

**AUTHENTIC ASSESSMENT USED BY ENGLISH SPEAKING LECTURERS
IN ENGLISH EDUCATION AND ENGLISH LETTERS DEPARTMENT OF
IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019**



Submitted to Post Graduate Program of Language Study of Muhammadiyah
University as a Partial Fulfillment of the Requirements for Getting Master Degree of
Language Study of English

By:

Bunga Nuur Primayu Utami

S200170037

**DEPARTMENT OF LANGUAGE STUDIES GRADUATE SCHOOL
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2019

APPROVAL

**AUTHENTIC ASSESSMENT USED BY ENGLISH SPEAKING
LECTURERS IN ENGLISH EDUCATION AND ENGLISH LETTERS
DEPARTMENT OF IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019**

PUBLICATION MANUSCRIPT

Written By:

BUNGA NUUR PRIMAYU UTAMI

ID No. S200170037

HAS BEEN APPROVED BY

PRIMARY SUPERVISOR



KOESOEMO RATIH, Ph.D

CO-SUPERVISOR



MAULY HALWAT HIKMAT, Ph.D

APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION
AUTHENTIC ASSESSMENT USED BY ENGLISH SPEAKING
LECTURERS IN ENGLISH EDUCATION AND ENGLISH LETTERS
DEPARTMENT OF IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019

Submitted by

Bunga Nur Primayu Utami

ID No. S200170037

Has been examined by the board of examiners on 6th of February 2019. All feedback, corrections and suggestion recommended by the examiners have been considered and revision has been accordingly made by the students.

The board of examiners certifies that the thesis is eligible for submission.

The Board Examiners

1. **Koesoemo Ratih, Ph.D**
(Primary Supervisor)

()

2. **Maully Halwat Hikmat, Ph. D**
(Co-Supervisor)

()

3. **Dr. Marvadi, MA**
(Examiner)

()

Surakarta, 8th February 2019

The director of Graduate School




Prof. Dr. Bambang Sumardjoko, M.Pd

STATEMENT OF AUTHORSHIP

I hereby confirm that the publication article entitled **“AUTHENTIC ASSESSMENT USED BY ENGLISH SPEAKING LECTURERS IN ENGLISH EDUCATION AND ENGLISH LETTERS DEPARTMENT OF IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019”** is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Surakarta, 1st of February 2019



The Writer

Bunga Nuur Primayu U

S200170037

**PENILAIAN OTENTIK YANG DIGUNAKAN OLEH DOSEN KELAS
WICARA PENDIDIKAN BAHASA INGGRIS DAN SASTRA INGGRIS DI
IAIN SURAKARTA TAHUN AJARAN 2018/2019**

ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk mendeskripsikan jenis penilaian otentik di kelas wicara yang digunakan oleh dosen Pendidikan Bahasa Inggris di IAIN Surakarta, (2) untuk mendeskripsikan jenis penilaian otentik di kelas wicara yang digunakan oleh dosen bahasa Inggris Jurusan Sastra di IAIN Surakarta, dan (3) untuk mengetahui kekuatan dan kelemahan pada penilaian otentik di kelas wicara Pendidikan Bahasa Inggris dan di kelas Sastra Inggris di IAIN Surakarta. Peneliti menggunakan penelitian deskriptif kualitatif untuk melakukan penelitian ini melalui observasi, wawancara, dan dokumentasi untuk mengumpulkan data. Subjek penelitian ini adalah para dosen kelas speaking dan mahasiswa semester 3 jurusan pendidikan dan sastra Inggris IAIN Surakarta. Pengumpulan data dianalisis berdasarkan kerangka teori Miles dan Huberman, untuk menganalisis data kualitatif menggunakan tiga komponen, yaitu: reduksi data, data yang di tampilkan, dan memverifikasi kesimpulan. Hasil penelitian ini menunjukan tiga jenis penilaian otentik yang digunakan oleh dosen Pendidikan Bahasa Inggris, yaitu: (a) eksperimen atau demonstrasi, (b) observasi guru, dan (c) proyek atau pameran. Di Jurusan Sastra Inggris, ada lima jenis penilaian yang digunakan oleh dosen adalah sebagai berikut: (a) wawancara lisan, (b) menceritakan kembali teks, (c) proyek dan pameran, (d) observasi guru, dan (e) membangun respon siswa. Kemudian, kelebihan dari penilaian otentik adalah sebagai berikut: (a) sebagai mahasiswa jurusan bahasa Inggris, setidaknya mereka dapat dilatih untuk menggunakan bahasa Inggris dengan benar, (b) dosen dapat melatih mental siswa untuk berkomunikasi di lingkungan dan di depan umum, (c) siswa dapat mengetahui aturan baku dalam berbicara di depan umum, (d) hasil belajar siswa dapat menjadi model pembelajaran bagi siswa lain, dan (e) siswa dapat mengambil keuntungan dari kemajuan teknologi. Kelemahan penilaian otentik adalah sebagai berikut: (a) siswa perlu persiapan panjang untuk mengerjakan tugas, (b) siswa tidak dapat langsung menjadi performer yang baik, dan (c) siswa menemukan kesulitan dalam menentukan waktu untuk melakukan proyek kelompok.

Kata kunci: Penelitian Kualitatif, Jenis Penilaian Otentik, Kekuatan dan Kelemahan

ABSTRACT

The objectives of this research are (1) to describe the types of authentic assessment in speaking class used by the lecturers of English Education Department in IAIN Surakarta, (2) to describe the types of authentic assessment in speaking class used by the lecturers of English Letters Department in IAIN Surakarta, (3) to find out the

strengths and the weaknesses in speaking class of English Education Department and English Letters Department in IAIN Surakarta. The researcher uses descriptive qualitative study to conduct this research by observation, interview, and documentation to gather the data. The subjects of this study are the lecturers and the students. Data were analyzed based on the Miles and Huberman theory's framework for qualitative data analysis by three components: data reduction, data display, and drawing or verifying conclusion. The result of this research shows that there are three types of authentic assessment which are used by the lecturer of English Education Department, namely: (a) experiment or demonstration, (b) teacher observation, and (c) project or exhibition. In English Letters Department, there are five types of assessment which are used by the lecturers namely: (a) oral interviews, (b) story or text retelling, (c) project and exhibitions, (d) teacher observation, and (e) constructed-response items. There are strengths of authentic assessment as follow: (a) as students majoring in English, they can be trained to use English properly and correctly, (b) lecturers can mentally train students to communicate in the environment and in public, (c) students can know the rules in public speaking (d) student's learning outcomes can be a role model for other students, and (e) the students can take advantage of technological advancements. The weaknesses of authentic assessment are as follows: (a) the students need long preparation to do the task, (b) the student cannot instantly be a good performer, and (c) the students find difficulties in timing for doing the group's project.

Keywords: *Qualitative Research, Types of Authentic Assessment, The strengths and weaknesses*

1. INTRODUCTION

Speaking is one of language skills. In this era the ability to speak English is very important. Many people, schools, institutions, and courses provide and do the speaking class. Thornbury (2002: 1) states that speaking is an activity that has become a habit that is done every day. Almost everyone produce a lot of words every day, or even more. So speaking is a natural ability that people can learn and struggle to speak. By the time people have to learn in a foreign language. From the explanation above English speaking is a skill which deserves attention of a literary skill in both the first language and the second language and also need rehearsal opportunities, getting feedback and get successful meaning from the conversation. Unfortunately, English has not been considered important because the students have not fully realized that in the future English is very useful. Such

as working in a company, people will have a plus value, if people can master English skills. For the other reasons such as being a presenter in international seminars, people really need the ability of English, in everyday terms to read directions in food products, tools, etc. But, students don't practice English in other situations.

Many methods, techniques, and assessments are developing in the world of education. Regarding the method of assessment, there are many types of assessments that the teacher can apply to students. One of them is authentic assessment. "Authentic assessment is the multiple forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally relevant classroom activities" (O' Malley, 1996:4). There are some skills in language authentic assessment; one of them is authentic assessment of oral language. O' Malley (1996:63) states that oral language assessment of English language learners in school aims to capture a student's ability to communicate for both basic communicative and academic purposes. The researcher chooses authentic assessment because it is based on several facts on the field that often appear. For example, there are many cases of students who are not active in class, but the writing scores are very good, sometimes things like this cause inequality and questions from students who feel unfair. Researcher assumes that authentic assessment is very useful to reveal students' competencies in the form of skills or performance that cannot be measured through written tests. Authentic assessment is able to encourage the responsibility between the lecturers and students. Lecturers as assignors, supervisors, and determinants of student's score. Therefore the student will be more responsible because they have to go through several steps to reach the goal of the tasks that have been determined by the lecturers.

According to Lund (1970), an authentic assessment is a set of learning activities in a meaningful context that gives connections between real-world experiences and school-based concept. These assessments are connected to students' lives and their learning experiences because this is important to

students. In addition, the authentic assessment is an assessment that includes gathering and interpreting information about students' performance to determine the students' mastery toward pre-determined learning objectives or standards (Jeremy, 2001). The researcher concludes that the purposes of authentic assessment are to make the connection between the theory in class and the real practice in the real world. Therefore, this research objectives to describe the types of authentic assessment in speaking class used by the lecturers of English Education Department in IAIN Surakarta, to describe the types of authentic assessment in speaking class used by the lecturers of English Letters Department in IAIN Surakarta, and to find out the strengths and the weaknesses in speaking class of English Education Department and English Letters Department in IAIN Surakarta.

2. RESEARCH METHOD

The type of this research is descriptive qualitative research. Descriptive qualitative research is a type of research including fact surveys and investigations of various types. The major purpose of descriptive research is to describe the state of affairs that has been existed at present. The main characteristic of this method is the researcher has no control over the variables (Kothari: 2004). This study is conducted on the third-semester students in the English Education Department and English Letters Department at IAIN Surakarta. The subjects of this research are the students who provide the data, and the English speaking lecturers who teach in the English Education Department and English Letters Department in IAIN Surakarta.

The techniques of collecting the data included observation, interview, and documents for validity of the data, the researcher used triangulation. The technique for analyzing the data used theory of Miles and Huberman (1992: 15-18), theoretical framework for qualitative data analysis called flow models. The flow model is divided into three components, namely: data reduction, data display, and drawing or verifying conclusion.

3. RESULT

3.1. Research Findings

According to O' Malley (1995: 12) there are eight types of authentic assessment, namely: Oral interview, Story/Text Retelling, Writing Samples, Project/Exhibition, Experiment/Demonstration, constructed-Response Items, Teacher Observation, and Portfolios. In the result, the researcher found that there were three types of authentic assessment (experiment or demonstration, teacher observation, and project exhibition) used by the lecturers of the English Education Department in IAIN Surakarta.

3.1.1 The types of authentic assessment in speaking used by the lecturers of English Education Department

Based on the observation, the researcher found that there were three kinds of authentic assessment used by the lecturers of the English Education Department in IAIN Surakarta. The result was appropriate with the types of authentic assessment's O'Malley (1996) namely, experiment or demonstration, teacher observation, and project exhibition. The explanation is presented below.

The first type is experimental activities. It could be proven when the researcher conducted observations in the class. Students presented a tutorial about giving tips how to make, how to use, and how to operate anything in front of the class using media. The first, students prepared the material, and then they explained the steps. There are many results of student presentations, including: students present how to make crafts, how to make cheap sandwiches, how to apply cosmetics, how to make happy soda, and etc.

The second type is teacher observation. It could be proven with this observation. After students performing, the lecturers gave the advice, comment, or feedback to the students. For example, the lecturer said that

he did not expect the students had a creative presentation, and the students brought the real equipment.

The third is project and exhibition. It could be proven when the students created script about advertising or company to present into video's form, with the goal to show up their product. This task aims to fulfill the students' mid test. On the other hands, student projects or exhibition assignments could be proven by videos that students uploaded in *google classroom*. It is a type of private social media, whose function is to communicate between lecturers and students, furthermore only member of the group can upload and download the task.

3.1.2 The types of authentic assessment in speaking used by the lecturer of English Letters Department

Based on the observation, it was found that there were five kinds of authentic assessment used by the lecturers of the English Education Department, based on O'Malley's theory namely: oral interviews, experiment or demonstration, teacher observation, project exhibition, and constructed –response items. The explanation will be presented below.

The first type is oral interviews. It could be proven when the lecturers gave task, namely an interview for a job. In this assignment, the lecturers act as Human Resources Development (HRD) in a company or lecturers as an interviewer and a student as a job applicant or as an interviewee. In this assignment, the lecturers have aimed to give an overview to students, when they become job seekers in real life.

The second type is story telling. It could be proven when the students had a task to create story telling by making a video. Then the students submitted the video to their lecturers. Thus, the researcher got the provenience of storytelling activities from students' video.

The third is project and exhibitions. It could be proven when the lecturers gave task such as role plays as the master of ceremony, moderator and speaker in seminar. This task was conducted in small

groups that consisted of 3 until 4 students. The students compiled the task in video.

The fourth is teacher observation. After students performing, lecturers gave feedback, suggestions, evaluations about what students have achieved, and what are students' difficulties faced in speaking class.

The fifth is constructed –response items. It could be proven when the lecturers gave debate material. The lecturers gave explanation about the rules of the debate. For examples, good and bad debate that occurs in the debate competition.

3.1.1 The strengths of authentic assessment based on the students' and lecturers perspective

The strengths of authentic assessment are obtained from interviews conducted by researcher with lecturers and students, as follows: (a) the students can be trained to use English properly and correctly, (b) lecturers can mentally train students to communicate in the environment and in public, (c) students can know the rules in public speaking, (d) speaking for various types of presentations can sharpen presentation skills, because each subject is required for presentation, (e) students are more creative learning things related to knowledge, (f) students are more critical to filter the information they receive, (g) student's learning outcomes can be a role model for other students, and (h) the students can take advantage of technological advancements.

3.1.2 The weaknesses of authentic assessment based on the students' and lecturers perspectives

The weaknesses of authentic assessment are obtained from interviews conducted by researcher with lecturers and students. The results are as follow: (a) the students are nervous or blank when they perform, (b) the students need long preparation to do the task, (c) the student cannot

instantly be a good performer, and (d) the students found difficulties in timing for doing the group's project.

3.2 Discussion

The discussion section provides the explanation of the research finding related to the statements and suggestion from experts. Furthermore, the researcher compared the differences between this research and the previous research mentioned in chapter two. Then, the researcher also discusses the theory and the finding of the current study. The discussion will discuss: the types of authentic assessment, and the strengths and the weaknesses of authentic assessment.

a. The types of authentic assessment used by English speaking lecturers in English Education Department

Based on the research finding, there are three types of authentic assessment used by English speaking lecturers in English Education's class, namely, Experiment or demonstration, teacher observation, and project or exhibition. Based on the theory of O' Malley, the lecturers in English Education's class gave material to the students for presentation in the classroom, and the presentation which is collected in the form of video. By the task, the students should be creative to make the concept of presentation, and then prepared the tools, how the students designed the presentation appropriate the handout that was given by the lecturer in the first meeting. The students should make the presentation like in the real world, for example, to make an advertising video they should choose the

suitable place, costume, and property to make their video like a boss or the real entrepreneur.

That was equal with Gulikers, et al. (2004: 69) stated that authentic assessment as an assessment requiring students to use the same competencies or combinations of knowledge, skills, and attitudes. They needed to apply in the criterion situation in professional life which seems to define some assessments that use simulated contexts as authentic. That was in line with the data obtained from the English speaking class in English Education Department. In this case, the lecturer asked the students to learn the handout about how to make good presentation, then the students practiced the theory to act as the real presenter and the students performed with the suitable tools, place, concept, and became professional persons. On the other hand, the lecturers hoped the students got the skills that can be applied in real life after graduation. The lecturer encouraged the students' mindset that person were studying in education, especially English language education, did not have to be a teacher, but they could become entrepreneurs, presenters, tour guides, and other jobs. In line with those statements, then it can be concluded that authentic assessment can be implemented in real life, like as in the field of work.

In addition, Lund (1997: 25) stated that the one of authentic assessment characteristic needs the presentation of worthwhile and or meaningful tasks that are designed to be representative of performance in the field. These tasks are considered important in their own right approximate the person would actually be

required to do in a given setting. Ideally, authentic assessments give more real rather than unnatural learning experiences that allow both the teacher and students to discover and show what students can do. In this case the students can improve their skill how to be a good presenter in other subjects, because every subject exactly needs presentation. The finding of the current study is supported by Kurniatun (2017). Kurniatun (2017) found type of assessment in writing in SMA Al-Firdaus, is summative assessment used students' product and presentation. Meanwhile, the type of assessment in SMA N 2 Sukoharjo is Formative assessment such as classroom task using writing samples and homework using story/retelling text. Although the focus of the skills taught is different, because this study focuses on speaking skill and her research focusing on writing skills, but the outcomes generated from the authentic assessment process are the same.

b. The types of authentic assessment used by English speaking lecturers in English Education Department

Based on research finding, English Letters Department, the researcher finds out there were five authentic assessment that given by the lecturer of speaking class in English Letters Department. There are oral interviews, story telling, project and exhibitions, teacher observation, and constructed –response items. There are 14 meetings in Advanced Integrated English Speaking in a semester. Then the lecturer gave material such as job interview, retelling story, debate, MC, guiding, etc. In the task, the students should creative and critical to

make the concept of presentation, then prepare the tools, setting place, and how to edit the video, make script, how to make good appointment with their friends when make the group's project. That case in line with Lund (1997: 27) one of types of authentic assessment is oral discourse in physical education. Oral discourse or interviews are another type of authentic assessment that gives the students an opportunity to demonstrate their competence and knowledge. They require students to synthesize knowledge, draw conclusions, make decisions, and justify their choices.

So, the task given by lecturers to students is to provide opportunities for students to demonstrate their competence and knowledge to practice, to make their critical thinking about new information, then to make students solve problems, and to do teamwork. That was agreement with Brown (2004: 141-181) designing assessment task in speaking skill is interactive speaking. This category includes tasks those involve relatively long stretches of interactive discourse such as interviews, role plays, discussions, games, and tasks of equally long duration but less interaction, such as speech, telling story, and translations. Same with the task given by the lecturer in speaking class. Students must practice their ability to speak English for a long duration and do many repetitions to get better result, but less interaction, because some of the task such as retelling story, project and exhibition the students must compiled the task in video's form. So there is less interaction between students' interaction with the audience. This case support with the previous study from

Hapsari (2017) finds two types of assessment, namely performance and teacher observation in formative and summative assessment. The performance is in the form of oral presentation. The performance is combined with teacher observation which is frequently used by lecturer in assessing students' reading outcome for academic purposes class. This task has aim to produce the outcomes of the students.

c. The strengths and the weaknesses of authentic assessment used by English Education and English Letters Department of IAIN Surakarta

Based on the observation, the researcher concludes the strengths and the weaknesses of authentic assessment. Those are the strengths of authentic assessment in English Education Department, and English Letters Department: (a) as students majoring in English, at least they can be trained to use English properly and correctly, (b) lecturers can mentally train students to communicate in the environment and in public, (c) students can know the rules in public speaking, (d) Speaking for various types of presentations can sharpen presentation skills, because each subject is required for presentation, (e) students are more creative learning things related to knowledge, (f) students are more critical to filter the information they receive, (g) student's learning outcomes can be a role model for other students, (h) the students can take advantage of technological advancements.

The strengths of authentic assessment was agreement with Diller and Phelps (2006: 76) in Whitlock and Nanavati (2012) stated that authentic assessment is

becoming clear that educators need to return to the practice of authentic assessment to gratify these governing bodies and to make sure that students are actually learning the skills and knowledge they need for success in the world”. In line with this statement, the advantages of authentic assessment make students really able to implement theories that are combined with current practices, for example, many social media today, making lecturers give assignments to students in the form of videos, so students able to be aware of technology, from how to edit videos, how to synchronize voice dubbing with video, give the appropriate sound effects. Then these things are a process, which will be an advantage that students have. Then the videos produced by students can be uploaded to social media and can be positive public consumption.

The next is the weaknesses of authentic assessment in English Education Department, and English Letters Department:(a) the students are nervous or blank when the students perform, (b) the students need long preparation to do the task, (c) the student cannot instantly be a good performer, and (d) the students found difficulties in timing for doing the group’s project. In line with Richards (1990: 67) stated that the conversation is something of an inquiry into language teaching.

It means that the learners are still afraid to generate a word in language teaching. So the relationship of students as foreign language learners, students are still often afraid to speak incorrect, which causes students are hesitated and forget what will be delivered. It was agreement with Brown (2001: 270) he stated there are eight problems in speaking activities, one of

them is performance variable. The process of thinking as student speaks allowed manifesting a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. Therefore, the students often pause and repeat the words that have been said. This data was supported by the previous study Oladele (2011) in his results of the study show that in terms of use, 47.5% of the lecturers used authentic assessments while 52.3% did not. The most prominent obstacle to the use of authentic assessments is that it takes time (90%). Significant determinants were teaching experience ($t = 3.61$), education level ($t = 4.36$), holding administrative positions ($t = -4.71$) and authentic assessment knowledge ($t = -3.90$). This means that the task in authentic assessment requires a lot of time from assigning assignments, preparations that must be done by students, the process of making assignments until the task is displayed.

4. CONCLUSION

Based on the results there are three types of authentic assessment used by the lecturers of English Education Department namely: (a) experiment or demonstration, (b) teacher observation, and (c) project exhibition. Therefore, there are five types of authentic assessment used by the lecturer of English Letters Department, namely: (a) oral interviews, (b) story telling, (c) project and exhibitions, (d) teacher observation, and (e) constructed –response items.

There are some strengths and weaknesses of Authentic Assessment. The strengths of authentic assessment based on the students' and lecturers perspective are as follows: the students can be trained to use English properly and correctly,

lecturers can mentally train students to communicate in the environment and public, students can know the rules in public speaking, speaking for various types of presentations can sharpen presentation skills, because each subject is required for presentation, students are more creative learning things related to knowledge, students are more critical to filter the information they receive, student's learning outcomes can be a role model for other students, the students can take advantage of technological advancements.

The weaknesses of authentic assessment include the following: the students are nervous or blank when they perform, the students need long preparation to do the task, the student cannot instantly be a good performer, the students found difficulties in timing for doing the group's project.

Therefore, the implication of authentic assessment in teaching learning process for the lecturer is a better way to score the students' competencies, authentic assessment, and gives the students chance to explore the student's ability, and exactly the students can practice the theory as real as in fact.

BIBLIOGRAPHY

- Brown, H. D.(2001). *Teaching by Principles: An Interactive approach to language pedagogy* (2nd ed). New York, NY: Longman
- Brown, H.D. (2004). *Language Assessment: Principle and Classroom Practices*. New York. Pearson Education Inc.
- Gulikers,J.T. M, Bastiaens, Th. J, & Kirschner, P.A. (2006). Authentic Assessment,student and teacher perception: the practical value of the five dimensional-framework. *Journal of Vocational Education and Training*. 58,pp.337-357. *Emerald Group Publishing Limited*. 4 (1) : 49-61. DOI 10.1108/00907321311300875
- Hapsari, S.A. (2017). *The Authenticity of Assessment Used in Reading Class at the Third Semester of English Education Program in UniversitasPekalongan Academic Year 2016/2017*. Surakarta: UMS Surakarta.
- Harmer, Jeremy. (2007). *How to Teach English*. England: Pearson Education Limited.

- Kothari, C.R. (2004). *Research Methodology* (2nd ed). New Delhi. One World.
- Kurniatun, Dewi. (2017). *Authentic Assessment In Writing Class for the Student of 11th Grade in SMA Al- Firdaus and SMA N 2 Sukoharjo*. Surakarta: UMS Surakarta.
- Lund, Jacalyn. (1997). *Authentic Assessment: Its Development & Application*. *Research Library*. 68 (7), 25-28. Available at :
<https://www.slideserve.com/debra-spence/jacalyn-kremer-head-of-academic-library-partnerships-and-assessment>
- Miles, M. B. & Huberman, A. M. (1992). *Analisis Data Kualitatif*. Jakarta: UI-Press.
- Oladele, O. Idowu. (2011). Knowledge and Utilization of Authentic Assessment Techniques by Lecturers in Botswana College of Agriculture. *South Africa. NACTA Journal*. Accessed on: 2nd of May, 2018.
- O' Malley & Pierce, L. V. (1996). *Authentic Assessment for English Language Learner*. United States of America. Addison-Wesley Publishing Company Inc.
- Thornbury, Scott. (2002). *How To Teach Speaking*. England: Pearson Education Limited.