ibid., 313.

<sup>78</sup>Ibid.

<sup>79</sup>Ibid., 315.

<sup>80</sup>Ibid., 313.

<sup>81</sup>Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*.

#### **4. Challenges in Implementing Authentic Assessment**

Implementing something indeed facing challenges as well as implementing authentic assessment. Below, the researcher describes the definition of challenges as well as the challenges in implementing an authentic assessment in the education scope.

##### **a. Definition of Challenges**

According to Merriam Webster, the term “challenge” refers to some definitions. Nevertheless, the definition of “challenge” in this research appropriately means a stimulating task or problem which occurred during the implementation of authentic assessment through a speaking club.

##### **b. Challenges for Authentic Assessment in Education**

Muhammad Noor Abdul Aziz found that there are several challenges in implementing an authentic assessment. Those challenges are mentioned below.

###### **1) A lack of support from the school administration and parents**

In this case, parents lack interest when seeing the teachers’ explanations about the students’ achievements. Parents care for the students’ final result instead of the students’ learning process. The administration of the school does not support much of the implementation of the authentic assessment. It was seen from the lack of motivation on implementing it.

###### **2) A mountain of paperwork**

There is too much documentation for the teachers to handle. Teachers were required to bring clerical work home with them, which was consuming valuable family time. As a result, teachers were overworked.

###### **3) Long teaching hours**

Teachers do not have enough time to plan classes that involve authentic assessment. Teachers cannot prepare the authentic assessment well since they have tight schedules to teach classes. Commonly teachers do not only teach one class indeed. Therefore,

the opportunity to include the authentic assessment was too complicated.

4) Too many weekends school activities

There are always incidental things happening in the school although the school schedule was constructed neatly. Some unexpected activities in the school such as meetings happen at the weekend when it should be the time for teachers to spend their time to plan an authentic assessment successfully.

5) A lack of authentic assessment training

Teachers often explore the knowledge of the authentic assessment by themselves through reading certain books since there is still a lack of training in the implementation of authentic assessment. Further, they need a specific course related to the authentic assessment.<sup>82</sup>

To sum up, there are 5 challenges that are faced by junior high school teachers in implementing an authentic assessment. Those challenges are caused by external factors of an authentic assessment in the classroom itself.

## **B. Review of Previous Studies**

Several prior research related to either the implementation of authentic assessment or the speaking club has been conducted. Those studies commonly discussed the implementation of authentic assessments and the assignments or classroom tasks through the speaking club. Also, the research was commonly conducted at the high school level.

The first previous research is from Zaim, Refnaldi, and Arsyad entitled “Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in Indonesia” that was conducted in 2020 across 120 secondary school English teacher from West Sumatra who have applied authentic assessment in their class.<sup>83</sup> This study focused on revealing the

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<sup>82</sup>Aziz, Yusoff, and Yaakob, “Challenges in Using Authentic Assessment in 21st Century ESL Classrooms,” 763–764.

<sup>83</sup>Zaim, Refnaldi, and Arsyad, “Authentic Assessment for Speaking Skills : Problem and Solution for English Secondary School Teachers in Indonesia.”

teachers' problems on authentic assessment in evaluating junior high school students' speaking skill, finding out teachers' need on the authentic assessment of speaking skill, and developing the appropriate model of authentic assessment based on the teachers' need and learners' characteristics. Therefore, this study was guided by research and development design using three steps of ADDIE Model (Analyze, Design, Develop, Implement, and Evaluation) which are analyze, design, and develop. The result illustrated that the teachers found difficulties in assessing communicative function of the language. Then the teachers need to assess the communicative function of the language, various forms of assessment, and specific types of the topic. Therefore, the solution of the appropriate models of authentic assessment suggested by the researcher were role play, act-out, pair dialog, oral interview, picture-cued description, story-telling, and oral report.

The other previous research entitled “The Practice of Authentic Assessment in an EFL Speaking Classroom” was conducted by Inayah in SMPN 6 Banda Aceh in 2019 involving one English teacher and 28 students chosen randomly from XI-4 class.<sup>84</sup> The purpose of this study was to describe the authentic assessment's implementation in the certain school regarding the types of assessment and the scoring rubric used by the teacher. Therefore, the researcher used descriptive qualitative design and decided to use observation and document analysis as the instruments to collect the data. The result found that the teacher applied 3 types of assessment based on the K-13 Curriculum: attitude assessment, knowledge assessment, and skill assessment. The scoring rubric that was used by the teacher was analytical scoring rubric for all aspects of assessment. In this study, the researcher revealed that the teacher observation, short questions and answers, and narrating sequences were the types of authentic assessment that was used by the teacher.

Another prior research discussion about authentic assessment was undertaken in 2016 by Rukmini and Saputri entitled “The Authentic Assessment to Measure Students' English Productive Skills Based on 2013

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<sup>84</sup>Inayah et al., “The Practice of Authentic Assessment in an EFL Speaking Classroom.”

Curriculum”.<sup>85</sup> The study aimed to describe the implementation of authentic assessment in assessing students’ writing and speaking skill, explain the difficulties faced by the teachers in implementing the authentic assessment, and explain the solution conducted by the teachers to solve the problems. The study was conducted under the descriptive qualitative design which used interview, classroom observation and document observation as the instruments to collect data. Two English teachers from 8<sup>th</sup> grade were involved as the subjects. The finding illustrated that the teachers did not conduct the assessment properly in the form of designing, implementing, scoring, and giving feedback to the students related to the assessment. The type of speaking assessment used by the teacher was oral presentation and the writing assessment required students to create a comic.

The next previous research is conducted by Sumardi, et. al. in 2020 entitled “Digital Video Project: An Authentic Assessment to Assess Students’ Speaking Skills”.<sup>86</sup> This research aimed to see the sights on the use of digital video projects and to explore students' points of view regarding the digital video project in the speaking assessment. The digital video that was used to assess students’ speaking skill in this research is a presentation video. Furthermore, in conducting this study, the 25 private university students from non-English departments who joined the English course at Universitas Slamet Riyadi Surakarta were involved in order to gain the data. In addition, this study also applied content analysis design in the form of a qualitative approach. The result exposed that the speaking assessment using digital video projects was implemented by using the scoring rubric from Brown which assesses content, delivery, and creativity. Furthermore, the students gave positive opinions on their speaking skill improvement consisting of fluency, pronunciation, and vocabulary.

Research that focuses on students’ perceptions of the speaking club was conducted by Riyadini under the title “English Foreign Language Students’

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<sup>85</sup>Rukmini and Saputri, “The Authentic Assessment to Measure Students’ English Productive Skills Based on 2013 Curriculum.”

<sup>86</sup>Sumardi, ‘Adzima, and Wijaya, “Digital Video Project: An Authentic Assessment to Assess Students’ Speaking Skills.”

Perception of an Online English Speaking Club in Higher Education” in 2021.<sup>87</sup> The study involved 27 EFL students who joined an English Speaking Club in Yogyakarta State University. This study focused on determining EFL students’ perception related to the Speaking Club in higher education. Additionally, the data were collected through an online questionnaire. The finding showed that students gave positive responses about the speaking club since the speaking club could develop their speaking abilities.

A study about another speaking club was conducted by Rosberly and Jonnathan entitled “Improving English Oral and Public Speaking Skills in the Classroom” in 2019.<sup>88</sup> This study focused on describing the implementation of Toastmasters techniques in the English class adapted from the English club, Toastmasters International Club. The study was conducted under the qualitative research design. The participants were the students in the Pacific Regional Center of Universitas de Costa Rica. The researcher used the open-ended survey to collect the data. There were 2 populations with different linguistic levels. The result showed that toastmasters techniques can be applied at various levels depending on the context and the course objectives.

Another study related to the speaking club was conducted by Zebua entitled “Increasing the Students’ Ability in Speaking by Implementing Active Knowledge Sharing Strategy at the English Speaking Club of English Department at IKIP Gunungsitoli Year 2018/2019” in 2018.<sup>89</sup> The study aimed to implement the knowledge sharing strategy at the speaking club in the English department program and see the improvement of students’ speaking skills. The classroom action research design was employed by the researcher. There were 7 students from the 2<sup>nd</sup> and the 4<sup>th</sup> semester of the English Department at IKIP Gunungsitoli involved as the participants of this research. Observation sheets,

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<sup>87</sup>Riyadini, “English Foreign Language Students’ Perceptions of an Online English Speaking Club in Higher Education.”

<sup>88</sup>Montero and Alvarado, “Improving English Oral and Public Speaking Skills in the Classroom.”

<sup>89</sup>Elwin Piarawan Zebua, “Increasing The Students’ Ability in Speaking by Implementing Active Knowledge Sharing Strategy at the English Speaking Club Of English Department At IKIP Gunungsitoli Year 2018/2019,” *Jurnal Ilmiah DIDAKTIK IKIP Gunungsitoli* 12, no. 2 (2019): 2124–2127.

field notes, and speaking tests were used as the instruments. The result showed that the students' speaking skills were improved.

From several prior studies mentioned earlier above, it can be seen that the studies used various types of authentic assessment. Rukmini and Saputri discussed using authentic assessment to measure both writing and speaking skill.<sup>90</sup> Furthermore, one of the previous studies, which is from Zaim, focused on describing the problems and solutions in implementing authentic assessment in speaking English skill.<sup>91</sup> In addition, Riyadini only focused on the students' perception of the speaking club.<sup>92</sup> Moreover, instead of conducting a speaking club as the assessment, Sumardi conducted the digital video projects,<sup>93</sup> Inayah conducted observation, short questions and answer, and narrating sequences,<sup>94</sup> and Rukmini and Saputri conducted the oral presentation video and created comics as the assessment.<sup>95</sup> Furthermore, rather than focused on the assessment, Rosberly focused on the improvements of students' language skill.<sup>96</sup> Since the implementation of authentic assessment through a speaking club has not been discussed and investigated by the prior researches mentioned above, this study, hence, carries the renewed insight of the implementation of authentic assessment through a speaking club.

UIN SUNAN AMPEL  
S U R A B A Y A

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<sup>90</sup>Rukmini and Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum."

<sup>91</sup>Zaim, Refnaldi, and Arsyad, "Authentic Assessment for Speaking Skills : Problem and Solution for English Secondary School Teachers in Indonesia."

<sup>92</sup>Riyadini, "English Foreign Language Students' Perceptions of an Online English Speaking Club in Higher Education."

<sup>93</sup>Sumardi, Adzima, and Wijaya, "Digital Video Project : An Authentic Assessment to Assess Students' Speaking Skills."

<sup>94</sup>Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom."

<sup>95</sup>Rukmini and Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum."

<sup>96</sup>Montero and Alvarado, "Improving English Oral and Public Speaking Skills in the Classroom."

## CHAPTER III

### RESEARCH METHOD

This chapter describes the way how the researcher carried out the research. This chapter, therefore, consists of the approach and research design, research setting, data and source of data, research instruments, data collection techniques, data analysis technique, and checking validity of findings.

#### **A. Approach and Research Design**

This current research aims to discover and improve thorough understanding of how the implementation of authentic assessment through a speaking club is in a Spoken English course. Creswell, Ary, et. al., and Latief described that qualitative research provides a deep understanding of the problems explored and analyzes the data using words rather than numbers then reporting the result in flexible, emerging structures and evaluative criteria.<sup>97</sup> This study aims to explore and draw an in-depth understanding of certain phenomena related to the implementation of authentic assessment through a speaking club in a Spoken English course. The researcher used words instead of using numbers to analyze and describe the data later on. This present study, therefore, was guided under the qualitative research design in the form of descriptive research.

#### **B. Research Setting**

This present study was undertaken at Spoken English course A class at UIN Sunan Ampel Surabaya in the academic year of 2021/2022. The reason why this research was undertaken at this course is because the course implemented an assessment using a speaking club using guidance from the IELTS Speaking Test. Further, the speaking club is used as a strategy to implement the formative assessment. In addition, the researcher selected the speaking club which was conducted in 2022 in A class in order to gain more natural data. There was 1 lecturer interviewed. The reason why the researcher involved only 1 participant is because the only participant who applied to a speaking club as a formative assessment was the participant chosen. Besides, Creswell mentioned that

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<sup>97</sup>John. W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, Inc., 2012), 26; Donald Ary et al., *Introduction to Research in Education*, 8th ed. (Boston: Wadsworth, 2010), 29.



qualitative researchers may collect data from single individuals.<sup>98</sup> Additionally, the classroom observation was conducted in Spoken English course A class in the academic year of 2021/2022.

### **C. Data and Sources of Data**

#### **1. Data**

The data of this present study is the implementation of authentic assessment through the speaking club in the Spoken English course as well as the challenges encountered by the lecturer in implementing an authentic assessment through the speaking club. Therefore, the researcher explored the lecturer's description regarding the implementation of authentic assessment through a speaking club which was assembled through interviewing the lecturer. Additionally, the researcher observed the process of implementing authentic assessment through the speaking club during the class as well as describing the rubric used by the lecturer in the speaking club. Finally, related to the second research questions about the challenges faced by the lecturer in implementing an authentic assessment through the speaking club, the researcher also conducted a semi-structured interview with the lecturer chosen on 9<sup>th</sup> of May 2022 and 12<sup>th</sup> of June 2022.

#### **2. Sources of Data**

Based on the data that mentioned previously, the first source of data was the lecturer who teaches a Spoken English course which implements the speaking club as the formative assessment as well as the classroom situation in the speaking club. The source of data related to the challenges of the implementation of an authentic assessment through the speaking club was through the interview as well.

### **D. Research Instruments**

In contemplation of obtaining the data, the researcher utilized interview guidelines in order to answer the first and the second research questions. Additionally, a classroom observation was also required to answer the first research question as well as to conduct the triangulation. Another instrument to

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<sup>98</sup>Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 209.

aid researchers saved the data is the audio recording. These following instruments are tools to help the researcher obtain data.

#### 1. Interview Guidelines

For the first research question, the researcher used semi-structured interviews in order to obtain information from the lecturer addressing the implementation of authentic assessment through the speaking club (*see appendix 1*). Semi-structured interview is defined as the excellently suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up inquiries.<sup>99</sup> In this type of interview, the interviewer may prepare a list of general topics questions. Therefore, in this research, the researcher formulated the interview guidelines in order to see the lecturer's description about the implementation of the authentic assessment through the speaking club in the Spoken English course. Additionally, the lists of questions were adapted from Rukmini and Saputri which explored assessing productive skills, but the researcher will only adapt the interview questions which are appropriate with this research. The interview questions were about the implementation of authentic assessment through speaking club, the lecturer's preparation in designing authentic assessment through speaking club, the challenges that probably encountered by the lecturer when assessing students' achievements, the topic chosen by the lecturer, and scoring criteria used by the lecturer to assess students' competence and progress in the learning process authentically, and other possible required information. Moreover, the interview questions were formulated based on the theory from The Ministry of Education and Culture about the types of authentic assessment for questions number 1 and 2, Marhaeni et. al. about the characteristics of authentic assessment for questions number 3-10, Haryono about the principles of authentic assessment for questions number 11-13, Bargainnier about the rubric of authentic assessment for question number 14-16, Allen et. al. about tips in designing rubric for questions number 17-19,

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<sup>99</sup>William Adams, "Conducting Semi-Structured Interviews," in *Handbook of Practical Program Evaluation*, 4th ed. (Jossey-Bass, 2018), 492–505.

Kartowagiran about the steps in designing authentic assessment for questions number 20 and 21, and Aziz et. al. about the challenges faced by the lecturer in implementing authentic assessment for the last question and other unstructured questions during the interview. Lastly, the interview was conducted on May, 9<sup>th</sup> 2022 and June, 12<sup>th</sup> 2022 through a WhatsApp voice call and was recorded through a voice recorder using a mobile phone.

## 2. Classroom Observation

According to Ary, et. al., qualitative observation refers to the narrative or words to describe the setting, behaviors, and the interactions.<sup>100</sup> The observation sometimes can be conducted in the small group or classroom settings.<sup>101</sup> Besides, the purpose of conducting the classroom observation is to dig and obtain deeper data from the interview results. This is in line with Ary, et, al. that classroom observation might provide a triangulation of information about the reported behavior.<sup>102</sup> In this present research, the researcher used a classroom observation based on the theory from Usman, et, al.<sup>103</sup> The researcher first asked permission to the lecturer of the Spoken English class to conduct a classroom observation. The researcher then observed the classroom situation while the speaking club was conducted. Additionally, the classroom observation was conducted both online and offline due to the health protocol of Covid-19. The online classroom observation was by following the classroom rules which was conducted using the Zoom application. The purpose of the classroom observation is to obtain deeper information from the interview results as well as to do the triangulation. Therefore, the researcher only focused on observing the assessment and the situations during the speaking club (*see appendix 1*). In addition, the researcher conducted the classroom observation based on the schedule of the Spoken English class which every Wednesday started from 6<sup>th</sup> of April 2022 and ended on 11<sup>th</sup> of May 2022. There were 3 times online

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<sup>100</sup>Ary et al., *Introduction to Research in Education*, 431.

<sup>101</sup>Ibid.

<sup>102</sup>Ibid., 562.

<sup>103</sup>Usman et al., "Progressive Peer Evaluation : Important but Absent in EFL Speaking Classes."

classroom observation and once offline classroom observation due to the classroom rules and obligations.

### 3. Audio Recording

In the interview session, the researcher conducted it online orally. Also, the classroom observation was conducted both online and offline. Therefore, in order to avoid lost information, the researcher used audio recording as a tool to save the data. In this case, the researcher used an online application namely WhatsApp voice call for the interview due to the difficulties of making offline meeting appointments in the pandemic situation. Additionally, a mobile phone's audio recording was used to save the data for the interview and classroom observation.

## **E. Data Collection Technique**

In order to gather information related to the research questions mentioned above, the researcher used the data collection techniques as mentioned; (1) Conducting semi-structured interviews, and (2) Observing the classroom situation during the speaking club session.

### 1. Conducting semi-structured interview with the lecturer of Spoken English class

In order to acquire the deeper information of how the authentic assessment through speaking club in Spoken English course was implemented, the researcher conducted a semi-structured interview in order to provide answers to the first and the second research questions. The questions were about the implementation of authentic assessment through speaking club, the lecturer's preparation in designing authentic assessment through speaking club, the challenges that probably encountered by the lecturer when assessing students' achievements, the topic chosen by the lecturer, and scoring criteria used by the lecturer to assess students' competence and progress in the learning process authentically, and other possible required information. Furthermore, as stated before, the interview

guidelines were adapted from Rukmini and Saputri<sup>104</sup> with some modifications.

The first step, the researcher formulated the interview guidelines adapted from the previous studies related to the authentic assessment and speaking club. Next, the researcher conducted the interview through an online application, namely WhatsApp voice call, with the lecturer. During the interview session, the researcher recorded the interview using both the recording feature in the application chosen to avoid losing the data and notebook to write certain important information that can be developed to ask deeper information about the answers. The next step, the researcher transcribed the interview result in written form. After transcribing, the researcher found some categories based on the answers. Therefore, the researcher found out the main idea and the specific ideas from the interview results.

## 2. Conducting classroom observation in Spoken English class during the speaking club session

The researcher focused on observing the classroom situation when the speaking club was running in the learning process in favor of answering the first research question. The researcher observed the speaking club which conducted the Spoken English course in the academic year of 2021/2022 only in A class. The reason why the researcher only observed one class is because it is the only class which conducts the speaking club to implement the formative assessment. In observing the classroom situation, the researcher focused on the way the process of the evaluation in the speaking club, and other possible required information. In this present research, the researcher took the role of a non-participating observer. A non-participating observer is an observer who comes to the classroom and takes notes without involvement in the classroom activities.<sup>105</sup> The researcher, therefore, observed the classroom situation without being noticed by the students. In

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<sup>104</sup>Rukmini and Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum."

<sup>105</sup> Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 214.

this observation, the researcher observed the classroom activities such as the topics at the certain day, the sections implemented, the roles who are in charge in each section, the activities of each role in every section, and the evaluation delivered by grammarians and evaluators.

The researcher first asked permission from the lecturer to do the observation in the Spoken English course in the academic year of 2021/2022. The researcher then started to observe the speaking club. Second, the researcher observed the classroom situation based on the theory from the research from Usman<sup>106</sup> and used the classroom observation that was adapted from Usman as well with some modification and based on theory from The Ministry of Education and Culture related to the types of authentic assessment,<sup>107</sup> Marhaeni related to the characteristics of authentic assessment,<sup>108</sup> Haryono related to the principles of authentic assessment,<sup>109</sup> Bargainnier related to the rubric of authentic assessment,<sup>110</sup> roles and sections in the speaking club from Montero and Alvarado.<sup>111</sup> Lastly, the researcher narrated the results from observing the speaking club to illustrate the implementation of authentic assessment in a Spoken English course through the speaking club.

## **F. Data Analysis Techniques**

The data was analyzed by the researcher using a descriptive qualitative research method. Therefore, based on the data collection technique through conducting interviews and observing the speaking club, the researcher then analyzed the data through some steps. According to Creswell, there are several steps in the process of data analysis. Those several steps in analyzing the data according to Creswell as described below.

### **1. Organize data**

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<sup>106</sup>Usman et al., "Progressive Peer Evaluation : Important but Absent in EFL Speaking Classes."

<sup>107</sup>Indonesia, *Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah.*

<sup>108</sup>Marhaeni and Kusuma, "Analisis Implementasi Asesmen Autentik Pada Pembelajaran Bahasa Inggris Dalam Implementasi Kurikulum 2013 Di SMA Di Bali."

<sup>109</sup>Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa."

<sup>110</sup>Bargainnier, "Fundamentals of Rubrics."

<sup>111</sup> Montero and Alvarado, "Improving English Oral and Public Speaking Skills in the Classroom."

At the beginning of data analysis, the researcher should first organize data into file folders or computer files.<sup>112</sup> In this research, the researcher organized the data into computer files which are separated between the interview and classroom observation.

## 2. Transcribe data

All the data from interview and field notes observation needs to be converted into written form.<sup>113</sup> This research of course transcribed the results of the interview into the written form but first still in Bahasa Indonesia. Therefore, the researcher then translated the interview results in Bahasa Indonesia into English. The second time, the researcher transcribed the results of the classroom observation into written forms as well as eliminating unnecessary data. The results of classroom observation were already in English. All those interview and classroom observation results are transcribed from an audio recorder.

## 3. Explore the general sense of data

In qualitative research, data analysis entails exploring the data to gain a general sense of data, gathering ideas, considering the data organization, and deciding whether more data is required.<sup>114</sup> In this study, the researcher explored the general idea of the results from interview and classroom observation.

## 4. Code the data

Coding is known as the process of segmenting and labeling text in order to form descriptions and broad themes in data.<sup>115</sup> In this research, the researcher then coded the data by labeling each answer from the interview and classroom observation results to find out the theme for reporting the data later on. As suggested by Creswell, the researcher also coded the data in order to eliminate redundancy.<sup>116</sup> Therefore, the researcher also codes the data in order to minimize the redundancy. The researcher coded the data

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<sup>112</sup>Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 238.

<sup>113</sup>Ibid., 239.

<sup>114</sup>Ibid., 243.

<sup>115</sup>Ibid.

<sup>116</sup>Ibid.

into (P) as planning an authentic assessment through speaking club, (I) implementing an authentic assessment through speaking club, (E) evaluating students through speaking club, and (C) as challenges faced by the lecturer in implementing an authentic assessment through speaking club. For example, the statement “*I design the RPS in a team*” is coded as (P) which refers to planning.

#### 5. Build description and themes

According to Creswell, building detailed information of the descriptions may help the readers visualize the person or situation.<sup>117</sup> The researcher, therefore, described the results of the data in detailed information. Likewise, themes are utilized to form general ideas from the data, and form a core element in qualitative data analysis.<sup>118</sup> Thus, in this step, the researcher created several themes related to the data that has been coded previously.

#### 6. Represent and report findings

Creswell described that qualitative research displays a finding using figures or pictures.<sup>119</sup> This study represented the findings into tables and figures based on the results of the data from interview and classroom observation. The researcher then reported the data of the findings in the form of description by reflecting on the theory from several prior researches.

### G. Checking Validity Finding

One of the important parts in research is checking validity of the data that the researcher has found. Further, the qualitative research method uses triangulation as the validity checker. In a qualitative method, researchers triangulate different data sources in order to increase the accuracy of the study.<sup>120</sup> The use of multiple approaches to study an issue is known as triangulation in research.<sup>121</sup> Method triangulation, investigator triangulation,

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<sup>117</sup>Ibid., 247.

<sup>118</sup>Ibid.

<sup>119</sup>Ibid., 253.

<sup>120</sup>Ibid., 259.

<sup>121</sup>Roberta Heale and Dorothy Forbes, “Understanding Triangulation in Research,” *Evid Based Nurs* 16, no. 4 (2013): 98.



and theory triangulation are the three forms of triangulations, according to Nancy.<sup>122</sup> In each example, the researchers link and compare several methodologies relating to a specific selected topic.<sup>123</sup> Furthermore, data source triangulation is gathering information from a variety of sources, such as persons, groups, families, and communities, in order to get diverse views and validate data.<sup>124</sup> Thus, in this research, the researcher decided to conduct a triangulation in order to validate the data of the findings. Creswell defined triangulation as the process of substantiating evidence from various individuals, data types, or methods of data collection.<sup>125</sup> This study carried out the triangulation using various types of data in the form of interview and classroom observation as well as different methods of data collections which is interview and classroom observation. The interview was conducted once since the selected participant is only one person. Temporarily, the classroom observation was conducted three times in pursuance of obtaining deeper understanding from the source of data.



UIN SUNAN AMPEL  
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<sup>122</sup>Nancy Carter et al., "The Use of Triangulation in Qualitative Research," *Oncology Nursing Forum* 41, no. 5 (2014): 545.

<sup>123</sup>*Ibid.*, 98.

<sup>124</sup>*Ibid.*, 545.

<sup>125</sup>Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 259.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter contains the findings of the data that was collected in this research and the discussion by reflecting on the previous studies and theories mentioned previously in chapter 2. Precisely, this chapter consists of two things. The first is the implementation of authentic assessment that was conducted in Spoken English class through the speaking club, while the second is the challenges that the lecturer faced in implementing the speaking club as an authentic assessment in Spoken English class.

#### **A. Findings**

The researcher collected the data on April, 6<sup>th</sup> to June, 12<sup>th</sup> 2022. The researcher involved the Spoken English course and the lecturer of the Spoken English course in collecting the data. The researcher conducted the classroom observation in pursuance of providing answers related to how the lecturer conduct an authentic assessment through a speaking club, while the interview was conducted in order to provide answer of the first research question addressing how the lecturer conduct an authentic assessment through a speaking club and the second research question related to the challenges that probably encountered by the lecturer in implementing an authentic assessment through speaking club. Furthermore, the classroom observation was conducted 4 times on the 6<sup>th</sup> of April, 13<sup>th</sup> of April, 20<sup>th</sup> of April 2022, and 11<sup>th</sup> of May 2022, while the interview with the lecturer was conducted twice on May, 9<sup>th</sup> 2022 and June, 12<sup>th</sup> 2022.

The findings related to the implementation of an authentic assessment through the speaking club in the Spoken English course are presented below.

#### **1. The Implementation of Authentic Assessment through Speaking Club in Spoken English Course**

As mentioned earlier about the limitations of this present study, the researcher focused on analyzing the assessment that conducted in speaking club in the Spoken English class, the topics chosen by the lecturer, scoring criteria used by the lecturer to assess students' speaking performance and

progress in the learning process, and the challenges that probably encountered by the lecturer when assessing students through speaking club.

This research used interview guidelines (*see appendix 1*) in order to answer both two research questions raised in Chapter I. Furthermore, according to the interview with the lecturer and classroom observation results, in implementing an authentic assessment through speaking club, here the researcher classified 3 steps. Those steps are described below.

**a. Planning an Authentic Assessment**

The first step is planning an authentic assessment in Spoken English class. According to the interview results that were conducted with the lecturer chosen, the researcher found several steps in designing an authentic assessment through the speaking club. The steps are designing RPS (lesson plan), deciding topics, and designing a speaking club. Those steps are described by the lecturer as follows.

*“We make RPS from a team, the topics from a team, 4 people who teach Spoken English. Then, there is an addition from me, designing a speaking club.” (P)*

From the statement above, it can be understood that the lecturer first created the RPS (lesson plan) together with the other lecturers who teach a Spoken English course. Then, the topics are also chosen together for 1 semester. At the end, the lecturer designed a speaking club.

The next step is for the lecturer to inform the students about the purpose, procedure, and the benefits of the speaking club in order to give understanding to students about the speaking club at the beginning of the semester. As the lecturer explained below.

*“I said at the beginning that during the meeting, there will be a speaking club. I told them the purpose, the procedure, and the benefits. So, they know.” (P)*

The explanation above shows that the lecturer then communicated to the class that there will be a speaking club during the learning process in Spoken English class. Other than that, the lecturer also explained the purposes and the benefits of the speaking club that students will get through that speaking club. Therefore, students will understand the speaking club itself.

Lastly, there is a preparation in conducting the authentic assessment through the speaking club as mentioned by the lecturer as follows.

*“The distribution of material, the distribution of topics, the distribution of roles.” (P)*

From the description above, it can be recognized that the lecturer prepared to distribute all the materials and topics that have been chosen before with the team. Likewise, the lecturer also mentioned that the roles also needed to be distributed. That means, the roles are prepared before the speaking club is going on.

The steps in designing authentic assessment through speaking club can be drawn by a diagram as follows.



**Graphic 4. 1 Steps in Designing Authentic Assessment through Speaking Club**

From the Graphic 4.1, it can be concluded that there are 7 steps in designing an authentic assessment through the speaking club. Those steps are starting from designing the RPS/lesson plan by team, deciding

topics that will be used in Spoken English course, then followed by designing speaking club, then informing the class about speaking club, next distributing materials and topics that will be used in speaking club, then distributing each role to each student, and finally conducting the speaking club as the authentic assessment.

**b. Implementing an Authentic Assessment through Speaking Club**

The second step is implementing authentic assessment itself through the speaking club that has been designed by the lecturer. From the interview and classroom observation, the researcher found that the lecturer implemented 3 sections which are prepared speech, table topics, and evaluation. Those 3 sections are described below.

1) Prepared speech

The first session in the speaking club is a prepared speech. In this session, there are 3 roles in charge; leader, speakers, and time keeper. There were 2 students who performed a 5 minutes speech as speakers. The leader in this section is responsible to lead the club, perform a short greeting to open the speaking club, introduce all the entire roles on that day, inform the class about the word of the day, invite the speakers to perform their speeches, and stop the speech when the time is over. In addition to this, word of the day in this speaking club refers to the certain word which is suggested to be involved in the speech. This word can be new for some students. The leader mentions the word of the day then followed by describing the meaning then finding the synonym of the selected word. Other than that, the topic speakers have the responsibility to perform a 5 minutes speech which they have already prepared well before the class. The topic of the speeches should be about the topic chosen from the lecturer on that day. Based on the classroom observation, on the first day of observation, the researcher found the topics were communication and nature & environment. On the second day, the topics were family and language. On the third day, the topic was technology. And on the last day, the topics were

hobbies and employment & finance. Lastly, the time keeper's task is to manage the time in order to manage the time for performance of each speaker, therefore, the speakers will not perform over-timed or less-timed speech. The time keeper provides 3 cards to be shown during the speech. The green card is shown when the time is running 1-3 minutes, the yellow card is shown when the time is running 3-4 minutes, and the green card is shown when the time is running 4-5 minutes. If the time is over, the leader is responsible to stop the speaker.

## 2) Table topics session

The second session is a table topic session. This session consists of three roles which are leader, topic master, and time keeper, and an additional role is the table speakers which will be chosen randomly or voluntarily. The leader, as mentioned before, is responsible to lead the session and invite the topic master to perform their job description. Then, the topic master is responsible to raise questions related to the topic on that day. On the first day of observation, there were 2 topics which were nature and environment, and communication. On that day, the topic master lifted 5 questions for each topic and 1 additional question was raised by the lecturer. Each question was answered by the audience.

Some of them are volunteers while some others are appointed. On the second day, the researcher found out the topic master raised 9 questions about the topic on that day which is family. Also, there was 1 additional question from the lecturer. Third day of observation, there was 1 topic which was technology. The topic master lifted 10 questions and 1 additional question from the lecturer. On the last day of observation, there were 2 topics which were hobbies and employment and finances and 10 questions were also raised by the topic master. The table speakers did not prepare their speech like what the speakers at the first session do. All the volunteers/table speakers listen and answer the questions directly

without any preparation at all as stated by the lecturer from the interview.

*“...but the topic speaker is unprepared...”* (I)

*“...they are all impromptu...”* (I)

From the statement above, it can be concluded that the speeches on the second session were conducted directly or as known as impromptu speech.

In addition, the time keeper is responsible for showing the cards to represent the time spent by each speaker. There are 3 cards; green card is shown when the time is running 0-1 minute, yellow card is shown when the speaker has spent 2 minutes, and the red card is shown when the time is running 3 minutes, meaning that the time is up and the leader is then responsible to stop the speech.

### 3) Evaluation session

The last session is an evaluation session, which involves the leader, grammarian, and evaluator. This session requires the leader to invite the grammarian and evaluator to provide feedback for all the speakers. Then, the grammarian starts the evaluation session first. The grammarian is responsible to provide feedback for the speakers related to speakers' pronunciation mistakes and grammatical errors. After the grammarian, the evaluator is responsible to deliver the feedback for the speakers related to the gestures, eye contacts, fillers, speakers' interaction with the audiences, voice clearness, and confidence.

#### **c. Evaluating Students through Speaking Club**

The last step in implementing authentic assessment through the speaking club is evaluating students' performance. As mentioned by the lecturer, the assessment from the lecturer is conducted at the second session which is a table topic speaker session. At this session, there are some roles in charge: topic master, leader, table topic speakers, and time keeper. However, the lecturer only assesses the performance of table topic speakers.

The lecturer mentioned.

*“...I asked them to be active, to come forward during the table topic speaker session, that’s my assessment.” (E)*

It can be understood from the statement above that in table topic sessions, the one who is active is highlighted. The lecturer can also assess students’ participation through seeing students who come forward to deliver a sudden speech or known as impromptu speech. As mentioned earlier, in the second session there are some questions raised by the topic master. The assessment is highlighted if students voluntarily answer the questions, they will get 2 points. However, if they come forward, they will get 1. And if they do not come forward to answer the questions, they will not get any score at all. This is proved by the statement from the lecturer below.

*“The table topic speaker is unprepared. The score I take is from there. If students can do it voluntarily, they will get 2. If they are appointed, they will get 1. If they do not come forward, it will be 0.” (E)*

It can be concluded that students are assessed based on their participation in delivering speech in table topic sessions. They will get 2 if they answer the questions voluntarily. They will get 1 if they are appointed, and they will get 0 if they do not answer the question although they have been appointed.

Additionally, the lecturer observes students’ participation through some steps such as observing students in the class, providing feedback to all the presenters, assessing through Google Sheets, and using IELTS Speaking Band Descriptors to score students as described below.

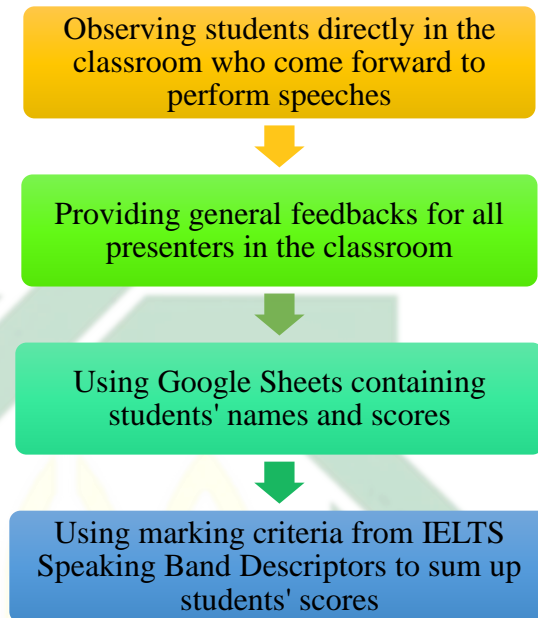
*“I observe directly at the class, then I will give feedback as well in general terms. That the data is in the form of who wants to go forward. When asked about the instruments for observation, those 2 were earlier, so a Google Sheet containing the number of times students come forward, and simply just use the band descriptor to rate the overall.” (E)*

From the description, the researcher can conclude that the lecturer observes students’ participation through seeing students who come forward to deliver the impromptu speech. Then the lecturer used a Google Sheet to calculate students’ points in participating in the



speaking club. Then, the lecturer also used the IELTS Speaking Band Descriptors to assess students' overall performance.

Furthermore, the graphic below illustrates how the lecturer conducts assessment for students' performance.



**Graphic 4. 2 Steps in Conducting Performance Assessment**

From the Graphic 4.2 it can be understood that there are 4 steps in conducting assessment for students' performance. The first, the assessment is conducted in the classroom directly, the lecturer assesses students who come forward to perform speeches. Then, the lecturer provides general feedback for all speakers in the classroom. The lecturer used google sheets which contained students' names and scores, then, using IELTS Speaking Band Descriptors to rate the overall.

In addition, the reason why the lecturer only assesses the second session speakers is because the lecturer can score students' knowledge related to the topics on that certain day. The lecturer assesses students' knowledge through seeing how students can deliver their ideas which are appropriate with the questions and topics on that certain day. Furthermore, the lecturer also assesses students' attitude in delivering speech in front of the class, whether students can control their nervousness and confidence to deal with impromptu speech. In

addition, the lecturer also assesses students' skill through seeing how students communicate their ideas to the audience, how students perform gestures, and eye contact. As the lecturer mentioned.

*“Skills, of course, the way they communicate to convey information. The way they communicate, the gestures, the eye contact.” (E)*

From the statement above, it can be understood that the lecturer assesses students' skill from the way students communicate the information, the gestures, and the eye contact.

The lecturer also assesses students' knowledge through seeing how students express their ideas from the topics. Students have insight related to the topics. As the lecturer mentioned.

*“Knowledge is of course how to convey the idea, especially in topics that are a bit less familiar. So that's how they overcome it whether they can, have insight or not.” (E)*

The statement above shows that students are assessed in the form of knowledge from their insights of the certain topics that they express from the speech.

Furthermore, the lecturer also assesses students' attitude

*“Then the attitude is seen when they are nervous, when they give feedback, and how to greet friends.” (E)*

It can be concluded from the statement that the lecturer sees students' attitude in performing speech, whether students are nervous, the way to give feedback to their friends, and how to greet their friends.

To conclude, there are 3 aspects that the lecturer assesses students during the table topic session. Those are skill, knowledge, and attitude. The skill can be assessed through the way students communicate to the audience therefore their ideas can be delivered well. The knowledge can be understood with the way students convey the ideas which are appropriate to the topics they get. The attitude can be assessed from the way students control their nervousness and confidence dealing with impromptu speech at the table topic session.

Interestingly, the classroom observation results showed the evaluations delivered by grammarians and evaluators. However, in this session, the function of evaluations from grammarians and evaluators are only to assist them to keep learning to speak. The function is to strengthen their friendship, be respectful to each other, and avoid domination in the classroom activity. As what the lecturer said in the interview.

*“I give them the opportunity to give feedback to each other so that they are confident and can strengthen the bonds of friendship. They are trained to respect other people's opinions, and respect other people's performance. So that I do not dominate, if I dominate, they are silent, there will be no learning process, so from things like that, there is a learning process there, they can learn from friends too.” (E)*

The statement above illustrates that instead of being dominant, the lecturer gives the opportunity to the grammarian and evaluator to provide feedback for their friends. The aims are to build a strong friendship amongst all students in the classroom, develop students' self-confidence, avoid students to be inactive, and let students to learn from larger scopes of source, which is their friends.

The feedback delivered by the grammarian is related to the grammatical errors. It can be seen from the evaluation session. For example, the grammarian mentioned below.

*“...You said ‘which are’, but the correct one is ‘which is’ because you describe one thing that is technology”. (E)*

It can be understood from the statement that grammarians evaluate a speaker's speech related to the appropriate use of ‘which is’ in the speech.

Meanwhile, the evaluators are also responsible to assess students' performance in the form of gestures, eye contacts, fillers, speakers' interaction with the audiences, voice clearness, confidence, and others. For example, the evaluator said,

*“What Tarisa said was very easy to understand, even though there was still filler, and needed a little time to*

*think, and for gesture and eye contact little less, she did not look at the camera". (E)*

The statement above shows that the evaluator assesses students' performance in delivering speech by looking at some aspects. Those aspects are content delivery, filler, gestures, and eye contact.

To sum up those aspects of assessment delivered by grammarians and evaluators from the first day to the fourth day of observation, here the table summarizes.

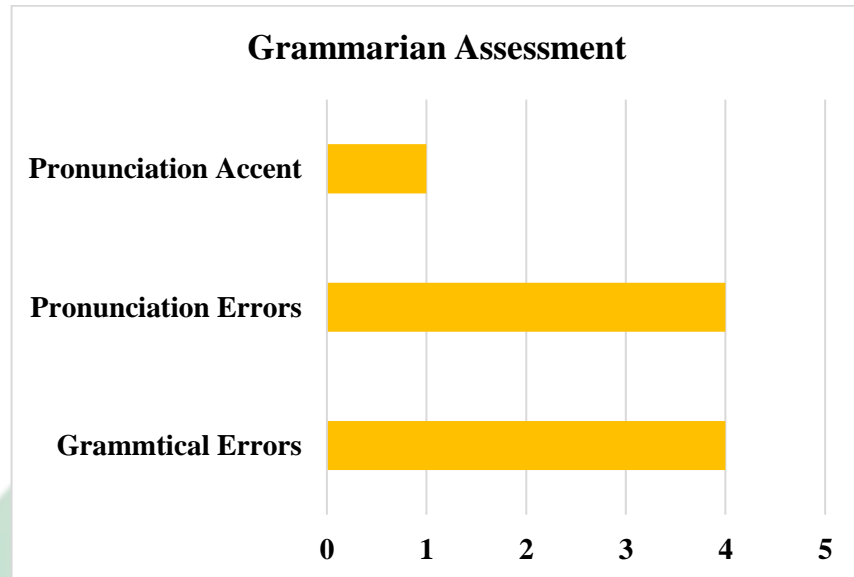
**Table 4. 1 Assessment by Grammarians and Evaluators**

Meeting	Assessment by Grammarian	Assessment by Evaluator
1	<ol style="list-style-type: none"> <li>1. Grammatical Errors</li> <li>2. Pronunciation Errors</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-confidence,</li> <li>2. Pronunciation errors,</li> <li>3. Fillers,</li> <li>4. Gestures,</li> <li>5. Eye contacts,</li> <li>6. Nervousness,</li> <li>7. Content Delivery,</li> <li>8. Duration.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Grammatical Errors</li> <li>2. Pronunciation Errors</li> </ol>	<ol style="list-style-type: none"> <li>1. Gestures,</li> <li>2. Eye contacts,</li> <li>3. Voice clearness,</li> <li>4. Volume of the voices,</li> <li>5. Fillers,</li> <li>6. Interactions to audiences,</li> <li>7. Content delivery</li> </ol>

3	1. Grammatical Errors	<ol style="list-style-type: none"> <li>1. Fillers,</li> <li>2. Eye contacts,</li> <li>3. Mention word of the day,</li> <li>4. How to communicate with audiences,</li> <li>5. Pronunciation,</li> <li>6. Content delivery,</li> <li>7. Voice clearness,</li> <li>8. Eye contacts.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Grammatical Errors</li> <li>2. Pronunciation Errors</li> <li>3. Pronunciation accent</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus,</li> <li>2. Vocabulary selection,</li> <li>3. Communicate with audiences,</li> <li>4. Nervousness,</li> <li>5. Eye contacts,</li> <li>6. Voices,</li> <li>7. Answering questions.</li> </ol>

Table 4.1 shows several criteria that were assessed by both grammarian and evaluator during the classroom observation on the third session conducted by the researcher 4 times. Some criteria which appear in this assessment which are delivered by grammarians are grammatical errors, pronunciation errors, and pronunciation. Meanwhile, the evaluators mentioned self-confidence, pronunciation errors, fillers, gestures, eye contacts, nervousness, content delivery, duration, voice clearness, voice volume, interactions with the audience, mentioning word of the day, focus, vocabulary selection, and being excited to answer the questions.

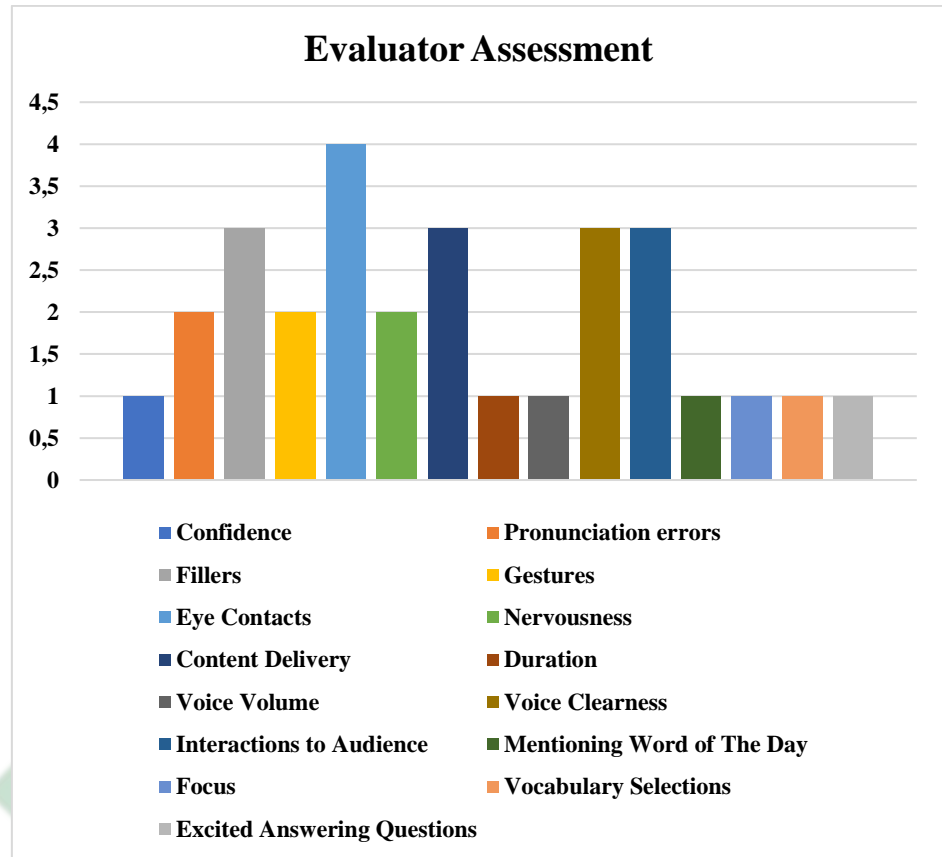
Likewise, the graphic below represents the number of the criteria mentioned in the assessment by the grammarians and evaluators. Grammarians only assess 3 aspects which are pronunciation accent, pronunciation error, and grammatical mistakes.



**Chart 4. 1 Grammarians Assessment**

As drawn in the Chart 4.3, it can be concluded that in 4 meetings of classroom observation, the grammarian mostly assessed students' speeches related to the pronunciation errors and grammatical errors. Only one of those 4 meeting the grammarian assessed pronunciation.

Related to the evaluations from the evaluator, here the diagram drew some criteria which the evaluators need to take care of. Those are self-confidence, pronunciation errors, fillers, gestures, eye contacts, nervousness, content delivery, duration, voice clearness, voice volume, interactions with the audience, mentioning word of the day, focus, vocabulary selection, and excitedness to answer the questions.



**Chart 4. 2 Evaluator Assessment**

Chart 4.2 reveals that the most common evaluation mentioned by the evaluator is eye contact which appears 4 times. Followed by fillers, content delivery, voice clearness, and interactions with the audience which were mentioned 3 times each. Then, pronunciation errors, gestures, and nervousness are the criteria which were mentioned twice by the evaluators in the whole classroom observation. Lastly, the evaluations related to confidence, duration, voice volume, mentioning word of the day, focus, vocabulary selections, and excitement in answering the questions are mentioned only once each of the whole observation.

In order to conclude the findings related to the implementation of an authentic assessment in Spoken English class through a speaking club, the researcher then pointed out 3 points which occurred: planning, implementing, and evaluating.

## 2. Challenges Faced by Spoken English Course Lecturer in Implementing an Authentic Assessment through Speaking Club

The researcher conducted a semi-structured interview with the lecturer chosen, which is the lecturer of Spoken English class at UIN Sunan Ampel Surabaya. The researcher asked 1 core question related to the challenges in implementing an authentic assessment through speaking club (*see appendix 1*) and followed by some follow-up questions needed according to the answers of the lecturer. The researcher found 3 kinds of challenges: motivating students, providing feedback, and monitoring students' progress.

Firstly, according to the interview, there are no challenges in planning an authentic assessment through the speaking club as mentioned by the lecturer below.

*“There is no challenge in determining the topic, because every year, every semester, the topic must be the same, so there is no change..”* (C)

It can be understood from the statement above that the lecturer did not face any challenges in planning an authentic assessment through the speaking club since all the steps are running as they should be.

Secondly, in implementing an authentic assessment, the lecturer faced a challenge related to motivating students to keep being active during the speaking club. The lecturer stated below.

*“...only how to strengthen them, so they do not give up. they do not give up and stay active...”* (C)

The statement above shows that the challenge is how to keep students motivated in order to stay active and not being demotivated.

Another challenge also comes from the similar area of what has been mentioned above. As described from the lecturer below.

*“...be brave and do not feel inferior when they see that their other friends are better than him. That's what I have to take care of, because not all students have a strong mentality.”* (C)

It can be understood that the lecturer keeps paying attention to the students' motivation in learning. In this case, the lecturer pays attention to the students' mental condition especially when some students performed



better than others. Thus, the lecturer keeps paying attention not only to students who are unmotivated to learn and speak but also to students who have problems with their psychological condition.

Thirdly, other challenges faced by the lecturer in assessing students are providing feedback and monitoring students' progress.

Related to providing feedback, the lecturer stated that the challenge is to give feedback and manage time to give the feedback. The lecturer stated below.

*“The challenge is giving them feedback, as well as managing my time to give them feedback. Because it's impossible to mention the specific feedback in the classroom.” (C)*

The statement above indicated that the lecturer faced another challenge in implementing an authentic assessment through the speaking club. The challenge is related to the management time in providing the feedback for students. The feedback mentioned is the more specific feedback about students' achievements and what needs to be improved by the students. This challenge has occurred since the more detailed feedback is not possible to be delivered in the speaking club session due to the time management and perhaps the students' mentality matters.

Lastly, the lecturer mentioned that monitoring students' performance progress is such a challenging thing. The lecturer mentioned the following.

*“It's a bit difficult to monitor it because I do not have a rubric when it comes to monitoring students' progress.” (C)*

The statement above showed that in monitoring students' performance progress, the lecturer found it difficult since there is no rubric for the daily assessment as mentioned previously.

## **B. Discussion**

In this section, the researcher reviewed the prior findings by reflecting on the previously described. Two important aspects are discussed in this section based on the research questions as mentioned earlier. First, the implementation of authentic assessment through a speaking club in a Spoken English course. Second, the challenges faced by the Spoken English class lecturer in implementing authentic assessment through the speaking club.

## **1. Implementing Authentic Assessment through Speaking Club in Spoken English Course.**

The findings related to the implementation of authentic assessment through speaking club has been described by the researcher in the results of finding. The researcher then discusses it into several points, which are the types of authentic assessment in speaking club, steps in designing authentic assessment, characteristics of authentic assessment applied in speaking club, principles of authentic assessment applied in speaking club, the rubrics used in speaking club, and sections and roles in speaking club.

### **a. Types of Authentic Assessment Implemented in Speaking Club**

Related to the types of authentic assessment, this present study revealed that there was only 1 implemented, which is performance. From this result, it can be understood that amongst 9 types of authentic assessment written by the Ministry of Education and Culture, there was only 1 implemented. Furthermore, the Ministry of Education and Culture has explained that the assessment related to students' performance must be carried out in a variety of contexts to determine the level of performance of certain competencies. Small group discussions, speeches, storytelling, and interviews, for example, were used to measure various speaking skills.<sup>126</sup> The finding of this study is in line with the theory of types of authentic assessment mentioned by the Ministry of Education and Culture since the performance assessment is implemented by requiring students to perform a speech.

As described by the Ministry of Education and Culture on Permendikbud Number 104 year 2014, observing talks, questions and responses, and dialogues can be used to measure learners' knowledge.<sup>127</sup> Furthermore, student attitudes can be assessed in a variety of ways, including observation, self-evaluation, peer assessment, and journal assessment.<sup>128</sup> In depth, to assess students'

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<sup>126</sup>Indonesia, *Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah*, 17.

<sup>127</sup>*Ibid.*, 15.

<sup>128</sup>*Ibid.*, 12.

attitude through observation, during the learning process, the instructor concerned observes attitudes and behavior connected to issues such as: persistence in learning, self-confidence, curiosity, craft, collaboration, honesty, discipline, respect for the environment, and so on or even outside of school as long as the instructor can examine their attitude.<sup>129</sup> In this research, the lecturer observed how the students can deal with their nervousness when they are delivering their speech in front of the class. This means, observing self-confidence according to the Ministry of Education and Culture has been implemented in this speaking club.

The results of this study are in accordance with Inayah's study. In assessing students' skill, Inayah mentioned that the teacher used performance assessment by asking students to retell a story given by the teacher.<sup>130</sup> Therefore, the researcher sums up that the performance assessment from this research is in line with the performance assessment from Inayah which asks students to perform a speech.

#### **b. Steps in Designing Authentic Assessment**

As mentioned previously in Chapter 2, there are 6 steps in designing an authentic assessment by Kartowagiran. Those steps are: analyzing core competencies and basic competencies based on the curriculum, mapping basic competencies and indicators, defining effective weeks, formulating the assessment goals, determining the assessment techniques based on the indicators formulated, and drafting authentic assessment design.<sup>131</sup> The findings of this study in planning an authentic assessment through a speaking club have similarities to the previous study by Kartowagiran. In this study, there are 7 steps in planning an authentic assessment. Those steps are designing the RPS/lesson plan by team, deciding topics that will be used in Spoken English course, designing speaking club, informing the class about speaking club, distributing materials and topics that will be used in speaking club, distributing each role to each student, and conducting the speaking club

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<sup>129</sup> Ibid., 13.

<sup>130</sup> Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom," 159.

<sup>131</sup> Kartowagiran, Jaedun, and Hamdi, "Developing Authentic Assessment Design," 28.

as the authentic assessment. From this finding, the researcher understands that in designing authentic assessment, creating RPS/lesson plan and deciding topics, confirm the theory from Kartowagiran in analyzing core competencies and basic competencies based on the curriculum, mapping basic competencies and indicators, defining effective weeks, and determining the assessment techniques.<sup>132</sup> The researcher assumes that the first and the second step mentioned by the lecturer represent the first, second, third, and fifth step mentioned by Kartowagiran. Likewise, the third, fifth, and sixth steps mentioned by the lecturer, designing speaking club, distributing materials and topics in speaking club, and distributing roles in speaking club are in line with the last step mentioned by Kartowagiran which is drafting authentic assessment.<sup>133</sup> Nevertheless, the fourth step, informing the class about the speaking club and the last step, conducting a speaking club, are not in accordance with the theory from Kartowagiran.

Therefore, the researcher concludes that the findings of this study bring new insights in designing an authentic assessment, particularly through speaking club since there are two new steps in designing an authentic assessment through speaking club which are informing the class about the speaking club and conducting speaking club itself.

### **c. Characteristics of Authentic Assessment Implemented in Speaking Club**

Furthermore, related to the characteristics of authentic assessment mentioned by Marhaeni, the speaking club implemented all the characteristics which were mentioned. Firstly, an authentic assessment is competence based, which means an assessment which can monitor someone's competence.<sup>134</sup> Monitoring someone's competence of

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<sup>132</sup> Ibid.

<sup>133</sup> Ibid.

<sup>134</sup> Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 7.

course must be well-planned, gradually, and continuously.<sup>135</sup> The result of the findings revealed that the lecturer assesses students' speaking performance through speaking club in order to understand students' every day competence in speaking English. Moreover, the speaking club is also conducted gradually in a semester, not only once, in order to comprehend students' progress in speaking English.

This result is in accordance with the prior research conducted by Rukmini and Saputri in monitoring students' progress. In their research, the teachers monitor students' progress of making project through providing control cards,<sup>136</sup> during this present research, the lecturer monitors students' progress through observing students' performance in every meeting. Thus, the same point is the characteristics of authentic assessment implemented to monitor students' progress.

Secondly, the finding of this study discovers that the assessment which was conducted in the speaking club was addressed to each individual of the class. Based on the interview results, this individual assessment can be seen from the lecturer's statement that collecting students' scores in classroom participation in a Google Sheet. That means, the lecturer pays attention to each students' participation. The lecturer stated that every volunteer in table topic session will be scored 2, every appointed person will be scored 1, and students who do not come forward to answer the questions from the topic master will be unscored. This finding is in line with the theory from Marhaeni which described that competence cannot be generalized to the entire population, but only to individuals.<sup>137</sup> The prior research that was taken by Inayah showed that an observation was conducted in order to assess students' attitude individually.<sup>138</sup> Therefore, the results of this present research is in accordance with the research from Inayah since there is

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<sup>135</sup>Ibid., 55.

<sup>136</sup> Rukmini and Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum," 268.

<sup>137</sup>Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 7.

<sup>138</sup> Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom," 160.

an individual assessment in the implementation of authentic assessment.

Thirdly, an authentic assessment is student centered. This means students are involved in the process of assessment directly.<sup>139</sup> The finding of this research, from the interview session, reveals that the students take their own role as the leader, topic master, time keeper, grammarian, and evaluator. They are also responsible for their own responsibility. Another finding from the interview results also exposes that the lecturer does not dominate the class by giving opportunities to students to evaluate their friends. Thus, this study has implemented the students centered.

Prior research conducted by Inayah, et al. reveals that students are assigned to work in groups, discuss in groups, analyze text, and do oral presentations.<sup>140</sup> Those activities are focused on students in the assessment. Therefore, this study is in line with Inayah's research since the speaking club in this study also requires students to do the activities in the classroom and not dominated by the lecturer.

Fourth, an authentic assessment is contextual, which represents daily life context.<sup>141</sup> The finding of this research reveals that the lecturer brings out the real-life context in assessing students through the speaking club by providing the daily-life topic. It means, the topic that is discussed in the speaking club represents daily-life context. The lecturer mentioned the topics which are about environment, family, and holidays and based on the lesson plan which are about family matters, people and relationship, a healthy body, health and fitness, studies and work, education, the world around us (disaster), nature and the environment, communication, language and communication, technology, science and technology, hobbies, employment and finances, crime, youth, home, people and places, culture, culture and modern society, on the move, holidays and travel, entertainment,

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<sup>139</sup>Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 7.

<sup>140</sup> Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom," 158–159.

<sup>141</sup>Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 7.

fashion and lifestyle, and movie and music. Those topics are taken from IELTS speaking test topics. Another daily life context which is involved in this assessment is recognized from the classroom observation. In the table topic session, there are some questions about the topic which are related to the daily life context. The table speakers answered the raised questions based on their own thoughts and experiences. Therefore, they can integrate the topics in the classroom into their own daily life through answering those questions.

Previous research conducted by Sumardi reveals that the topic for the assessment in Universitas Slamet Riyadi Surakarta is bullying.<sup>142</sup> Students are required to create a video with the context of bullying. Therefore, this present research has similarities with the prior research from Sumardi.

Fifth, an authentic assessment is integrated into the learning process. This means, an authentic assessment is in accordance with the learning process.<sup>143</sup> The speaking club was conducted based on the design of the lesson plan, which means the speaking club activities are based on the learning process as mentioned by Marhaeni above. Besides, the lecturer also requires students to integrate what they have learnt in the class related to the material and/or vocabulary to their speeches. The particular integration of the learning process and the assessment is represented by the use of the *'word of the day'* which requires students to connect it to their speeches. Besides, the mention of the *'word of the day'* in every speech is recognized if students are in the process of learning. Likewise, the questions raised by the topic master also represent if students are learning since the questions are about the materials or topics on that certain day. Therefore, the integration of the learning process has been implemented in this present research by the lecturer. Similarly, previous research conducted by Inayah reveals that

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<sup>142</sup> Sumardi, 'Adzima, and Wijaya, "Digital Video Project : An Authentic Assessment to Assess Students ' Speaking Skills," 62.

<sup>143</sup>Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 7.

the topic for the assessment was narrative text.<sup>144</sup> It means, the topic is based on the learning process. Hence, it can be concluded that this present research is in accordance with the research by Inayah.

Sixth, the finding of this research reveals that in the speaking club, the feedback is aimed continuously. As mentioned by Marhaeni, an authentic assessment is undertaken promptly during the learning process, so that the learning process can be monitored.<sup>145</sup> The speaking club provides continuous feedback in order to understand the students' development and progress of learning English, specifically speaking skill. As mentioned by the lecturer, the possible more detailed feedback was given directly by the lecturer during the speaking club after the evaluator and grammarian. Furthermore, from the classroom observation, it can be understood that the direct feedback was delivered by the evaluator and grammarian in the evaluation session at the end of the speaking club. Therefore, it can be concluded that the continuous feedback is implemented in this speaking club both by the lecturer and the evaluator and grammarian in order to develop students' speaking skill.

From the thorough description above related to the characteristics of authentic assessment which are implemented in the speaking club, it can be concluded that the speaking club has implemented all the characteristics of authentic assessment based on the theory described by Marhaeni as mentioned in Chapter 2 previously.

#### **d. The Principles of Authentic Assessment Implemented in Speaking Club**

As described previously, there are 4 principles of an authentic assessment mentioned by Haryono. Those principles are: (1) the process of assessment must be integrated to the learning process, (2) the assessment must figure the real-world task, not the school world task, (3) the assessment must utilize various scale, method, and criteria which

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<sup>144</sup> Inayah et al., "The Practice of Authentic Assessment in an EFL Speaking Classroom," 158.

<sup>145</sup> Marhaeni et al., *Asesmen Autentik Dalam Pembelajaran Bahasa Inggris*, 7.



are appropriate with the characteristics of the learning experiences, and (4) the assessment must employ the holistic assessment which involves cognitive, affective, and psychomotor.<sup>146</sup> The findings of this research reveal that the speaking club has implemented all the principles of an authentic assessment based on the theory from Haryono. First, the process of assessment must be integrated into the learning process. The speaking club has already integrated the assessment to the learning process through requiring students to perform their speeches using the topics that have been designed in the lesson plan. Moreover, the lecturer also emphasizes students to bring out the vocabulary that they have learnt through the method namely '*word of the day*' in their speeches. If someone engages in the '*word of the day*' in speech, the score will be increased. This is in line with the theory from Haryono which stated that the process of an authentic assessment must be integrated to the learning process.<sup>147</sup> It means to demonstrate what students have learned throughout the learning process.

The second principle is that an authentic assessment must figure out the real-world task, not a school task.<sup>148</sup> This means the assessment must not be far from students' daily life and environment. If the school task requires students to answer questions based on the phenomenon that occurred in their coursebook without relating to the real environment, the speaking club requires students to perform their ideas and express what they know about their daily life environment. The speaking club in this research involves the topics that are adapted from the IELTS speaking test which also represents a real environment for students. The topics are about students' daily life for example about family matters, people and relationship, a healthy body, health and fitness, studies and work, education, the world around us (disaster), nature and the environment, communication, language and

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<sup>146</sup>Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa," 3.

<sup>147</sup>Ibid.

<sup>148</sup>Ibid.

communication, technology, science and technology, hobbies, employment and finances, crime, youth, home, people and places, culture, culture and modern society, on the move, holidays and travel, entertainment, fashion and lifestyle, and movie and music. The students are quite familiar with the topics according to the lecturer. Other than that, there are some questions in every topic of the speaking club which are raised by the topic master to be answered by the table speakers. The raised questions expect the students to reflect on their environment to their speeches in answering the questions. To sum up, the reflection of real-world tasks in an authentic assessment in the speaking club was conducted through providing topics which represent students' environment and raising questions related to students' real-life.

Third, Haryono mentioned that the assessment must utilize various scales, methods, and criteria.<sup>149</sup> This research has found that the lecturer uses performance assessment and assesses students' performance through the IELTS Speaking Band Descriptors for the marking criteria. There are various scales which represent students' achievements in speaking English. Thus, this research has implemented various scales for the assessment itself. This is in accordance with the research from Rukmini, which used various scales of speaking assessment which are pronunciation, grammar, vocabulary, and fluency.<sup>150</sup> Therefore, this present research is in accordance with the findings from Rukmini related to the use of various scales in assessing students' performance.

Fourth, according to Haryono, an authentic assessment must employ the holistic assessment which involves cognitive, affective, and psychomotor.<sup>151</sup> The implementation of holistic assessment which includes those 3 aspects has been clarified by the lecturer from the

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<sup>149</sup> Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa," 3.

<sup>150</sup> Rukmini and Saputri, "The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum," 266.

<sup>151</sup> Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa," 3.

interview as well as from the classroom observation results. The assessment was conducted through assessing students' skill, knowledge, and attitude during the speeches. Thus, it can be concluded that the holistic assessment was conducted in the speaking club at Spoken English class.

To sum up, amongst the 4 principles of authentic assessment mentioned by Haryono, the speaking club of Spoken English class utilizes all of them.

#### **e. Rubrics Used in Speaking Club**

According to the interview with the lecturer related to the rubric used in the speaking club, the findings of this study reveal that there is no specific rubric that is utilized for the daily speaking club. The lecturer uses the rubric from IELTS speaking band descriptor as the rubric for the overall performance. There is also no modification at all in using the rubric, only the adaptation of the score reflecting on the standard of the university by using an alphabet such as A+ for students who get 6 in IELTS speaking band descriptor. As mentioned by the lecturer in the speaking club, it uses a holistic rubric since it aims to assess students generally. This is in accordance with the theory from Chowdhury which describes that holistic rubric is used to assess students in general descriptions.<sup>152</sup> Furthermore, Allen and Tanner described that in designing rubric, the rubric designer should avoid the term "good" in order to make it more specific.<sup>153</sup> Thus, since this speaking club utilized the rubric from IELTS speaking band descriptor, which is there is no term "good", this findings result is in accordance to the theory from Allen and Tanner.

In contrast, a previous study conducted by Sumardi reveals that the rubric used for the video project contains the terms "poor", "fair",

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<sup>152</sup>Chowdhury, "Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning."

<sup>153</sup>Allen and Tanner, "Rubrics : Tools for Making Learning Goals and Evaluation Criteria Explicit for Both Teachers and Learners," 200.

“good”, and “excellent”.<sup>154</sup> The term good is not suggestable to be involved in the rubric since it is not measurable. However, the scoring rubric which was found by Rukmini in their research did not mention the term “good”.<sup>155</sup> Therefore, this present research has similarity with the research from Rukmini related to the use of criteria in the scoring rubric.

#### **f. Roles and Sections in Speaking Club**

As described previously, the term "speaking club" refers to an English class organization model that involves collecting a group of students who enter the class solely to practice their speaking abilities in order to simulate language immersion.<sup>156</sup> The findings of this research illustrate that the speaking club in a Spoken English course gathers students in a classroom which aims to practice as well as improve their speaking ability. Therefore, the aim of the speaking club which is conducted in Spoken English class is the same as what Bobkova described.

Furthermore, the theory of a Toastmasters International Club from Montero and Alvarado mentions 3 sections in a speaking club: table topics, prepared speeches, and evaluation.<sup>157</sup> In line with this, the findings of this present study also discover that there are 3 sections implemented in the speaking club in Spoken English class. Those 3 sections are prepared speech, table topics, and evaluation.

In depth, Montero and Alvarado described that in the table topics section, the speeches delivered are impromptu by answering raised questions about the topics chosen in that meeting in no less than 1 minute and no more than 2 minutes and half.<sup>158</sup> The speaking club in

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<sup>154</sup> Sumardi, ‘Adzima, and Wijaya, “Digital Video Project : An Authentic Assessment to Assess Students ’ Speaking Skills,” 63.

<sup>155</sup> Rukmini and Saputri, “The Authentic Assessment to Measure Students’ English Productive Skills Based on 2013 Curriculum,” 266.

<sup>156</sup> Bobkova, ““English Lounge’: Is The Format of A Speaking Club Acceptable in Teaching English For Academic Purposes?”

<sup>157</sup> Montero and Alvarado, “Improving English Oral and Public Speaking Skills in the Classroom,” 145–146.

<sup>158</sup> Ibid., 145.

Spoken English class also does the same. There are some questions related to the topics on that meeting, raised by the topic master which should be answered by other students, called table speakers, voluntarily or appointed. The table speaker should spend 2 minutes delivering their speeches. Furthermore, in the table topic section described by Montero and Alvarado, one interesting point is there will be the best table topic speaker after the section chosen by the entire class through a voting.<sup>159</sup> Meanwhile, there is no ‘best table topic speaker’ in the speaking club in Spoken English class. Moreover, in this section, the written feedback is provided directly after all the table speakers deliver their speeches.<sup>160</sup> Whereas, instead of providing feedback in table topics session in written form, the speaking club in Spoken English class provides feedback for the table speakers in the evaluation section orally. Therefore, to sum up, the format of the table topic section which is implemented in Spoken English class is in line with the theory from Montero and Alvarado. However, the evaluation parts inside the section are in contrast with the theory from Montero and Alvarado.

The second section mentioned by Montero and Alvarado is prepared speech. In this section, Speakers deliver prepared speeches in 4 to 6 minutes, depending on the sort of speech they are in charge of producing.<sup>161</sup> The speaking club in Spoken English course is in accordance with Montero and Alvarado which requires students to perform speeches related to the topics chosen which they have already prepared before the class begins. The prepared speech section in the speaking club at Spoken English class also necessitates the speakers in charge to deliver their speeches in 5 minutes. In addition, there will be 1 minute time to provide written and anonymous feedback from the audience after every single speech based on Montero and Alvarado.<sup>162</sup> However, instead of providing written feedback after each speech in

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<sup>159</sup>Ibid.

<sup>160</sup>Ibid.

<sup>161</sup>Ibid.

<sup>162</sup>Ibid., 146.

this section anonymously, the speaking club at Spoken English class presents the feedback in evaluation sections afterward orally by the evaluator and grammarian. Lastly, it can be concluded that this section is in accordance with the theory from Montero and Alvarado in the form of the rules, but not for the evaluation.

Thirdly, the section mentioned by Montero and Alvarado is the evaluation section. In the evaluation section, there are several evaluators which introduce each of them.<sup>163</sup> Each evaluator is assigned to evaluate a particular selected speaker. That means, there will be not only 1 evaluator in the meeting. They are also responsible to deliver one- or two-minutes feedback orally.<sup>164</sup> The findings of this present research are in contrast with the theory from Montero and Alvarado which has only 1 evaluator in every meeting and there is no precise time to provide feedback in this speaking club. Additionally, there will be provided feedback for the evaluator also.<sup>165</sup> Thus, the best evaluator will be chosen in every meeting.<sup>166</sup> However, the finding of this study related to the best evaluator is also in contrast with the evaluation section mentioned by Montero and Alvarado. In this research, there is no best evaluator chosen in each meeting since the evaluator is not evaluated by the audience. To sum up, there are some similarities and opposites of the evaluation section in the speaking club of Spoken English class and the speaking club from the theory of Montero and Alvarado.

Additionally, reflecting the roles in charge in the speaking club mentioned by Montero and Alvarado, there are ah-counter, timer, topic master, grammarian, toastmaster, table topics speaker, evaluator, and general evaluator.<sup>167</sup> The findings of this study have similarities related to the roles in the form of the job descriptions of each role. In this

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<sup>163</sup>Ibid.

<sup>164</sup>Ibid.

<sup>165</sup>Ibid.

<sup>166</sup>Ibid.

<sup>167</sup>Ibid., 146–147.

research, there is no ah-counter but known as evaluator, there is a timer but called as timekeeper, there is topic master, there is grammarian, there is toastmaster which is called as host/meeting leader, there is 2 kinds of speaker which are table speakers and topic speakers, there is an evaluator, but there is no general evaluator. To conclude, there are some similarities between the roles in charge. Some of them are the same but some of them are in contrast in terms of the responsibility of each role.

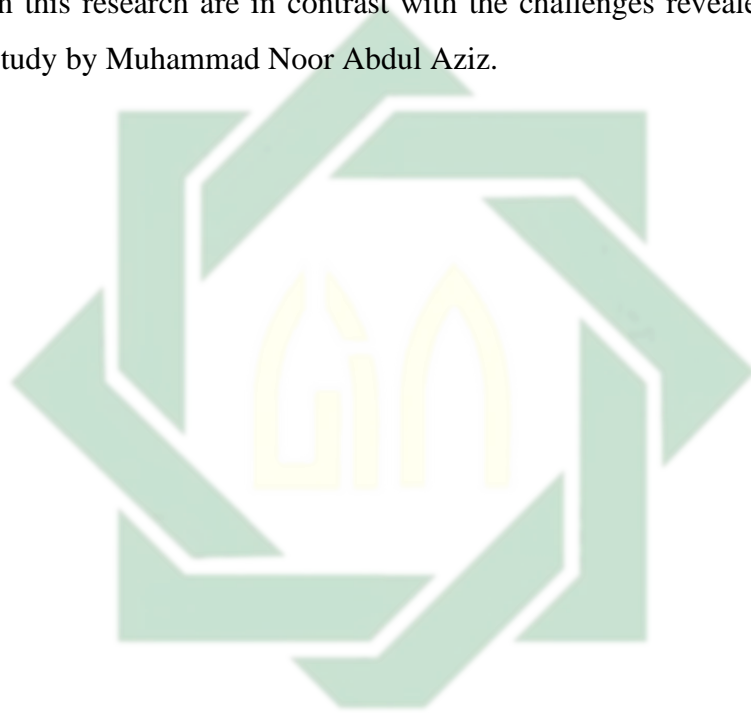
## **2. Challenges Faced by Spoken English Class Lecturer in Implementing Authentic Assessment through Speaking Club**

As mentioned by Muhammad Noor Abdul Aziz related to the challenges in implementing authentic assessment, there are 5 challenges that found: a lack of support from the school administration and parents, a lot of paperwork, long teaching hours, too many weekend school activities, and lack of authentic assessment training.<sup>168</sup> Those challenges mentioned by Muhammad Noor Abdul Aziz are related to external challenges. Meanwhile, the results of this present research reveals that the lecturer only faced the internal challenges. The challenges are related to the process of implementing an authentic assessment through the speaking club as well as the process of evaluating students' performance. In implementing an authentic assessment, the researcher found out that the lecturer felt difficult to motivate students to keep being active during the speaking club. Then, the challenges in evaluating students are related to providing feedback and monitoring students' progress in speaking English. In providing feedback, the lecturer should maintain the appropriate time to provide feedback since the more detailed feedback is not possible to be delivered in the speaking club session due to the time management and perhaps the students' mentality matters. Lastly, related to the monitor students' progress, the researcher found out that the challenges occurred since there is no rubric for the daily assessment, thus, the lecturer monitors students' progress in

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<sup>168</sup>Aziz, Yusoff, and Yaakob, "Challenges in Using Authentic Assessment in 21st Century ESL Classrooms," 763–764.

the mid-test and final-test only. Hence, the challenges faced by the lecturer in implementing an authentic assessment through the speaking club in Spoken English class are not as similar to the challenges mentioned by Muhammad Noor Abdul Aziz in their research. These dissimilar results may be affected by the condition of the research settings which is this research was undertaken at the higher level of education while the previous study was conducted in a high school. To sum up, the challenges that found in this research are in contrast with the challenges revealed by the prior study by Muhammad Noor Abdul Aziz.



UIN SUNAN AMPEL  
S U R A B A Y A



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter comprises the completion from the findings and discussion in the previous chapter. Furthermore, the suggestions from the researcher specifically about the implementation of an authentic assessment in higher education or other parts of education especially in Indonesian context as well as about the speaking club itself.

#### **A. Conclusion**

From the findings and the discussion in the previous session, the researcher then recapitulated several things as described follows.

1. An authentic assessment implemented in Spoken English class UIN Sunan Ampel Surabaya through 3 steps: planning, implementing, and evaluating. In planning authentic assessment, the lecturer of Spoken English course described 7 steps: designing the RPS/lesson plan by team, deciding topics that will be used in Spoken English course, designing speaking club, informing the class about speaking club, distributing materials and topics that will be used in speaking club, distributing each role to each student, and conducting the speaking club as the authentic assessment. Furthermore, in implementing authentic assessment, the lecturer involves 3 sections which are prepared speech, table topics speaker, and evaluation. Lastly, in the evaluation, the lecturer assesses students only in the table topic speaker section through the rubrics from IELTS Speaking Band Descriptors.
2. Related to the challenges faced by the lecturer in implementing an authentic assessment through the speaking club, the researcher has found 3 challenges. Those challenges occurred in the process of implementing and evaluating, but not in the planning process. Nevertheless, in implementing an authentic assessment through the speaking club, the lecturer found it challenging to keep students active. Lastly, in evaluating, the challenges are managing time to provide feedback and monitoring students' progress.

#### **B. Suggestions**

Based on the conclusion and the limitations of this present study, the researcher then suggested some points as follows:

1. For the teachers and lecturers, it is going to be good if teachers and lecturers have a discussion related to the points or daily scores that will be provided for the volunteers when answering the questions from the topic master. Other than that, the discussion about every single role in the speaking club perhaps will be better if it is conducted by the lecturers/teachers and the students at the beginning of the speaking club/semester.
2. For the students, the findings of this research can be used in order to monitor students' progress in English acquisition, particularly speaking. Students can also adapt the roles which appear in this research to help them practice their English speaking skill as well as to develop their learning activities.
3. For future researchers, the findings of this present study are intended to be a reflection by the next researcher who wishes to carry out research on the application of authentic assessment. Therefore, it will be good if future researchers conduct other areas of an authentic assessment for instance in the writing skills, or other skills. Likewise, the future researchers can also explore more about the challenges as well as students' perceptions related to the implementation of an authentic assessment whether in speaking skills, or other skills. Further, the researchers later on can also conduct a study to see the students' progress, or students' language proficiency development after conducting an authentic assessment through the speaking club.

UIN SUNAN AMPEL  
S U R A B A Y A

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