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Indonesian EFL Teachers' Beliefs and Practices in the Implementation of Authentic Assessment for Speaking Skills

Siti Mariam^{1*} , Catur Kepirianto² , Sayyidatul Fadlilah¹ 

¹ English Education Department, Universitas Islam Negeri Walisongo, Semarang 50185, Indonesia

² Linguistics Department, Universitas Diponegoro, Semarang 50271, Indonesia

ABSTRACT

Authentic assessment in speaking bridges the gap between classroom learning and real-world communication, offering a more accurate and relevant measure of learners' speaking ability. Clarifying the views of Indonesian EFL teachers on the use of authentic assessment for speaking abilities was the aim of this study. It employed a qualitative method and a descriptive research design. Data were gathered through the use of interviews. The study included three EFL teachers from a junior high school in Semarang, Central Java, Indonesia. They were analyzed qualitatively following a number of processes, including data reduction, data display, conclusion drafting, and data verification. According to the findings, EFL teachers are in favor of using authentic assessment for speaking skills because they have seen a number of advantages, such as a rise in student enthusiasm for speaking exercises, simplicity in evaluating and reviewing the teachers' approaches, and support in determining their students' speaking strengths and shortcomings. However, the EFL teachers thought that geographical elements such as school conditions and circumstances, student characteristics, and students' low English comprehension and ability level were the main barriers to adopting authentic evaluation for speaking skills. This study reveals that EFL teachers need to improve their pedagogical understanding of authentic assessment in order to implement authentic evaluation for speaking abilities.

Keywords: Authentic Assessment; Beliefs; Indonesian EFL Teachers; Practices; Speaking Skills

*CORRESPONDING AUTHOR:

Siti Mariam, English Education Department, Universitas Islam Negeri Walisongo, Semarang 50185, Indonesia; Email: sitimariam@walisongo.ac.id

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1. Introduction

One of the skills that foreign language learners need to work on is oral communication. Since fluency in the language is considered a sign of proficiency, speaking becomes crucial in the context of EFL. In actuality, one of the biggest challenges facing English as foreign language teachers is allowing students to use their speaking abilities for productive communication while also evaluating them. As a result, high-quality and efficient communication is possible. Many students become proficient in the language but may not be able to converse freely because language education assessments frequently concentrate on reading, vocabulary, and grammar. In authentic assessment, speaking can be evaluated using various techniques, such as project, portfolio, and performance evaluations.

Oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, retelling of texts and stories, improvisations, role plays, simulations, oral reports, and debates are just a few of the tasks that Ross et al.^[1] have highlighted some examples of assignments in this assessment, Lawrence mentioned multimodal assessments^[2], and Kohnke et al.^[3] pointed out as legitimate ways to evaluate oral language. Grammar, diction, intonation, pronunciation, fluency, and other aspects of language must all be taken into account while assessing students' speaking abilities. Additionally, the focus of realistic oral language assessments should be on students' ability to interpret and communicate meaning in interactive situations for real-world objectives. When it comes to assessing speaking abilities, many teachers still find it difficult to employ authentic assessment techniques, such as developing instrument rubric assessments, grading criteria, scoring rubrics, needing several times, and so on. This study aims to explain teachers' belief and practice of utilizing authentic assessment in speaking skills, which have not been widely discussed by other researchers.

Authentic assessment refers to a comprehensive evaluation process that examines students' knowledge, habits, and attitudes to ascertain their learning outcomes. This method typically involves assigning challenging, pertinent tasks that allow students to demonstrate their more genuine skills. Teachers must employ a variety of evaluation forms in the classroom in addition to a single form for students. The three domains of cognitive, psychomotor, and affective

performance assessment are all included in these evaluation methods. Knowledge acquisition and intellectual prowess comprise the cognitive realm. Manual or physical skills are the focus of psychomotor motor skills. The affective domain encompasses values, attitudes, and feelings. These are in line with statements of Ikasari and Drajadi^[4], Hultgren et al.^[5], and Sabale et al.^[6].

The assessment tool must convey the competencies being evaluated, follow technical guidelines derived from the instrument's design, and use language that is appropriate, precise, and understandable in light of the students' developmental stage. The most crucial element of authentic assessment is the capacity to evaluate students' skills both during and after the learning process, in addition to their past knowledge. Consequently, it is possible to assess the caliber of students' learning outcomes and efforts to finish assignments. Because speaking is one of the main methods teachers use to gauge their students' language proficiency, evaluating students' speaking is equally significant. Ahmada and Munawaroh have conducted a research about speaking skills^[7], Garcia-Pinar mentioned motivational self-system^[8], and Nurbaktiah et al.^[9] distinguished between two types of spoken languages: speaking as an interaction and speaking as a social and situational activity.

In educational contexts such as schools, people speak English for two purposes: academic and communicative. According to Sihite et al.^[10], Apriliani and Listyani^[11], and Hasanah^[12], the key to good communication is the capacity to speak or participate in in-person conversations where meaning can be negotiated by taking tone, gesture, facial expression, and para linguistics into account. To achieve academic objectives, students must speak in an official and intellectual manner. Subject areas that require students to practice formal language usage are where academic language can be found. Teachers must create speaking tests that accurately reflect students' real-life scenarios because English is not frequently utilized outside of the classroom in Indonesia. Oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, story/text retelling, improvisations, role plays, simulations, oral reports, and debates are examples of authentic evaluation techniques for oral language. These are supported by Armarsyadi et al.^[13], Ali and Hamid^[14], Rahman et al.^[15]. Assessing students' speaking skills requires consideration of a vari-

ety of language-related factors, including grammar, diction, intonation, pronunciation, fluency, and others. Speaking assessments should, of course, also concentrate on students' comprehension and expression of meaning in order to meet real-world objectives in interactive settings.

In order to do this, teachers must employ as many authentic assessment tasks as possible in the classroom. English is regarded as a foreign language in Indonesia, and speaking becomes crucial in EFL nations like Indonesia since it is commonly used to gauge a person's language aptitude. When someone speaks English well, they are regarded as an expert in the language. Speaking is therefore a crucial ability that must be evaluated at every stage of language acquisition. Assessing speaking is perhaps one of the hardest things an EFL teacher has to do. A person's speaking skills cannot be evaluated by merely listening to them speak for a short while. Numerous factors need to be taken into account, such as fluency, correctness, grammar, vocabulary, pronunciation, and comprehension.

Creating instrument rubric assessments, grading criteria, scoring rubrics, needing several times, and other aspects of authentic evaluation for speaking abilities remain challenges for many educators. Speaking is evaluated using a variety of techniques in authentic assessments, including performance, portfolio, and project evaluations. Among the authentic evaluation techniques for oral language that Dong et al.^[16], Fulmer et al.^[17], Bergil^[18] mentioned were oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, story/text retelling, improvisations, role plays, simulations, oral reports, and debates. Therefore, it is essential to ensure that teachers are informed on the use and implementation of authentic speaking proficiency exams. Teachers' knowledge and experience with authentic assessment of speaking ability influence their views on the subject.

Many teachers still struggle with developing instrument rubric assessments, grading standards, scoring rubrics, needing multiple times, and other elements of authentic evaluation for speaking ability. In authentic assessments, speaking is assessed using a range of methods, such as project, portfolio, and performance evaluations. Oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, story/text retelling, improvisations, role plays, simulations, oral reports, and debates are some of the au-

thentic evaluation methods for oral language that Hamsia^[19], Yiu and Chou^[20], Leong and Ahmadi^[21] listed. As a result, it is crucial to make sure that teachers are aware of how real speaking competence tests are used and applied. Teachers' opinions on the topic are influenced by their familiarity with and expertise in authentic speaking ability assessments. Likewise, teachers' opinions are shaped by their beliefs and attitudes about legitimate assessment.

2. Materials and Methods

This study combined a qualitative methodology with a descriptive research design. The study highlighted EFL teachers' perceptions about authentic speaking competency assessments. Creswell and Timothy^[22], Miles et al.^[23] claim that the qualitative research approach, which is grounded in the post-positivist worldview is used to investigate the inherent qualities of objects. The researcher is a crucial tool in this process, and qualitative research yields findings that prioritize meaning above generality. Conversely, Braun and Clarke^[24], Creswell^[25], Tracy^[26] describe qualitative research as a method for comprehending an important occurrence.

These designs come from different disciplines and follow different stages of the research process (e.g., sorts of problems, ethical considerations of importance), even though their main focus is on gathering, analyzing, and publishing data. The data were examined to determine its most important significance. They described their introspection after performing it. A written report provides a summary of the qualitative research's final findings. Because there are no set guidelines, the organization and structure of a qualitative research report might vary greatly. This is, of course, since the opinions, expertise, and points of view of the researchers who interpret the data have a significant impact on the findings of qualitative research.

2.1. Participants

Three EFL teachers from a junior high school in Semarang Regency, Central Java, Indonesia, took part in the activities. The participants had been learning English for a very long time. So, they were experiencing what an English teacher would be. One participant had spent almost 23 years learning English. The teacher's demographic information is

as follows: Participant 1 has taught English for around eighteen years. The second participant has twenty-three years of experience teaching English. The third participant has five years of experience as an English teacher. Additionally, their educational backgrounds differ. Two teachers hold bachelor's degrees, while one holds a master's degree.

2.2. Research Procedure

- Interviewing
A semi-structure interview with open-ended questions was conducted in data collecting techniques.
- Analysing the interview results by transcribing what the

teachers said. They were presented in a tabular form.

- Research categorization was used to make data readable by grouping them and themes into several teachers' beliefs and practices of authentic assessment in teaching speaking. Within the data analysis process, coding systems and data interpretation were used.

3. Results

According to the interview results, teachers thought that speaking evaluation was important for language acquisition. It is necessary for both teachers and students. The information is provided below (**Table 1**):

Table 1. Types of tasks used by the participants.

Participants	Types of Tasks
Teacher 1	Oral interview, picture-cued descriptions or stories, video clips, information gaps, story/text retelling, improvisations, and oral reports.
Teacher 2	Oral interview, story/text retelling and role-play.
Teacher 3	Picture-cued description or stories, digital storytelling

Teachers' Beliefs and Practices about Authentic Assessment in Teaching Speaking

- **Professional Responsibility**

As the interview results reveal,

Teacher 1's claim that speaking is the major technique of language learning comprehension is supported. In my opinion, speaking is the most effective way to learn language comprehension in any language, not only English. Speaking is a vital component of any language. Thus, I feel that speaking assessment is an excellent strategy for use in language learning.

Teacher 2 also supports this position, stating that speaking assessments are vital since they inform teachers about how far their students can accept what they have learned. Meanwhile, students may benefit from understanding the speaking standards or elements that the teacher will be examining. The teachers' perspectives on the use of authentic evaluation for speaking skills were found to be similar. They believe that applying authentic assessment is a difficult process. The three EFL teachers agreed and confirmed the statement.

I believe it is based on the students' determination. It will be difficult if the school is in a suburban region and we apply in full English. We still speak, but we help them with the translation. As a result, students will be able to tell themselves, "Oh, this is what this word means in English."

The teacher mentioned this.

Teacher 1: Here's what it means in English. Thus, we investigate the school's surroundings and location. It makes no difference if your favorite school or an urban school is good. We apply instantly in English, so there is no problem. Students at the urban or preferred school may already be knowledgeable, or they may learn more by attending tutoring programs or participating in other activities. Learning is simply slower for suburban students.

Based on the circumstances and situation of the school, teacher 1 felt that authentic assessment for speaking competence would be difficult to implement due to the students' characteristics. He emphasized the differences between stu-

dents attending school in suburban and urban areas. Similarly, teacher 3 holds the same belief.

- **Challenges and Constraint**

Teacher 3: "I think it's difficult," she remarked. If the school is in an urban region, students may be able to instantly follow the lessons. However, the students here are quite challenging; they oftentimes feel ashamed just reading it.

Teacher 2 explains that the students' comprehension and skill levels are inadequate. Students find it difficult to apply due to their extremely low comprehension and speaking skills. As a result, they remain unaware of honest assessments. Students are happier, however, when students receive more engaging teaching, such as role-playing or presentations. The interview revealed that a variety of factors, including student characteristics, comprehension and ability levels, educational settings, and scenarios, contribute to the difficulty of conducting authentic assessment. Teachers have a number of obstacles when performing authentic evaluations of speaking competence.

Teacher 1: Well, the obstacles are significant, given that the majority of the students here are suburbanites. They did not receive any English teaching, even in primary school. The reason for this is that many elementary schools do not use English. Junior high school lacks the core English language abilities required by the curriculum. We feel a little overloaded.

Teacher 2: The first problem was that we had to spend a lot of time explaining things to them because they didn't know how to communicate. Consequently, it is challenging. They will move faster if their mental and intellectual abilities are stronger. As a result, the superior class is being prepared here; if it is in the superior class, things will go faster. The non-superior class faces a hurdle since it requires patience and slowness. so that we can pursue the learning objectives and achieve what we set out to do.

Teacher 3: The students' ongoing shame is the first issue. I asked them to speak, but it was

extremely tough, and occasionally they refused. Alright. That is my difficulty; I sometimes have to choose which students to apply to.

According to the interview results, the teacher faces challenges when conducting authentic evaluations for speaking competence due to the students' backgrounds, the fact that they are still embarrassed to speak English, and the fact that they are unfamiliar with the language's fundamentals. As a result, the teacher must spend more time conveying the materials. Teachers must reject the current curriculum in order to face problems. The teacher's main takeaway, despite the time investment, is that the students understood the subject and met the learning objectives. Teachers believe that using real evaluations can inspire students to participate in speaking tests and speak English clearly, even if it has been difficult to implement. It is supported by the interview results, which state that the fact that English is a foreign language by definition encourages students to participate in speaking activities and enhance their English language skills. Students who study English as a foreign language will begin to reflect about and become attracted by the language. Thus, it is up to us teachers to utilize our cleverness to ignite students' interest and curiosity about English.

Curiosity and a drive to understand are quite present. As a result, we communicate with them in English and provide it to them as a guess or puzzle. Next, teacher 2 added additional confirmation for teacher 1's previous remark, adding, "Yes, as I mentioned earlier, after they know the method we are giving them, it is a fun method, and it turns out that speaking English is really fun." They adhere to it by using obvious indicators and references. They eventually came to appreciate speaking English. Thus, folks feel delighted and driven at last when they enjoy chatting in a "fluency" style.

It turns out that learning English is not as difficult as they expected. (Teacher 2)

Based on the findings, it can be concluded that students' motivation to speak English is influenced by their experience with English as a foreign language. As they begin to explore and become captivated, the students want to learn English. In addition, the teacher's interesting teaching style and tasks may excite students. Students who are given fascinating homework may become more motivated to study English. They will so conclude that learning English is not as

difficult as they had expected. Teachers believe that authentic evaluation can objectively measure a student's speaking skills.

- **Value of Authenticity**

Teacher 2 explained that speaking assessments are simultaneous oral examinations that provide objective measurements. Teacher 2 agrees:

It can provide objective measurement, yes.” The reason for this is that the examination takes place in front of the children at the same time. Thus, if we lack objectivity, how can a child with weak communication skills receive a good grade? I can speak English well, but my grade is low. This will lead to jealousy. As a result, while evaluating something, it must be objective. Writing, as opposed to writing, can be excused for bad grammar or spelling. However, because this is an oral exam, everyone will be aware of it by default. Thus, teachers must approach assessments with considerable intelligence and objectivity. Furthermore, this evaluation included specific criteria, indicators, and features. The teacher should explain to the students the speech standards or elements that they should be familiar with. In order for the student to understand how their speaking skills will be assessed. As a result, we should inform the students about these and other related traits, criteria, and signals. To help them understand which speaking skills the teacher would be examining (Teacher 2).

- **Fairness and Inclusivity**

Moreover, it was believed that the goal of authentic evaluation was to uncover the students' speaking abilities and limitations. All three people agreed with the assertion. They were able to determine the pupils' strengths and shortcomings using the homework provided by the teacher. As an example, consider visual descriptions. The third teacher replied, “Yes, it could.” Each student will be asked to share individually. in order for me to know which students speak well and which do not. And I usually speak from the image, description, or descriptive text here. (Teacher 3). According to teacher 1, speaking is an oral language. Thus, students can-

not deceive one another. “It comes straight from them.” Yes, it was simple. This was owing to the speaking exam, which prevented students from cheating, or it could be because he spoke spontaneously. However, it is difficult to write or read since you need to connect with a friend or figure out where something originated from. However, speaking comes from inside. Teacher 2 adds another allegation. He emphasized that, as educators, we will certainly learn about our students' speaking problems, as well as their strengths and weaknesses. This is proven by the following statement: “It was simple since a teacher can automatically identify errors. Perhaps it is the spelling or pronunciation; for example, the vocabulary pronunciation does not fit.

Then, when speaking, the intonation should be low; for example, an interrogative sentence with a yes or no question mark should have a rise; otherwise, the tone should be as shown.

Teacher 1: Indeed, they are, and as teachers, we can tell by the way they behave.

Secondly, teachers believe that assessing students' speaking skills can be made simpler by employing authentic assessment. According to teacher 1, the test used to evaluate the students' speaking skills is reliable. “Yes, it makes it easier for the teacher to say, ‘Oh, this student, how about their English skills?’” he remarked. Speaking is evaluated more precisely. Teacher 2 agreed with such a statement. She pointed out that it can be simpler for teachers to assess their students' speaking skills when they use a grading rubric.

Yes, it is accurate; it makes evaluation simple for teachers because we provide a scale and indicate how many scales to use. This is how the scale should seem, if it is in good condition. Teachers also believe that by offering feedback, students may be able to identify areas in which they need to work on their speaking. Feedback helps students recognize their speaking strengths and flaws, which is very important when learning a language. As a result, speaking skills among students can be enhanced. It is supported by the interview's results. And I think it is important, they said. There are usually a few students who do not understand the subject or whom I forget when I finish my class with them.

- **Feedback and Reflection**

Teacher 1: Feedback, in my opinion, is essential to learning since it can still remember the

material I have already taught. For example, students will be able to pinpoint areas where they erred, including in their tone or pronunciation, if they receive performance comments after speaking. The students will be able to talk even more fluently and error-free in the future once they have perfected precise pronunciation. Inform them that this is the extent of my language skills. Whether it is this or this, let them know how well they can speak English.

Following that, the teachers believe it is critical to assess students' speaking skills in areas such as task completion, accuracy, fluency, pronunciation, grammar, vocabulary, and comprehension. Every one of the three has their own set of speaking traits or grading criteria. Performance, pronunciation, accuracy, and fluency were all used by Teacher 1. This is seen in the following passage: Fluidity is the first characteristic. This suggests that the grades will be good if they are smooth. Second, whether or not the vocabulary, sentence, or word that was spoken complies with grammatical standards. Third place goes to accuracy. Accuracy in this context relates to understanding what the news sentence should say and what to do after uttering the interrogative sentence. Finally, their performance and excitement. That is a benefit in and of itself. Honestly, I usually use those four criteria. This suggests that they will do well if they take those four conditions seriously. Unlike teacher 2, teacher 1 depended on attendance and honesty. "I used attendance and honesty as my criteria. If we average the number of students who can or cannot speak English, I can vouch for their honesty: not many of them do. Therefore, in my opinion, honesty serves as the benchmark for the tasks or responsibilities that we have been given. He added that it is important for the other person to grasp what you're saying when you speak.

Teacher 1: Yes, the pronunciation and grammar are identical here. Even though their statement was inaccurate, we permitted them to express it. It should be like this, and we will fix it later. That's a big deal to me. Based on what I studied in college. The most important part of language is the element that unifies or connects diverse people's meanings. The ability to speak with others and understand the language is the most important component. Either the

grammar or the pronunciation is wrong. The ability of the individual you're communicating with to understand you is critical.

- **Student-Centeredness**

It is vital to evaluate teacher 3's other characteristics. She took of the students' bravery, fluency, and vitality.

Teacher 3: I begin by assessing my students' participation in my classes. Second, students' courage, regardless of how shy they may still be, and fluency in communication rank third.

We can conclude from the aforementioned facts that different teachers have different standards or parts of speaking that must be examined. The first teacher assessed his students' speaking skills based on presence, honesty, grammar, and pronunciation. Furthermore, he stated that understanding between the speaker and the listener is critical when speaking. As a result, he did not stress pronunciation or grammar. The second teacher then used four speaking facets. These included students' performance, precision, pronunciation, and fluency. Meanwhile, the third teacher tapped into their fearlessness, fluency, and activity. Using the current criteria as a guide, each instructor develops and modifies their own rubric assessment. "Yes, I created it within myself by referring to it," teacher 2 explained. Teachers may employ a variety of task types to evaluate speaking, including oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, text retelling, role plays, simulations, oral reports, and debates. The questions' last section found that the secondary school's three EFL teachers used oral interviews, role plays, text-telling stories, image descriptions, video clips, information gaps, and oral reports. The table illustrates that the three EFL teachers have a variety of evaluation assignments. Teacher 2 contended that the assignments assigned to the students affect their grades, as demonstrated in the comment below: Yes, it depends on the class. As a result, by seventh grade, we have grown accustomed to speaking exercises for personal introductions. Seventh graders should be permitted to provide a quick introduction about themselves. As a result, chatting in a more intimate setting may benefit eighth graders. Students practice role-playing in pairs. Narrative texts in ninth grade take the form of narrative. Teacher 3 used a variety of assignments, however.

Teacher 3: I normally ask them to sing a song, but sometimes I read aloud from a text. Just something simple.

In agreement with teacher 1, teacher 3 stated that it depends on the grade level and needs of the students, as illustrated in the following:

Teacher 3: I think it also depends on the students. There are classrooms where every student actively engages, as well as classes where the students are fairly inactive. Thus, it depends on the students.

The findings show that teachers provide a variety of assignments to their classes. It depends on the needs of the students as well as the unique characteristics of each class. Both active and passive students attended the class. Each class has unique requirements, so issuing assignments cannot be done in the same way. Seventh graders, for example, must be able to introduce themselves. Students in the eighth grade should be able to practice speaking in pairs or individually. Students in the ninth grade must be able to tell a narrative story.

4. Discussion

The findings revealed that teachers generally held good attitudes on the use of authentic assessment for speaking ability. The majority of those who responded agreed with the statement on EFL teachers' thoughts about the implementation of the speaking skill interview. The interviews also revealed that participants responded positively to the implementation of real-world speaking skill tests. In light of the aforementioned findings, the researcher discussed and interpreted the data using pertinent theories in order to find out what EFL teachers thought about the use of authentic evaluation for speaking competence.

It has to do with Hasanah's study^[12], Hutaeruk and Manihuruk^[27], Baron^[28], who claimed that people's ideas influence how they create their opinions about themselves and the world around them. One could contend that the way teachers grade their students in the classroom is influenced by their views. All of the participants believed that oral evaluation was crucial for both students and teachers. This is in line with Nurbaktiah et al.^[9], Chotimah and Pratiwi^[29],

Khasanah and Wibawa^[30] research, which found that most participants had positive attitudes about the significance of speech evaluation. When learning a language in this example, English speaking is essential. Since many people consider themselves proficient in English when they are able to communicate effectively in it, speaking has become the standard for assessing a person's language competency.

As a result, speaking assessment becomes more important and is an essential part of language acquisition in EFL countries like Indonesia. For both teachers and students, it is absolutely essential and required. They came to the conclusion that speaking assessments are essential for both teachers and students after conversing with three EFL teachers. The results showed that the nature of speaking makes judgment of speaking important. To the best of their knowledge, speaking is an oral language. It can help people communicate with each other. According to the findings, the three teachers believed that implementing reliable assessments of speaking ability would be difficult. They faced many difficulties.

The difficulties are exacerbated by geographic variables, such as the differences between urban and suburban schools, the makeup of the student body, and the low level of English fluency and comprehension. These findings go counter to those of Pale and Kamlasi^[31], Hamann et al.^[32], Li's research^[33] which found that when implementing It was shown that while using authentic evaluation, teachers found it difficult to categorize speaking rubrics based on competency levels and that they were less effective at grading students when they did not have enough time to assess each student's performance. authentic assessment Teachers struggled to categorize speaking rubrics by skill levels and were unable to grade students effectively due to a lack of time to assess each student's performance.

According to the research of Ross et al.^[1], Hultgren et al.^[5], Sumardi and Muamaroh^[34], the main challenge in implementing authentic assessments is a lack of time. They ascribe this to overcrowded classrooms, time-consuming activities, and fatigued kids, which make it difficult for teachers to conduct authentic assessments successfully. Furthermore, Fulmer et al.^[17], Hill et al.^[35], Gu's research^[36] found that teachers' concerns included time limits, rubrics, a lack of training and guidance materials, and the assessment process itself. The relevant research shows that the aforementioned findings imply differences in the factors impacting the use of

authentic speaking skill assessments. The majority of linked studies found that the issues originate from how authentic tests are conducted, such as time limits, scoring rubrics, a shortage of instructional books, overcrowded classrooms, and assessment techniques.

In the meantime, this study made it clear that the difficulties are caused by geographical factors, the students' educational backgrounds, and their poor English comprehension. The teacher continued to use the authentic evaluation to evaluate students' speaking abilities despite the numerous challenges facing its execution. It resulted from their conviction that using authentic assessment for speaking abilities had benefits. They thought that using it could encourage students to perform well on speaking tests and to speak English. The assignments that the teacher gave students inspired them. This result is in line with research by Hamann et al.^[32], Gu^[36], Cheng and Curtis^[37], which showed that students are more engaged and enthusiastic when authentic assessment is used.

They believe it is beneficial to use authentic assessment to encourage students to engage in both learning and evaluation activities. Teachers must therefore provide interesting tasks and lectures to boost students' desire for taking part in speaking exercises and examinations. Additionally, using real assessment may make things easier for teachers. They believed that the use of authentic evaluation compelled teachers to reevaluate their teaching strategies. This result is in line with the purpose of the evaluation was to provide teachers a dispassionate perspective and something to ponder. Additionally, they had to evaluate their own instruction and identify its benefits and drawbacks.

It was believed at the time that teachers would find it easier to determine their students' speaking strengths and weaknesses if they used real evaluation. This result is in line with studies conducted by Ahmada and Munawaroh^[7], Al-marshadi et al.^[13], Leong and Ahmadi^[21], which found that students' areas of strength and weakness can be identified through the use of authentic assessment tools. According to her, teachers' tasks assist students in determining their areas of strength and weakness. The participants also believed that grammar, vocabulary, pronunciation comprehension, fluency, accuracy, and task were essential factors to consider when assessing students' speaking abilities. Each teacher

needs to be assessed according to a different set of criteria. The first teacher used performance, honesty, grammar, and pronunciation to assess the students' speaking skills.

The second teacher focused on student performance, accuracy, pronunciation, and fluency. The third teacher capitalized on students' activity, fearlessness, and fluency. The teachers made it clear that they paid little attention to the students' grammar. They believe that the most important factor while communicating is the listener's and speaker's capacity to understand one another. These results are in line with Sihite et al.^[10], Ali and Hamid^[14], Cheng and Curtis^[37] finding that teachers shouldn't concentrate primarily on grammar when assessing speaking skills. Teachers utilize it as a strategy to make students feel less nervous about mispronouncing words. They also underlined that students are considered to have excelled in speaking if they can express their views correctly.

The experts also suggested that only persistent and severe grammatical errors be considered. However, they also believed that giving students feedback could help them identify areas in which their speaking needed work. It is in line with the findings of Ross et al.^[1], Sumardi and Muamaroh^[34], Hill et al.^[35] studies, which demonstrate the importance of feedback in helping students identify their strengths and weaknesses. He claimed that the teachers provided insightful criticism rather than emphasizing grades. To test the students' speaking skills, the instructor used performance evaluations. Oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, role plays, simulations, oral reports, discussions, and story/text retelling are just a few of the performance assessment techniques that Garcia-Pinar provided examples^[8], Bergil presented new insights^[18], Hamsia contributed suggestions^[19].

Based on the interview data, the teachers used video clips, role plays, text storytelling, visual descriptions and anecdotes, and oral interviews. The findings of Yiu and Chou^[20], Leong and Ahmadi^[21], Chotimah and Pratiwi's study^[29], which indicated that oral reports, oral interviews, pair discussions, and story retelling are significant authentic assessments for speaking proficiency, are in line with this outcome. Picture-cued description, information gap, voice, and debate are the media categories. On the other hand,

role-playing, discussions, and short speeches are classified as low. The most common activity types for in-class speaking assessments are role-plays and interviews, supported by Sihite et al.^[10], Leong and Ahmadi^[21], Pale and Kamlasi's research^[31]. During interviews and role-plays, it is also clear that there is a lot of contact between students and professors or amongst students.

The findings have educational implications that can help in conducting an accurate assessment, especially when it comes to speaking competence in formal education. This implication is addressed to an English teacher so that the appropriate modifications can be made. The teachers were uninformed about certain speaking assessment activities, despite their positive views on the use of authentic evaluation for speaking abilities. The results of the study indicate that teachers require more theoretical and practical training in order to successfully integrate realistic evaluation into their English classroom. In addition, it is important to permit and promote teachers' frequent participation in professional development events like conferences, seminars, workshops, and training sessions.

5. Conclusions

The results showed that the implementation of authentic assessment has not been done to a great degree. The teacher thought that geographical factors, including school conditions, circumstances, student characteristics, and students' poor English proficiency and comprehension, were the main obstacles to applying authentic evaluation for speaking skills. Nonetheless, teachers are hopeful about the implementation of authentic assessment in the development of speaking abilities. Significant gains were obtained when speaking competence was evaluated using realistic assessments. They believed that employing real evaluation would help them better teach, motivate students to engage in speaking activities and communicate effectively, and make it simpler for them to pinpoint their students' speaking strengths and weaknesses. In this case, the results indicate that EFL teachers should learn more about authentic assessment so they can properly include it in their English language training. This can be accomplished by taking part in training sessions, seminars, or workshops as a professional development.

Author Contributions

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Conflicts of Interest

The authors declare no conflict of interest.

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7201

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