

Authentic Assessment; the Implementation and the Teachers' Problems in Teaching Speaking

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Abstract: *Nowadays, authentic assessment is considered good to be implemented in assessing the students speaking skill. It helps the teachers to find out whether the students have mastered the knowledge that they learned, authentic assessment also asks the students to perform real-life tasks to demonstrate their ability to apply relevant knowledge and skills. Besides, it integrates the teaching and learning. The aims of this research are to find out the implementation of authentic assessment and the problems of authentic assessment in teaching speaking at Senior High School Adabiah Padang. The type of the research was descriptive research. The interviews with the teachers and observation in the classroom and document check were done to gather the data. The result indicates that the implementation of authentic assessment were not properly yet as the standard of authentic assessment and the problems that they face were related to time, rubric, lack of guidance book and trainings and also the assessment procedure.*

Keywords: Authentic Assessment, implementation, problems

1. Introduction

Authentic assessment

The term "authentic assessment" in the field of language teaching has been defined in a variety of ways. O'malley (1996; 4) for example defines Authentic assessment as the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Kohonen (1999) is also in the same side with him, he says that "authentic assessment" as a process-oriented means of evaluating communicative competence, cognitive abilities and affective learning. It means that authentic assessment reflects all aspects that should be measured and mastered by students in English Teaching and Learning, not only cognitive and communicative competence, but also the affective learning, the activities should also be selected based on those aspects.

Thus, Garcia and Pearson (1994) include the following examples: performance assessment, portfolio assessment, and student self-assessment. Many other forms are also used to measure students success in teaching and learning process. Educators at Park University support this idea. They define authentic assessment as an approach to measure students' performance in a direct, relevant way to see if the learning objectives were met. Educators might use projects such as reports, journals, speeches, videos and interviews with the students to measure their understanding of the subject material. So, the most important thing in choosing the activities is to see if the learning objectives are reached or not.

Kinds of authentic assessment

In this research, the researcher used kinds of authentic assessment which are divided into two categories (psychomotor and affective assessment) to make it proper to speaking assessments which was done in the school. Performance, project and portfolio are used for psychomotor assessment and observation, self assessment and journal are used for affective assessment.

Performance assessment

According to Noris (1998) performance assessment is involving the test takers in the performance of tasks that are "as authentic as possible" and that are rated by qualified judges. KTSP (2006) says that performance assessment is an assessment that was done by observing the students' competence in doing a task like: interview, speech, story retelling, etc.

Performance-based assessment "represents a set of strategies for the application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students" (Hibbard and others, 1996, p. 5). This type of assessment provides the teacher with information about how a pupil understands and applies knowledge. Moreover, performance-based assessments can be integrated into the instructional process thus providing additional learning experiences for students (Brualdi, 2002).

Project

According to O'malley and Pierce (1991), project assessment is an assessment which is done by asking the students to complete a project on a specific topic individually or in group. It can include role-plays, simulations, artistic creations, videotaped segments, charts, graphs, table, etc. Lund (2010) said that student projects usually call for students to create something to demonstrate learning. Projects usually require out of class time to prepare, which extends the amount of learning time in physical education. Depdiknas (2006) says that Project Assessment is an assessment of the tasks to be completed by students in a certain time. The task covers planning, implementation and presentation of the data. It also gives information about students' skill and ability in the certain lesson, students' ability in applying their knowledge and communicating the information. It is suggested to be implemented because it helps to develop higher order thinking skills.

Portfolio

O' malley and Pierce (1991) states that portfolio is a purposeful collection of student work that is intended to show progress overtime. The sample of students' work can

consist of writing samples, audio or videotapes, social studies reports, etc. Genesee and Upshur (1996) said that portfolio is a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given areas. Portfolios include materials such as audio and/or video recordings of presentation, performance for speaking assessment.

Portfolios are collections of student work or artifacts that demonstrate student mastery or competence of some subject area (Lund & Kirk, 2010). They are an excellent way to demonstrate growth over time.

Depdiknas (2006) said that Portfolio assessment is a continuously assessment based on the collection of information that shows the development of students' skills in a specific period. The information may include student work from the learning process is considered to be the best, test results, or other relevant information of the attitudes, skills and knowledge required by a particular topic or subject. Portfolio assessment focuses on the collection of students' works in individually or groups in a certain period, which can be assessed by the students themselves or by the teacher.

2. Observation

Teacher observation is an assessment which is done by observing the students' attention to tasks, responses to different types of assignment, or interaction with other students while working cooperatively toward a goal (O'malley and Pierce, 1991). According to Brown (2010), observation is done by observing the students in the classroom; virtually every questions, every respons, every non-verbal behavior, etc.

Documenting the teachers' observation is really important as the guidelines for teachers to know the students' progress. Documentation can take the form of checklists, rubrics, or anecdotal records (ERIC; 1999) and O'Malley (1991) adds rating scale as a form of documentation of teachers' observation.

Self Assessment

In assessing the students, it is really important to involve the students. The students' involvement in assessment can be seen through self and peer assessment. According to Boud (1995), all assessment including self-assessment comprises two main elements: *making decisions about the standards of performance* expected and then *making judgments about the quality of the performance in relation to these standards*. When self-assessment is introduced, it should ideally involve students in both of these aspects. Andrade and Du (2007) provide a helpful definition of self-assessment that focuses on the formative learning that it can promote: *Self-assessment* is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly (2007, p.160).

Journal

Brown (2010) says that a journal is a log (or account) of one's thought, feelings, reactions, assessment, ideas or progress towards goals, usually written with little attention to structure, form, or correctness. Learners can articulate their thoughts without the threat of those thoughts being judged later (usually by the teacher). Sometimes journal are rambling sets of verbiage that represent a stream of consciousness with no particular point, purpose, or audience. Fortunately, models of journal use in educational practice have sought to tighten up this style of journal in order to give them some focus (Staton, Shuy, Peyton, & Reed, 1987) Lund (2010) states that journals are excellent ways to assess students' dispositions toward physical education. By giving students an opportunity to reflect on some aspect of the lesson, teachers gain insight on student perspectives toward the class.

Method

This is a descriptive research to find out how the teachers implemented authentic assessment and the problems faced by the teacher in implementing authentic assessment in teaching speaking at Senior High school Adabiah, Padang. In this research, interview, classroom observation and document check were used to obtain the data. The researcher interviewed the English teachers, observed the situation in the classroom and explored the written document to get data validation. The data analysis was interactive model proposed by Miles and Hubberman. there are three activities done by the researcher in analyzing the data. They are data reduction, data representation and drawing conclusion and verification.

3. Result

There are six kinds of authentic assessment that has to be implemented in teaching speaking. Three assessments for psychomotor and three assessments for affective aspect. The observation has been done to know how they implemented it in teaching speaking

Performance assessment

Based on the observation captured in the classroom, all teachers had implemented this performance assessment in teaching speaking. There were four phases that they did; preparing, implementing, assessing and reporting. Usually, in preparing, the teacher made the rubric of performance assessment before coming to the class as written in their lesson plan. While, in the implementation in the class, they first explained to students about what they would do and criteria of the performance, then she asked the students to prepare. For the retelling story task, she asked the students to find a story from any sources, then asked them to change it into their own words. If they found any difficulties, they could ask it to the teacher and the teacher would help them. After that, they would retell their story in front of their class by their own way. After their performance, their friends who watched their performance would be asked a question by the teacher related to the story retold by their friends. The teacher would give additional score for the students who could answer the question proposed by the teacher.

After all students performed, the teacher gave them the short feedback like good, not bad and etc. This kind of feedback

didn't give good impact to students' performance. It should be more than that. The feedback should tell the students about their strengths and weaknesses in detail. In the assessing step, the teacher assessed the students based on the criteria written in the rubric. She wrote the score of students in each criteria, then summed it later. In reporting step, the students who didn't find the criteria would be reported to get some remedial.

Project assessment

Unlike performance assessment, the project assessment was only implemented by one teacher. The interview was done to find out the reason why the two teachers didn't implement it in their classes. Based on the interview, it was known that they had a reason that most material found in the syllabus was only conversation and the other teacher had a reason that she only used LKS (students' worksheet) as the source, so she didn't find about project at all. However, this reason unacceptable because the lesson plan showed that there was a material about narrative, it means that he could use it to do project assessment. Moreover, making LKS (students' worksheet) as the only source of the material to find out the tasks as an assessment was the big mistakes done by the teacher. As a matter of fact, there were so many sources that could be used by the teacher if they wanted to find out the project that could be done by the students.

While the first teacher had done this steps in implementing authentic assessment. As performance assessment, she made the rubric first, then asked the students to plan the project that they would do. After that, it was found an agreement that they chose role play as their project. Then, the teacher divided the students into group, it consisted of 4 until 5 students. The members of group were chosen by the teacher to avoid the homogeneity ability in one group, then she asked the students to find any stories they liked, the theme was depended on them. Then she asked them to develop the scenario from the story. After that, they were asked to perform it in front of the class one week later. They were allowed to use any properties to make their presentation more interesting.

After their presentation, the teacher gave feedback to students, then do assessment based on the rubric made. After the score gotten, she communicated it to the students to know whether they should do remedial or not.

Portfolio assessment

The observation had shown that all teachers didn't implement authentic assessment in teaching speaking. When it was asked to them in an interview, their answer showed that they had misunderstanding about what portfolio it is. They thought that portfolio was the teacher collects the students' performance that had been recorded or videotaped to be assessed. It was really different with what was meant by portfolio as proposed by experts. Portfolio was collection of students works to see their progress overtime. It means that the students planned the portfolio together with the teacher then it was collected into a file so that the teacher could assess it. This interview indicated that the teachers still had lack of knowledge about portfolio.

4. Observation

All teacher had implemented observation to assess the students' behavior. The rubric had been noticed in the lesson plan. Then, the teachers brought it to the class. they observed the students' behavior when the students did discussion about making their own dialogue in pair and group and also when they made the story by using their own words. When the students did discussion, the teachers observed their behavior related to some indicators; responsibility with their job, politeness in delivering their opinion, cooperation in working together, etc. While the students were performing, the teacher also observed the students' seriousness in listening to their friends' story so that they could answer the questions addressed to them after their friends' performance.

When the students made their own story, the second teacher observed their seriousness and responsibility in making their task. Then while performing, the teachers observed their seriousness in listening and their activeness in answering the teachers' question after their friends' performance. To make her not forget about the score, she recorded it in note by giving checklist in her attendance list. Finally, she reported it to other teachers if found the crucial things to be discussed about students' behavior in the class.

Self assessment

After doing observation, it was found that self assessment was not identified clearly in the class. An interview was done to know in detail. Based on the interview, it can be identified that the teacher did not do self assessment because they had their own problem in implementing self assessment. The first teacher had a problem in the complexity in making format of self assessment. The second teacher had a problem with the students' seriousness in filling the format and the third teacher had a problem in many tasks that should be finished. Finally, all of them were lazy to implement it in their class.

Journal

The observation shows that all of the activities in journal assessment occurred in assessing speaking that was done by the teachers. Fortunately, the teachers didn't inform the students about the goal of journal frankly at the beginning of lesson. It was only reminded to students during the lesson. She usually signed the name in her attendance list while doing the observation in the class, later she would take a note in a book that consisted of the negative behavior of the students. She also did direct interview to students if she got the report from other students or teachers about the negative behavior of the students. Interview was done to confirm the truth of the report. If it was right, she would take a note in a book that was called "buku hitam". This note would be the written proof of the students' attitude and it could be shown to the parents when they wanted to know about their child's development. The rubric was noticed there. After that, the parents would be called to come to school to discussed more about what to do next.

The Teachers' Problem in Implementing Authentic Assessment.

Based on the interview to some teachers, it was found five problems in implementing authentic assessment.

Time

In implementing authentic assessment, the teachers need much time since preparing, scoring until administering it well. It was really wasting time, while they had other duties from the school. However, this was only about how the teachers to be creative in managing the time, if it was had been prepared well and anticipate it, the problems about time can be solved.

Rubric

The interviews with all teachers showed that the problem was mindset and laziness of the teacher himself. However, the reason of the teachers was unreasonable, because he just considered about the difficulties about anything that were not related to academic reason like many things to copy and many things to sum up. It was like just invention of a reason

Lack of guidance book

The interview data above proves that the distribution of the guidance book was not spread evenly. There were 2 teachers (the first and the second teacher) who did not get the book about authentic assessment from the school; but, they had studied and had it when they were in s2 program, so the first teacher just had had it but he didn't keep it in his mind while the second teacher tried to develop it by herself although she didn't get the book. It means that the first teacher did not have effort to understand so that he could implement it well in the classroom. As a teacher, he should be creative, he shouldn't wait anything from the school, while he had the guidance book and had studied in graduate program, the technology also allowed him to know more about it, but he preferred not knowing and do what he used to do, and there was no will to change his habit. It was opposite with what was done by the second teacher, although the school did not provide her with the book, she kept developing anything related to authentic assessment and amazingly, she discussed in the team about the implementation of authentic assessment in the classroom.

The third teacher had difference answer with 2 previous teachers, she acknowledged that she got the guidance book from the school and read other books related to authentic assessment. There were two peculiar things that the researcher looked at from interview with three teachers; first, the third teacher got the guidance book, but she never shared it to other teachers. Second, the guidance book was not spread evenly to all English teachers by the school. There was only one teacher who got it. It means that there was no good cooperation among teachers while they had English team called KKG and there was no balance in distributing the guidance book.

Lack of trainings

Related to the interview data, It was found that the training were never given to all teachers except to the head of English team and there was no sharing information between the head and the members of English team. Two teachers (the first and the second teacher) never followed the

trainings from the school, but the second teacher only followed the trainings held by the campus related to authentic assessment. The interesting thing here was these teachers (the first and the second teacher) were students of graduate program, but they had different way in developing themselves. The first teacher liked to do anything if the schools asked him to do, he didn't like to upgrade his knowledge by reading a book or following some trainings. He just waited if it was given. Otherwise, he was silent. He let himself in lack of knowledge. In different side, the second teacher was a progressive teacher; she tried to find the knowledge about authentic assessment from reading a book or following some trainings and seminar. Although the school did not hold it, she would follow it outside.

The third teacher always had different answer with other two teachers. She said that she always followed the training once a year. Even recently, twice a year. But it was only followed by the head of English team (KKG), not all teachers (eventually she was the head of English team). It means that she was a teacher who always got many trainings and information about authentic assessment. But she still wanted the school to give trainings very often, because it was important. So, lack of training was one of problems faced by teachers in implementing authentic assessment. The school needed to hold some training on it.

Assessment procedure

Dealing with the interview data, it can be identified that the complexity and difficulty of the assessment procedure made the teacher not to implement all the kinds of authentic assessment in teaching speaking. The multiple forms of authentic assessment used, the instruments that should be made, the process in scoring, the number of students that was too much, the condition of the teacher, the tasks that were received by teacher were some problems delivered by the teachers related to the assessment procedure.

This data was confirmed by the document given by the teachers about the numbers of students in each class. Each class usually consisted of 35-40 students. While, the teachers taught 5-6 classess every weeks. It can be said that the teachers should assess 200-250 students per week. They also taught 6-7 hours everyday. So, because of many students to be assessed, so preparing the format, assessing them, scoring them until getting the final score became really difficult for the teachers.

5. Discussion

The Implementation of Authentic Assessment

In the implementation of authentic assessment, the teachers must consider some kinds of authentic assessment to be used in assessing students' psychomotor and affective aspect. There were six kinds of authentic assessment that could be implemented in teaching speaking. They were performance, portfolio and project assessment in assessing psychomotor aspect and observation, self assessment and journal in assessing affective aspect.

Based on the finding of the research, it was found that all teachers preferred applying performance assessment in teaching speaking to using project and portfolio assessment

in assessing psychomotor aspects of students. To assess the affective aspect, it was found that the teachers just used observations and journal and never do self assessment. As a whole, the teachers just used performance, observations and journal in assessing students' competence. While the other kinds were only used in a little number. Moreover, self assessment was not used at all. It means that the teachers preferred to use the similar way (performance and observation) in assessing the students' competence because they were easy, familiar and simple. Project, portfolio and self assessment were considered unfamiliar and difficult because it needs much things to do like preparing the format, applying and scoring it.

It is in line with Ahmad Sofwan and Fitri Aliningsih (2015) found in their research titled "*English teachers' Perceptions and Practices of Authentic Assessment*" that the teacher applied the authentic assessment in similar way. They preferred written and task based assessment, and classroom observation since it was simple in preparing, applying and scoring. In contrast, the use of unfamiliar technique such as portfolios and project based assessment were not clearly found in this study.

Noormaliah (2015) found in her research titled "*The Implementation of Authentic Assessment by English Teachers at Seventh Grade of SMP Muhammadiyah Banjar Baru*" that among all kinds of authentic assessment that should be implemented by the teachers, they just apply observation assessment for affective assessment and product assessment (writing skill) for skill assessment. Mega Platina Ningrum (2016) in her research titled "*The Implementation of Authentic Assessment of Speaking Skills for the Second Semester Students at Muhammadiyah University of Surakarta*" found that the authentic assessment done by the lecturers were oral interview, demonstration, teacher observation and project.

In addition, Wiggins (1998) suggested to use several kinds of authentic assessment in assessing the students because everyone had different strengths and weaknesses in studying and showing competence. So, it's not fair to use one or two kinds of assessment in assessing the students. This is what traditional assessment did to students.

Based on the research mentioned before, it can be stated that implementation of authentic assessment done by the teachers just like the traditional assessment. It was proven by the similar kinds of authentic assessments implemented in their class. They prefer the simple and the common tasks that was usually done in traditional assessment. In contrast, the unfamiliar technique like portfolio and self assessment were not used because it's complicated to be done. However, it can't be blamed only on the teachers themselves, because they were also have many burdens like so many classes to be taught, the large number of students that should be assessed, the lack of knowledge about how to prepare, apply and implement it in the class, etc. Beside teachers, the school foundation and government also should be responsible with this.

However, the other researcher like While yayuk Nur Rohmadani Dewi (2017) in her research about "*The*

Problems of Teachers in Implementing Authentic Assessments" found that the implementation of authentic assessment was categorized into good, although there was problems must be solved. The teachers had done their best effort by applying all kinds of authentic assessment. However, they still need to learn more how to implement it better than before. Mahmud (2016) in his reseerach about "*Kendala Guru dalam Melakukan Penilaian Autentik dalam Pembelajaran*" found that among 19 teachers, there were 13 teachers who had applied authentic assessment well. While the seven others almost apply authentic assessment well. It means that the implementation there was categorized into good.

In accordance with two researches above, it can be said that the implementation of authentic assessment can be good even very good if all sectors cooperate each others. It means that the teacher couldnot work by themselves, the school foundation or government must help them by doing evaluation or discussion continuously to improve their knowledge in authentic assessment so that the goals of implementation of authentic assessment could be achieved.

The Teachers' Problems in Implementing Authentic Assessment

Based on the finding of the research, there were some problems faced by teacher; time was one of the problems they face. In teaching speaking, there were so many things must be prepared and done; the teacher needs to prepare the format, then make the class runs well and assess them while performing, and then out of the class, the teachers should sum up all scores. It means that those activities took much time for the teachers. Meanwhile, they were still burdened with other duties, like teaching material and other school activities. It is in line with the research of Yayuk nur rohmadini (2017) in her research titled "*Problematika Guru dalam Menerapkan Penilaian Autentik di SMA Negeri Bayan, Surakarta*" found that time became the main problem in implementing authentic assessment. Because it took much time for teachers; there were so many aspects that should be assessed by teachers, guidance and tests that must be prepared by teachers. Teachers felt like burdened by administration matter while the teachers had been burdened by much of teaching material.

The research of Fitri Aliningsih and Ahmad Sofwan (2015) also agreed with this research. They said that insufficient time becomes the main problem in implementing authentic assessments, because there were crowded class, exhausting and time consuming activities that made the teacher difficult to implement authentic assessment well. In addition, Siti Maghfirah (2015) in her research about "*Hambatan Guru dalam Menerapkan Penilaian Autentik di SMAN 1 Banda Aceh*" found that the problems faced by teachers in SMAN 1 Banda Aceh was that the teachers were unable to manage the time to do authentic assessment as suggested by curriculum.

The second problem was rubric; although two teachers acknowledged that they had no problems with rubric, but the rubric created by the teacher showed that it was still categorized into weak (38,5%). It means that the rubric created by the teachers are bad. There were no teachers still who make the rubric that fulfilled the standard of a good

rubric. One of the problem was it's complexity in deciding criteria and the formula to sum up the scores, etc. It is in line with Mahmud (2016) in his reseach about "*Kendala Guru Dalam melakukan Penilaian Autentik di Gugus Delima, Banda Aceh*" found that all teachers in Gugus Delima, Banda Aceh faced obstacle in creating rubric, especially in affective aspects because there were so many formats of rubric that was considered difficult to administer each scores into final result.

This research was supported by Sani (2016). He said that the problem with procedural always occur in creating rubric besides problem with bias of rater. If the criteria were not described well in rubric, it will be difficult for teachers assess accurately. This was also relevant with Popham (1995) He described that there were three main problems in rubrics; firstly, the instruments was not clear so that it was difficult to use. Secondly, the procedure used is not good so that it also influences the result of scoring. Usually it happens because the are so many criteria to be assessed. Thirdly, the probability of sympaty on one of the students so that it's hard for the teacher to be objective in giving score.

These problem also was found in the English Teacher of SMA Adabiah. Their rubrics showed that some criteria were not clear. It didn't only influenced the result of scoring, but also resulted bias. Finally, the teachers just assessed based on personal relation with students or based on guessing the score.

The next problem was lack of guidance book. In this case, the distribution of guidance book was not spread evenly. Unfortunately, the library in this school also didn't provide the books about assessment, moreover authentic assessment. It is in line with the research done by Zaim (2014) that the guidance book about the implementation of authentic assessment was not distributed into all English teachers and the book available did not explain in detail about authentic assessment. In addition, Noormaliah (2016) in her research about "*The Implementation of Authentic Assessment by English Teachers at Seventh Grade of SMP Muhammadiyah Banjar Baru*" found that lack of facilities was one of the problems in implementing authentic assessment. Facilities were not only about the infrastucture but also the references for the teachers especially authentic assessment references to support their activities in teaching and learning activities. Based on the regulation no.24/2007 about *sarana dan prasarana untuk sekolah menengah atas atau sederajat in ketentuan umum poin 9*, it was stated that *buku referensi adalah buku rujukan atau mencari informasi atau data tertentu*. It means that beside teachers, the school foundation and government also have responsibillity to provide the guidance book related to authentic assessment to increase teachers' knowledge about it.

Based on some researches above, it can said that guidance book or reference is a must in comprehending authentic assessment, but all research showed that there were no enough references for all teachers especially for English teachers in SMA Adabiah. The teachers in SMA adabiah look like didn't have good communication among them because the teachers who had guidance book never want to talk and distribute it to others. While, the library that was

hoped as a place for teachers in finding references only provided the book lessons for students. This problem should be a warning for the principal and school foundation. They had the crucial problem; bad communication among teachers and ineffective use of library.

The next problem was lack of trainings. Actually, the training in Senior High School Adabiah was done once a year, but it was not followed by all English teachers. It was only followed by the head of English team. The third teacher was the teacher who followed the training because she was the head of English team. Unfortunately, the information gotten by the third teacher was not shared to other teachers, so that they found the problems in implementing it. It means that training done once a year was really not enough to make the teachers understand about authentic assessment because authentic assessment was not easy to implement. Moreover, there was something wrong with the third teacher, she was really stingy in giving information about authentic assessment. Also, the principal should consider the other teachers because they don't send all teachers to follow this authentic assessment. So, it was normal if the implementation in SMA Adabiah was not good. Mahmud (2016) in his reseerach about "*Kendala Guru dalam Melakukan Penilaian Autentik di Gugus Delima, Banda Aceh*" found that among 19 teachers, there were 13 teachers who had applied authentic assessment well and the seven others only said almost applied it well. It was caused by the lack of teachers' knowledge. It happened because the training done by the school foundation was not spread evenly. Even, some trainings didn't discuss authentic assessment comprehensively. This was also the problem found in the research of Zaim (2014). He found that the teachers needed the training about authentic assessment to know more detail about how to design, use and implement it.

While, related to the implementation of authentic assessment, it is known that the implementation was not good enough. It proves that the training followed by the teachers of SMA Adabiah didn't give significant impact in their comprehension about authentic assesement. The trainings were not followed well by the teachers so that they also din't have enough comprehension about it. In line with this, Noormaliah (2016) in her research found that the training where the teachers participated in was not enough to make the teachers comprehend the authentic assessment. In the reality, the training was only "in surface". The english teachers were still wondering about authentic assessment. In addition, Ward and Murry-Ward (sikka et.al, 2007:240) found that there was a lack of training in educational programs in assessment and teachers and may be reactive that the training may not be what teachers want or need. It means although the teachers have got the training, it didn't support their knowledge in applying the assessment.

The last problem faced by teachers was the assessment procedure. There were so many things to do to implement authentic assessment; using the multiple forms of authentic assessment in assessing psychomotor and affective aspect, making instrument and scoring it. It felt difficult for the teachers who had also burdens. However, it can be learned and discussed together with other teachers. In fact, the teachers in SMA adabiah Padang had no time to discuss,

they were busy by teaching, examining the students' task, etc. They felt no matter with their knowledge about authentic assesment. It means that they had no intention to solve this problem. This is in line with the research of Fitriyani (2015) in his research titled "Implementing Authentic Assessment: Problems and Solutions" found that each type of authentic assessment different problems. Each type has their own difficulties starting from prepare, administer and scored students' well. While some teachers didn't have enough time and knowledge about it. Similar to Fitriyani, Ahmad Sofwan and Fitri Aliningsih (2015) found in their research titled "English Teachers' Perceptions and Practices of Authentic Assessment" found that in some cases, the teachers directly assessed the students without utilizing proper instruments like scoring rubric, rating scale, etc. Nuryati (2014) in her research about "Implementasi Penilaian Autentik dalam Pembelajaran Tematik Terpadu" found that implementing authentic assessment that was suitable with the procedure was difficult. But it could be solved by doing the discussion with the English teachers in MGMP and helping each other to better implementation in the classroom. In accordance with some researchs above, they agreed that the assessment procedure of authentic assessment was difficult. However, the soulution was also offered. Like Nuryati said that the discussion with the English teachers in MGMP could be a solution. Besides, the guidance book and training also must be increased.

6. Conclusion

Based on the result of this research, the researcher could note some conclusions as stated below:

- 1) In the implementation of authentic assessment in teaching speaking, it was found that the English teachers did not implement authentic assessment properly. In fact, the teachers preferred using performance, observation and journal in assessing students' psychomotor and affective aspect to using product, portfolio and self assessment in assessing speaking. It means that they just did authentic assessment like traditional assessment because they used familiar assesment like performance, observation and journal as usually done in traditional assessment. While the unfamiliar assessment like self assessment and portfolio were not used.
- 2) The problems faced by the teachers in implementing authentic assessment were lack of guidance book, lack of trainings, the time provided and also the difficulties in making rubric and the time provided and the complexity of the assessment procedure. This indicates that the teachers also the school foundation needs to find solution to overcome this problem.

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