

CHAPTER II

THEORETICAL FRAMEWORK

A. EFL Theory

1. The Explanation of EFL

Language teaching is influenced by ideas on the nature of language, and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learn his native language, will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue.

Actually, teaching English in Indonesia is different from other countries as like teaching English in Malaysia, Singapore or teaching English in United States of America. In which people should learn English in the conditions where the language is used for communication in their daily lives. But in Indonesia learning English is as a foreign language and they not

use it for communication in their daily lives. Of course, it make difficult to learn English for them.

According to Bambang Setiyadi said, “Second language acquisition includes learning a new language in a foreign language context as well as learning a new language in a host language environment. They use the term second language to refer to both foreign and host languages and the teaching methods apply to the acquisition of both.”¹

Thus, the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language, although English is learned in Indonesia or in other countries, English is called the target language. Even though they not to agree the distinction between second language and foreign language, Bambang Setiyadi differentiates that, “there are two ways of developing ability in a target language: “acquisition” and “learning”.”²

Learning English in Indonesia always correct about the errors and grammatical rules of English. For Indonesian learners

¹BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p. 21.

²BambangSetiyadi, *Teaching English as a Foreign Language*

English is not spoken in the society, accuracy is really the focus in learning English. In Indonesia English is learned only at school, and English is really a foreign language for them. It is not case when people learn English in countries where English is spoken in the society, such as in Malaysia, Singapore or United State of America. They are emphasizing on the ability and fluency in communication of daily lives, they acquire English because they are use it for communication in the society.

2. The Problem Teaching EFL

According to Marianne Celce-Murcia that “The biggest challenges in the EFL classroom to be lack of motivation, getting students to speak and the use of the first language.” The kinds of challenges are:

- a. Large classes are often the norm overseas, limiting both student opportunities to talk and teacher opportunities to provide feedback.

So a teacher while teaching a class should be able to condition was good and comfortable, that is by reducing the student is too much in class because so students will feel

comfortable and have plenty of time to ask questions and get nearer to the teacher. A teacher can also monitor all the activities and behavior of their students, so teachers will be near and could understand all the behavior of the students.

- b. The curriculum does not stress speaking skills or views them solely as an avenue to grammatical accuracy.

Curriculums that apply in their learning English in school but did not emphasize to their students to communicate in English, so that their students only learn in class and do not practice it outside the classroom.

- c. If the teacher is a non-native speaker of English, he or she may not be competent or confident in speaking English.³

When a teacher teaches English and she is non-native speaker teachers should continue to learn to explore the English language, teach and speak with confidence in front of all the student so the students do not know the teachers hostages.

³MarrianeCelce-Murcia, *Teaching English as a Second or Foreign Language*, (United State: Von Hoffmann Graphics, 2001), p. 110.

From the above problems a teacher can try different ways of teaching methods to address these issues, and constantly improve themselves in mastering English.

When teaching speaking, EFL teachers need adapt some organizing class activities such as authentic, motivating, and varied. The use of authentic, engaging materials should be the basis for in class activities. Beside it in the modern age and full of technology, teachers can also use the technology to teach. Such as use technology it is can showing movies or recorded television programs and playing audiotapes of programs can be enjoyable for students and can provide them with authentic practice in listening to native speaker speech. The teachers also can give an assignment to the students such as watching or listening to an English language film, television show, or radio program. That material becomes input for subsequent in class activities such as oral report one by one or discussions in a group.

Finally, the teacher can invite native English speakers to the class to give speeches, talks, or presentations, and the students may asking some questions to him. The teacher also can give an

assignment for their students to make a interview or interact with the guest speakers.

B. Theory of Teaching Speaking

1. Definition of Teaching Speaking

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk takers unafraid of making mistakes will generally be more talk active, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

Speaking is the ability to pronounce articulation sounds or word in order to express, to convey thoughts, ideas and feeling. Speaking skill is productive skill that has important role rather skills due to its significant and its use for communication. So that, writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is. Donal and Shaw said that speaking is not oral production of written language, but includes learners in the mastery of wide range sub skills which added together, than it supports speaking skill.⁴ In addition, speaking is not produced without some combination of language skills, but it must be included a number of skills. So, mastering speaking is gathering skills in thought because of including some input skills in it. As the result, the mouth is delivering those skills orally. Speaking is a skill which deserves attention every bit as much as literally skill, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional

⁴ McDonald and Cristopher Shaw, *Materials and Methods in ELT*, (JB Blackwell, Cambridge: 1992), p. 151.

advancement and of business. So speaking is global skills and has multifunction use.

Teaching in the principle is the guidance the students in a learning process activity or meaning contain that teaching have a relationship with the environment and related in learner and teaching instruments which appear in learning process. Where as a teacher must be able to become a second parents and she must be able attractive students sympathy as well as she become students idol in the classroom. Teaching is guidance of learning activities, and teaching is for purpose of aiding the pupil learns.⁵Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teacher must be think creative and can developing the student's motivation.

⁵Moh.UzerUsman, *Menjadi Guru Professional*, (Bandung: PT, RemajaRosdakarya, 2nded, 1995), p.6

2. Some Techniques in Teaching Speaking

A technique is implementation that which actually takes a place in classroom. It is particular trick, strategy used to accomplish an immediate objective. Technique must be consistent with method and therefore must be harmony with an approach as well. The teacher must be able to teach the speaking skill with full varieties and attractive way. The following item are several technique of teaching speaking that can be imitated modified.

Related to this, Jeremy Harmer put forward some techniques of teaching speaking, among others are:

- a) Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussion quit side the classroom.
- b) Feed back: speaking task, where students are trying to use all and any language. They know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problem they are having, students can also how easy they find particular kind of speaking and what they need to improve. Speaking activities can give

them enormous confidence and satisfaction, and with sensitive guidance can encourage them into further study.

- c) Engagement: good speaking activities should be highly motivating. If all the students are participating fully and if the teacher has set up the activity feedback they will get tremendous satisfaction from it.⁶

3. Teacher's Role in Teaching Speaking

Within the classroom the teacher may change the role from one activity to another or from one stage of an activity to another. Because that the teacher need to play number of different roles during the speaking activities. However, they have three particulars relevance if we are trying to get students to speak fluently:

- 1) Prompter: Students sometimes get lost, cannot think of what to say next on, or in some other way lose fluency we expect them, we can leave them to struggle out of such situation on their own, and indeed sometimes this may be the best opinion. However, we may be able to help them able the

⁶ Jeremy Harmer, *How to Teach English*, (England, Longman Press, 1998), p.87

activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas.

- 2) Participant: Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other time, however, teacher may want to participate in discussions our other method in speaking. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not participate too must, thus dominating the speaking and drawing all the attention to themselves.
- 3) Feedback Provider: The vexed question of when and how to give feedback in speaking activities is answered by

considering carefully the effect of possible different approaches.

When students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult. Misunderstandings and hesitations. Everything depends upon our tack and the appropriateness of the feedback we give in particular situations. When the students have completed an activity it is vital that we allow them to assess what they have done, and that we tell them what opinion, went well. We will respond to the content of the activity as well as the language used.⁷

4. The Problems of the Students in Speaking Activities

There are some problems in getting learners to talk in the classroom there are:

- a) Inhibition, unlike reading, writing and listening activities. Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom worried about

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, p. 275-276

making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

- b) Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that should be speaking.
- c) Low or uneven participation. Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d) Mother tongue use. In classes where all or a number of, the learners share the same mother tongue, they may tend use it, because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small group it can be quite difficult to get some

classes-particularity the less disciplined or motivated ones-
to keep to the target language.⁸

C. Authentic Assessment Theory

1. The Meaning of Authentic Assessment

Authentic assessment is often also referred to as the alternative assessment is used as an alternative to the commonly used assessment (traditional assessment). Some experts call it a direct assessment, because authentic assessment provides more direct evidence of the application of skills and knowledge. This is different from a student doing well with multiple-choice test, then indirectly (indirectly), the student can apply the knowledge they have learned in a real world context.

Authentic assessment involves two components that must exist, namely a task (task) for the students (to show the performance or works), and an assessment criteria or rubric (rubrics) which will be used to assess performance based on the task. A task is considered authentic if the students were asked to construct their own responses, not just choose from the

⁸ Penny Ur, *A Course in Language Teaching*, (Cambridge University Press, 1991), p.121

available, so the task is a challenge that is similar (similar) faced in the (world) the real reality.

The tasks are designed to be in the form of authentic assessment: Oral test (short questions, or questions that ask for the response is not limited to), group performance assessment, individual performance assessment, interviews, observation, portfolios, projects and exhibitions. By using performance assessment, teachers can observe students as they demonstrate their skills and be able to assess reasoning, skills and their creations in the form of the products they make. Assessment of the skills and products are based on a comparison of the performance / performance of students with criteria / standards. Performance assessment can not only be used to assess individual students but also groups of students.

Authenticity is defined as a quality of the relationship between features of the test and those of the non-test target-use context. According to Spolsky There are two approaches on authenticity; the real-life approach and the interactional ability approach. 'Real-life (RL) approach' tries to develop tests that

mirror the 'reality' of non-test language use. This approach has been considered as naive because the test setting itself does not exactly resemble its real-life setting.⁹ Also according to Bachman that "this approach does not distinguish between language ability and the context in which this ability is observed, since non-test language performance constitutes the criterion for authenticity and the definition of proficiency".¹⁰

In the second approach, the authenticity of language tests arises from their 'situational' and their 'interactional' authenticity. 'Situational authenticity' refers to the relationship of features of the test method to particular features of the target-use situation. 'Interactional authenticity' mentions the extent to which an examinee's language ability is engaged in the test task. Thus, the emphasis in this model shifts from attempting to sample actual instances of non-test language use to that of determining what combination of test method facets is likely to promote an appropriate interaction of a particular group of test takers with the testing context.

⁹Spolsky, B, *Current Developments in Language Testing*, (London: Academic Press, 1985),

¹⁰ Bachman, L.F. *Fundamental Considerations in Language Testing*, (Oxford: Oxford University Press, 1990), p.302.

The concept of authenticity is complex. Though some authors and researchers use the term simply as a synonym for *realistic*, it is clear that the idea of authenticity as used in the field encompasses much more than realism. This study focused on the various meanings of the concept expressed in the research and training literature. The preponderance of the publications reviewed concerned themselves with classroom assessment, but many authors, especially with the earlier works, were reacting to the “inauthentic” nature of most large-scale and standardized tests. As such, it is reasonable to assume that the conclusions reached here as to the definition of authenticity in a teacher-made testing context also apply to other student assessment contexts.

The *authentic* label is often placed on assessments that are performance-based or involve cognitively-complex tasks, without regard to whether the tasks are similar to that value do outside the classroom. Other definitions of authenticity are based on whether a defense is required, whether collaboration is involved, or the level of student involvement in determining scoring criteria. About a third of the time, a meaning is used

that suggests that if the purpose of an assessment is formative, then it is authentic. Other popular components of authenticity, on the other hand, do seem associated with real-world tasks. Tasks or “assignments” outside of the classroom are often cognitively complex and the criteria for success are typically clear and known by all. It is also difficult to imagine a real-world task that is not performance-based to some degree. (As is often pointed out, few students end up with jobs where they get paid to fill out multiple-choice test bubble sheets.) Whether these dimensions are conceptually distinct from *realism* cannot be judged solely by the analysis of publications we performed and that question remains an answer.

2. Characteristics of Authentic Assessment

There was some subjectivity and judgment required to identify separate components or elements in the definitions we found in the various publications. The first two authors and a colleague analyzed articles separately and discussed any difficulties in interpretation or classification with the rest of the research team. Careful attention was paid to not identify characteristics of *quality* or *effective* authentic assessment as

required components of a definition. The original text phrases from the publications for each definitional component were sorted into broad categories and tentative labels or names for the categories were determined. Two examples of the process of identifying different definitional phrases from the publications and the categories into which they were ultimately placed are illustrative. For instance, these definitional elements:

- Results in a product or presentation that has meaning or value beyond success in school (Wiggins, 2006, p. 51).¹¹
- Emphasize(s) connections between assessment, learning and real-world issues (Green, 1998, p. 11).¹²
- Performance is assessed in a context more like that encountered in real life (Dez, Moon & Meyer, 1992, p.38-39).¹³

Were all classified as *formative assessment*. Formative assessment occurs during instruction, typically does not affect student grades, and often involves students in self-evaluation of

¹¹ Wiggins, G. *Healthier testing made easy: Tests don't just measure absorption of facts. They teach what we value*, (Edutopia, 2006),p. 49-51.

¹² Green, J. *Authentic assessment: Constructing the way forward for all students*, (Education: Canada 1998),p. 8-12.

¹³ Dez, M., Moon, J., & Meyer, C. *What do we want students to know? ... and other important questions*, (Educational Leadership, 1992),p. 38-42.

their learning progress. Early in the review of literature, a conceptual, graphic map began to emerge as key definitional components of authentic assessment were drawn from each study, paper, book or book chapter. This tentative and preliminary organizational scheme allowed for the literal phrasing (or very close paraphrasing) used in various works to be placed in columns below a small set of classifications or categories. Figure 2 presents this initial attempt to align the wording used by each author (or group of authors) based on similarity and to develop labels for the emerging elements. These first iteration categories were used to group the literature in subsequent analyses. As additional definitions were catalogued and added to the database, the initial categories were revised slightly to allow for inclusion of all definitions. The goal was to use as few categories as necessary, while still maintaining conceptual clarity and precision. For example, the use of multiple scores and the use of portfolio assessment were initially treated as two distinct dimensions of authenticity; later, it became clear that it was most often the multiple indicators aspect of portfolio assessment that appeared to the authors as

authentic and the categories were combined. After a set of nine possible components of authenticity was finalized, we performed a frequency count of publications supporting the importance of each element. Percentages were calculated to show the relative “popularity” of each characteristic.

3. Authentic Assessment Forms

a. Performance assessment

Rate the performance of an assessment carried out by observing the activities of learners in doing something. This assessment is suitable for assessing achievement of competencies that requires learners perform specific tasks such as: the laboratory practice, the practice of prayer, practice sports, role playing, playing musical instruments, singing, poetry reading / recitation. Performance assessment can be done by using the check list, the assessment scale (rating scale). Check list is used to determine whether or not appear certain elements of the indicator or sub- appearing in an event or action.

b. assessment Project

Assessment of the project (project assessment) is an assessment of the tasks to be completed by learners according to a specific time period. Assessment of the task involves collecting, organizing, evaluating, and presenting data". The task may be to investigations conducted by learners, ranging from planning, data collection, organizing, processing, analysis, and presentation of data. Thus, the project assessment in touch with aspects of the understanding, applying, investigation. Assessment of the project is done from the planning, the process, until the final outcome of the project. Therefore, teachers need to establish things or steps that need to be assessed, such as the preparation of design, data collection, data analysis, and prepare written report. Implementation can use the assessment tools instruments in the form of a check list of ratings or rating scale.

c. assessment Portfolio

Portfolio assessment can depart from the work of the students individually or in groups produced, and evaluated

based on multiple dimensions. Portfolio valuation techniques in the classroom requires the following steps:

- 1) Explain to students that the use of portfolios, not just a collection of the work of students who used the teacher for assessment, but is also used by the learners themselves. With a view portfolios for learners to determine the ability, skills, and interests.
- 2) Determine together learners portfolio samples of what will be created. Portfolio between learners and others who one could equally be different.
- 3) Collect and store the works of students in a folder or folder in your home or locker each school.
- 4) Give the date of manufacture on any material information on the progress of learners so that it can be seen the difference in quality from time to time.
- 5) Determine the sample portfolio assessment criteria and the weights with the learners. Discuss how quality assessment of the work of the participants.
- 6) Ask learners to evaluate his works on an ongoing basis. Teachers can guide learners, how to judge by giving

information about the advantages and disadvantages of such works, and how to arrange it. This can be done while discussing the portfolio.

- 7) Once a work is assessed and its value is not satisfactory, then the learners are given the opportunity to improve. However, between learners and teachers need to be made "contract" or agreement concerning the period of repair, for example, two weeks work of repair must be submitted to the teacher.

d. Written assessment

A written assessment on the learning outcomes remain prevalent. Written test or essay form description requires that learners are able to remember, understand, organize, implement, analyze, synthesize, evaluate, and so material already learned. The written test is shaped comprehensive descriptions as much as possible, so as to describe the realm of attitudes, skills, and knowledge of learners. Shaped essays written test requires two types of response patterns, the first open-ended (extended-response), and both answers are limited (restricted-response). It is highly dependent on

the weight problem given by the teacher. Such tests provide an opportunity for teachers to be able to measure the learning outcomes of students at the higher level or complex.

e. attitude assessment

According to Kunandar that he divides five levels of the thinking process of attitude, the first accept or notice, respond or respond, assess or appreciate, organize or manage, and character.¹⁴ The attitude object that needs to be assessed in the learning process is the attitude towards the subjects, the attitude towards teachers / tutors, and attitudes toward learning process. Ways or techniques, namely behavioral observation techniques, direct questions, and self-report.

f. Self-assessment

The use of this technique can give a positive impact on the development of one's personality.

The advantages of using a self-assessment in the classroom include:

¹⁴Kunandar, *Penilaian Autentik*, (Jakarta: PT. Raja Grafindo Persada, 2013), p. 105.

- a) can feel confident learners, because they were trusted to assess themselves;
- b) students realize the power from her weakness, because when they do vote, should introspect on its strengths and weaknesses;
- c) Can be pushed, familiarize and train learners to be honest, because they are required to be honest and objective in making judgments.

Self-assessment is based on clear and objective criteria.

Therefore, the self-assessment by learners in the classroom needs to be done through the following steps.

- a) Determining the competence or the capability to be assessed.
- b) Determining the assessment criteria that will be used.
- c) Formulate the assessment format, can be a scoring guidelines, a list of the check, or the scale.
- d) Ask learners to self-assessment.
- e) The teacher examines random sample assessment results, to encourage learners that constantly assessing them accurately and objectively.
- f) Deliver feedback to learners based on the results of the study on the assessment results of samples taken at random.¹⁵

¹⁵Abdul, Majid. *Penilaian Autentik Proses Dan Hasil Belajar*. (Bandung: PT. Remaja Rosdakarya, 2015), p. 62-70.

D. Authentic Assessment in Speaking

1. Assessment of Speaking

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004).¹⁶ Additionally, that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context. This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. Then, according to Nunan there are some types that must tested, there are:

¹⁶Luoma, Sari. *Assessing Speaking*. (Cambridge: Cambridge University Press, 2004).

1) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

4) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

5) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect

interfere the communication are the criteria of the assessment.

6) Task

Task deals with finishing the command given during the speaking test.¹⁷

The Speaking skill had acquired a very important place as a communication skill. Like listening skill – a number of sub-skills of speaking need to be consciously developed among students. Some of the sub-skills which can be assessed are as follows:

- 1) Speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
- 2) Narrating incidents and events, real or imaginary in a logical sequence.
- 3) Presenting oral reports or summaries; making announcements clearly and confidently.
- 4) Expressing and arguing a point of view clearly and effectively.

¹⁷Nunan, D. *Second Language Teaching and Listening*. (USA: Heinle, 1999).

- 5) Taking active part in group discussions, showing ability to express agreement or disagreement, summarizing ideas, eliciting the views of others, and presenting own ideas.
- 6) Expressing and responding to personal feelings, opinions and attitudes.
- 7) Participating in spontaneous spoken discourse in familiar social situations.

2. Authentic Assessment in Speaking

According to Nunan like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes. To ensure speaking skill assessment is trustworthy, there are factors that should come into consideration:

1. Practicality

The first principle of making language assessment is practicality. Before deciding a test, we need to analyze how practical the test is to be used considering the time constraint of running and interpreting the scoring of the test, budget limitation, and facilities.

2. Validity

Consistently accurate measurement must be provided to assign a valid test. It has to measure what should be measured by excluding all irrelevant variables to be tested. When speaking skill is tested, making essay is not a valid test as it fails to provide information of the test takers speech production. In result, it may not bring about the real test takers' ability. In accordance to types of speaking, test designer should decide what kind of speaking types would be tested as it will influence the design of assessment. Using interview test for imitative speaking may lead to invalidity of assessment.

3. Reliability

The need of consistent scoring measurement is very important to make a test reliable. In addition, clear rubric and scoring criteria is also a must. Sometimes a reliable test may not be a valid test. However, a test designer should struggle to keep a reliable test as valid as possible. As a need of reliable scoring system is unavoidable in speaking test, before conducting speaking test, test takers must

prepare a standard scoring system. The items on it should represent all aspects of what are to be assessed from the students. The weight of the score must be printed clearly on the form as well to make sure each student's ability is well presented. During the test, the standard scoring system will be used to record students' work. Without a good scoring system, it is hardly possible to have a reliable result of the test.

4. Authenticity

It refers to a contextual language or language in use. Students are asked to represent something related to their values. In that case, the language produced is authentic.¹⁸

This oral presentation test involves a wide range of authentic factors. First, topics are chosen based on students' interest. It means that they can take any materials from the real world perusals. At that point, language skills and language components are combined to the presentation to other people. They learn to use language as a whole, not isolated. Oral presentation skill is needed in real-world situation. Combining

¹⁸Nunan, D. *Second Language Teaching and Listening*.

speaking skill with oral presentation definitely facilitates students to practice the skill that they need in the future. During discussion time, test takers and audience face real-life communication where questions and answers occur during the time are not based on scenarios. To say that the test contains very high language authenticity is true as the facts given are supported.