CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The research was conducted through three collected data, those are data of observation, data of interview, and the last is data of documentation. Then in this chapter the data description and data analysis of the research are presented systematically at last, based on research question the writer will answered it.

1. Data From Observation and Interview

Based on data observation was conducted by the writer on 10 and 24 August 2018 Wednesday it is observe the process of teaching learning and teachers’ practice in assessing speaking skill. It was held at SMK Bina Mandiri Pamarayan. There were 3 teachers.

In this observation, observed the classroom activity while the teacher practices to assess speaking skill. The observer also observed the teaching learning process of the activity happened, most of students felt enthusiasm to answer the question but also
there were students not enthusiasm because they felt sleepy. Here the observer also monitored the students’ behavior while the students were study in the class, they felt interested and happy to follow the topic. It could be seen from their motivations to learn speaking was increasing.

Data from interview was taken from English teacher of SMK Bina Mandiri Pamarayan. This interview was held on 10 and 24 August 2018 Wednesday after the writer observed the class. The writer conducted the interview by using an Indonesian language. There are five questions from the interview script; every teacher got five questions from the researcher. The detailed of observation can be seen at appendix, for describing each of the data (data from observation and interview), the writer described the data as below:

**Table 01**

**Teachers’ Activity in the Class**

Name: Sapnah, S.Pd  
Class: X B

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPECTS OBSERVED</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Give the students a chance to rehearse having discussion in the class</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making a provider feedback for both teacher and students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Giving a motivation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher becomes the prompter for students when practice dialogue in the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher want to participate in discussion</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher able to associate the task with real life</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Makes a varieties methods and attractive way</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Makes a performance assessment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Makes a project assessment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Makes a portfolio assessment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Makes a written assessment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Makes a attitude assessment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Makes a self assessment</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** | 9 | 4

**RESULT** | 2,7

\[
\text{Score} \times 4 = \text{Final score} \\
2,7 \times 4 = 2,7
\]

Maximum score 13

*Explanation:*

- 3,3-4,0 : Very good
- 1,3-2,2 : Enough
- 2,3-3,2 : Good
- Score-1,2 : Less

Based on the table 01, the teacher gets the score 2,7 which mean she has a good value.
DATA FROM INTERVIEW
Miss. Sapnah, S.Pd

1. Interviewer: apakah anda mengumpulkan hasil penilaian Sebagai bahan rujukan?
Teacher: Ya tentu, kalau saya dan pastinya semua guru setiap ada nilai masuk maka nilai itu akan kita simpan, kemudian ketika diakhir semester kita tidak susah untuk memberikan nilai kepada siswa karna kita sudah mempunyai nilai-nilai yang sebelumnya. Selain itu dengan mengumpulkan nilai siswa maka saya bisa mengetahui seberapa jauh pemahaman siswa tersebut dengan apa yang saya ajarkan kepada mereka.

Yes, of course, I and all teachers every incoming value then the value will we save, then when the end of the semester we were not hard to provide value to students because we have the previous values. In addition to collecting student scores then I can find out how far the
students' understanding of what I taught them.

2. Interviewer: apakah anda memberikan tugas yang bervariasi kepada siswa?

Teacher: Tentu, dalam penilaian speaking banyak cara yang bisa saya gunakan, contohnya praktik berdialog antar siswa, bermain peran (storytelling), praktik berbicara didepan teman-teman dikelas. Selain itu memberikan tugas yang bersangkutan dengan kehidupan nyata, misalnya membuat tugas dengan topic disekeliling siswa sehingga mereka lebih mudah untuk mengerjakan tugas.

Of course, in Speaking assessment many strategies, I can use, for example, the practice of dialogue among students, role playing (storytelling), the practice of speaking in front of friends in class. Besides giving tasks concerned with real life, for example, create a task with topics around the students so that they are easier to perform tasks.

3. Interviewer: ketika didalam kelas bagaimana anda mengamati siswa (menilai sikap dan pemahaman pengetahuan siswa)

Teacher: How do you assess the students' in class?
Teacher: Ketika mengajar didalam kelas kemudian untuk menilai sikap dan kemampuan pemahaman siswa biasanya saya langsung mendekati siswa tersebut. Contohnya dalam menilai sikap siswa, seperti tadi yang saya lakukan, ketika saya mengajar dikelas pasti ada saja siswa yang ribut, selengehan, tidur-tiduran dikelas, maka saya langsung mendatangi siswa tersebut kemudian saya tegur siswa itu, dan siswa itu sudah saya tandai kalau dia rebut didalam kelas, kemudian setelah selesai jam pelajaran didaftar penilaian saya tandain nama siswa itu.

Begitu pula dalam menilai pemahaman siswa, ketika saya mengajar saya memberikan pertanyaan-pertanyaan kepada siswa dan pasti ada saja siswa yang menjawab, maka itu pun saya tandai nama siswa tersebut didaftar penilaian.

When teaching in the classroom and then to assess the attitudes and abilities of student understanding usually I immediately approached the student. For example, in assessing the attitudes of the students, as before I did, when I was
teaching a class there must be a student of noisy, dozing in class, so I immediately went to the student and then I scolded the students, and the students that I've circled that he noisy in the classroom, then in the last teaching I listed that students. Similarly, in assessing student understanding, when I teach I give the questions to the students and surely there are students who answered, so even then I mark the student's name listed rating

4. Interviewer: bagaimana anda melakukan penilaian speaking?

How do you assess the students speaking?

Teacher: Untuk menilai speaking seperti yang sudah saya katakan sebelumnya, saya membuat tugas praktik, seperti membuat dialog, memainkan peran (storytelling), berbicara didepan teman-teman mereka (siswa). Dan ketika saya mengajar didalam kelas saya akan menandai bagi siswa yang aktif yang berani berbicara/menjawab pertanyaan saya.

To assess speaking as I've said before, I made a practice tasks, such as creating a dialogue, role play (storytelling),
speaking in front of their friends (students). And when I teach in my class will mark for active students who dare to speak / answer my question.

5. Interviewer: apa kesulitan anda melakukan penilaian tersebut?

What is the difficulty in doing assessment?

Teacher: Untuk kesulitannya adalah sebagian besar siswa tidak suka dengan pelajaran bahasa inggris, ketika pertama kali saya masuk kelas saya bertanya kepada para siswa siapa yang suka pelajaran bahasa inggris angkat tangan, dan disetiap kelas yang angkat tangan hanya ada 1, 2, 3 siswa, paling banyak ada 4 siswa yang suka bahasa inggris. Tapi hal tersebut tidak apa-apa saya tidak bisa memaksa mereka, bahkan hal itu menjadi tugas saya bagaimana caranya supaya siswa menyukai bahasa inggris.

For the difficulty is that most students do not like the English class, when I entered in class and I ask who is love English language up your hand, and every class of hands only 1, 2, 3 students, at most there are four students who love the
English language. But it is not anything I cannot force them, in fact it's my job how so students like English.

Table 02

Teachers’ Activity in the Class

Name : Mr. Sandi, S.Pd

Class : XI B

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPECTS OBSERVED</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Give the students a chance to rehearse having discussion in the class</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Making a provider feedback for both teacher and students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Giving a motivation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher becomes the prompter for students when practice dialogue in the class</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher want to participate in discussion</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher able to associate the task with real life</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Makes a varieties methods and attractive way</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Makes a performance assessment</td>
<td>√</td>
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<tr>
<td>9</td>
<td>Make a project assessment</td>
<td></td>
<td>√</td>
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<tr>
<td>10</td>
<td>Make a portfolio assessment</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>Makes a written assessment</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>Makes a attitude assessment</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
13. Makes a self assessment | √
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>8 5</td>
</tr>
<tr>
<td>RESULT</td>
<td>2,4</td>
</tr>
</tbody>
</table>

Score x 4 = Final score
8 x 4 = 2,4

Explanation:
3,3-4,0: Very good
1,3-2,2: Enough
2,3-3,2: Good
Score-1,2: Less

Based on the table 02, the teacher get the score 2,4 which mean he has good value.

DATA FROM INTERVIEW

Mr. Sandi, S.Pd

1. Interviewer: apakah kamu mengumpulkan hasil penilaian
   sebagai bahan rujukan?
   Do you collecting the value as reference?

Teacher: Iya, saya membuat daftar hadir siswa dan daftar penilaian disetiap kelas yang saya ajar, jadi disetiap pembelajaran masing-masing murid sudah mempunyai nilai dan itu saya gunakan untuk
membantu saya ketika menilai diakhir semester.

*yes, I make a attendance list and score list in every class so their score will be collection for the end of semester*

2. **Interviewer**: apakah kamu memberikan tugas yang bervariasi kepada siswa?

*Do you give the task varies to the students?*

**Teacher**: Iya, untuk memberikan tugas speaking yang sering saya gunakan adalah siswa diminta untuk membuat dialog kemudian mereka berdialog dengan teman-teman mereka didalam kelas.

*Yes, for giving speaking assignment I usually to students to make dialogue and then students practice it with their friends in the classroom.*

3. **Interviewer**: ketika didalam kelas bagaimana kamu mengamati siswa? (menilai sikap dan pemahaman pengetahuan siswa)

*When in class, how do you assess the students? (assessing the attitudes and knowledge)*
Teacher: Untuk mengamati siswa dalam menilai sikap serta menilai pemahaman pengetahuan mereka, saya biasanya menilai langsung didalam kelas. Jadi ketika diakhir pembelajaran ketika siswa mengerjakan tugas yang saya berikan, saya menyatat siswa-siswa yang sikapnya tidak baik serta menyatat siswa yang aktif dalam belajar.

To observe the students in assessing their attitudes and their knowledge, I always assess in class and the last students I give a task to students and absent a students active learning in the class.

4. Interviewer: bagaimana kamu melakukan penilaian speaking?

How do you assess the students speaking?

Teacher: Untuk menilai speaking biasanya saya langsung meminta kepada siswa untuk mempraktikan tugas yang saya berikan, biasanya siswa berdialog dengan temannya didalam kelas. Karna dengan terus menerus berdialog maka para siswa akan lebih terlatih untuk bebrbicara bahasa Inggris.
In assessing speaking skills I ask to students to practice. Usually the students make a dialogue with their friends, and practice it. Because by practice dialogue the students will be trained to speak well.

5. Interviewer: apa kesulitan kamu melakukan penilaian tersebut?

In doing assessment, what is the difficulty in doing it?

Teacher: Kesulitannya tentu ada pada diri siswa, disetiap kelas yang saya ajar ada saja siswa yang susah untuk maju kedepan kelas dan mempraktikkan dialog atau semacamnya. Jadi mereka menunggu untuk ditunjuk oleh saya, mereka kadang tidak mau maju kedepan kelas dengan alasan malu. Tapi adapula siswa yang langsung siap tanpa ditunjuk terlebih dahulu mereka langsung maju kedepan dan mempraktikkan tugas yang diberikan. The difficulties are some classes there are students difficult come forward in front of class for practice a dialogue. They waited to be appointed by me, they
sometimes do not want to come forward of class because they felt shy. But there were also students who want come forward and practice a dialogue without prompting from me.

**Table 03**

The teachers’ activity in the class

Name: Rohemi, S.Pd

Class: X A

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPECTS OBSERVED</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Give the students a chance to rehearse having discussion in the class</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Making a provider feedback for both teacher and students</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Giving a motivation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher becomes the prompter for students when practice dialogue in the class</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher want to participate in discussion</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher able to associate the task with real life</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Makes a varieties methods and attractive way</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Makes a performance assessment</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Makes a project assessment</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>Make a portfolio assessment</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Makes a written assessment</td>
<td></td>
<td>Makes a attitude assessment</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RESULT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score x 4 = Final score

7 x 4 = 21

Maximum score 13

Explanation:

3.3-4.0 : Very good
1.3-2.2 : Enough
2.3-3.2 : Good
Score-1.2 : Less

Based on the table 03, the teacher get the point 2.1 which mean she has enough value.

DATA FROM INTERVIEW

Rohemi, S.Pd

1. Interviewer : apakah kamu mengumpulkan hasil penilaian sebagai bahan rujukan?

Do you collecting the value as reference?

Teacher : Iya, untuk pengumpulan hasil nilai siswa saya menyimpan nilai tersebut didaftar penilaian. Setiap ada penilaian saya masukkan kedafater tersebut, jadi ketika saya membutuhkan nilai tersebut maka
saya tidak susah untuk mencarinya. Selain itu dengan menyimpan nilai-nilai siswa maka saya bisa membuat evaluasi bagi diri saya sendiri serta bagi para siswa untuk pengajaran ke depannya.

Yes, for collecting my students score I save it in my score list, so if I need my students score I not hard to look for it. In addition when I collect the students’ value I could make an evaluation for myself as well as for the students for the next teaching.

2. Interviewer: apakah kamu memberikan tugas yang bervariasi kepada siswa?

Do you give the task varies to the students?

Teacher: Ya tentu, dan terkadang saya membuat tugas tentang topic/benda-benda diluar kelas dan meminta para siswa untuk menyelesaikan tugas tersebut diluar kelas sehingga siswa tidak merasa jenuh.

Yes, sometimes I make the assignments on the topic or object outside the classroom, and ask to students to doing it in outside classroom. It makes students not felt bored.

3. Interviewer: ketika didalam kelas bagaimana kamu
mengamati siswa? (menilai sikap dan pemahaman pengetahuan siswa)

When in class, how do you assess the students? (assessing the attitudes and knowledge)

Teacher: Untuk menilai pemahaman pengetahuan siswa biasanya saya menilai dari tugas-tugas yang saya berikan. Sedangkan untuk menilai sikap siswa biasanya saya melihat daro sopan santun mereka bagaimana, baik itu didalam kelas atau diluar kelas.

For assess students understanding of knowledge I take it from the assigned task. Meanwhile, to assess the students’ attitudes usually I see from their manners, even it in classroom or outside class.

4. Interviewer: bagaimana kamu melakukan penilaian speaking?

How do you assess the students speaking?

Teacher: Untuk penilaian speaking seperti yang dilakukan guru yang lain, karna belajar
speaking itu untuk meningkatkan kemampuan berbicara siswa maka penilaian yang diperlukan yaitu dengan cara siswa diminta langsung untuk mempraktikkan bicara mereka. Biasanya praktik dialog, berbicara didepan teman mereka. Seperti kemaren ada tugas praktik tentang perkenalan, siswa memperkenalkan diri mereka didepan teman-teman mereka.

For speaking assessment like the other teachers, because learn speaking to improve the students speaking ability, thus the assessment required by the way the students were asked to practice their speaking. Example making a dialogue, speak in front of their friends. Like yesterday there was the task of the practice about introduction, the students introduce themselves in front of their friends.

5. Interviewer: apa kesulitan kamu melakukan penilaian tersebut?

In doing assessment, what is the difficulty in doing it?
Teacher: Kesulitannya karna siswa yang sebelumnya datang dari sekolah SMP yang biasa-biasa saja dan mungkin disana pembelajarannya kurang efektif dalam belajar bahasa inggris, maka mereka sulit sekali ketika berdialog karna mereka kekurangan kosa kata. Berbeda dengan siswa yang sebelumnya sekolah disekolah yang bagus mereka akan lebih mudah untuk melakukan dialog. Disetiap kelas hanya ada beberapa siswa yang tidak kesulitan dalam berbicara bahasa inggris.

_Difficult because students who previously came from junior high schools mediocre and there are may be less effective learning, they are hard pressed when a dialogue because they lack a vocabulary._

_Not like a students who comes from a great school they will be easier to conduct a dialogue. In each class there are only a few students who have nor difficult to speak English._

2. Data From Documentation

This documentation also was taken from English teacher of in SMK Bina Mandiri Pamarayan. This documentation was
taken after the writer observed the class, and interviewed the teachers. In this documentation the researcher take a picture, ask the data of students’ value, also asking the rubric of students’ assessment from the teacher. The detailed transcribed of documentation can be seen in appendix.

3. Data Analysis

Based on the activity, the first instrument the researcher will be analyzed from result of observation. From the field, the researcher sees that the data describes almost all of teachers assessing their students’ speaking skill very well. The second instrument is interview, in this instrument the researcher know what are the strategies of the teachers’ practice in authentic speaking assessment. Based on the interview above the researcher sees that the data describes almost all of teachers’ strategies in authentic speaking assessment is well.

Data Analysis of Observation and Interview from Miss Sapnah, S.Pd

The first, from the observation sheet can be seen the teacher by initial (S) has conducted assessments effectively. Example give the
students a chance to rehearse having discussion in the class, making a provider feedback, giving a motivation, etc. But there are some things that have not been done by the teachers, it because teaching time. When the researcher researches that school, the school was entered to new school academic year. Thus, from the fact above, the observer gave the score 2,7 to the teacher by initial (S) in the observation sheet, and its means the teacher has a good value because she has taught well and make assignments and assessment effective, it can be concluded that the teacher has fulfilled what was said by Pokey and Siders (in Abdul Majid, 2015), and Hargreaves dkk, 2001 (in Abdul Majid, 2015) said that:

Rate authentic interpreted as attempt evaluator knowledge or skills of students in the context of approaching the real world or real life.¹

Authentic assessment as a form of assessment that reflect the actual learning outcomes, can use a variety of ways or forms, including through the assessment of

¹ Abdul Majid, penilaian autentik proses dan hasil belajar, (Bandung: Pt. Remaja Rosdakarya, 2nd Ed. 2015), p. 56.
projects or activities of students, the use of portfolio, journals, demonstration, written report, checklists and instructions for observation.²

The second from the interview sheet can be seen that the teacher by initial (S) she has a strategies in authentic speaking assessment. Among the first she gathered the results of the values of the students as reference material to determine how far the students’ understanding of what she has taught them. The second, it provides varied tasks and ask students to immediately practice the assigned task. Such as a dialogue practice, role play (story telling), etc. and the last, observe, assess the attitude and understanding of students knowledge in a way when she drove to the classroom to teach students, the students who have not a good attitude and the students who active and answer the question. Thus the explanation can be concluded that the teacher has fulfilled what was said by Mueller, 2006 (in Abdul Majid, 2015), and American Library Association (in Abdul Majid, 2015), said that:

Authentic assessment is an assessment of direct and immediate measure. When conducting the assessment,

²Majid, *penilaian autentik proses dan hasil belajar*, 62.
many activities will be clearer if assessed directly, for example the ability to argue or debate, skills in using computers and the skills of conducting experiments. Similarly assess students’ attitudes or behavior toward something or when doing something.\textsuperscript{3}

Authentic assessment is defined as an evaluation process to measure performance, achievement, motivation, and attitudes of students in the relevant activity in the learning.\textsuperscript{4}

**Data Analysis of Observation and Interview from Mr. Sandi, S.Pd**

The first from the observation sheet the teacher by initial (S) has been teaching and making assignments and assessment nice. As explained above (in the observation sheet), example the teacher becomes the prompter for students when practice dialogue in the class, the teacher want to participate in discussion, etc. But as like the teacher before there are some things that have not been done by the teachers, it because teaching time. When the researcher researches that school, the school was entered to new school

\textsuperscript{3} Majid, *penilaian autentik proses dan hasil belajar*, 58.

\textsuperscript{4} Majid, *penilaian autentik proses dan hasil belajar*, 57.
academic year. Thus, from the fact above, the observer gave the score 2.4 to the teacher by initial (S) in the observation sheet, and its means the teacher has a good value. So we can concluded that the teacher is almost fulfilled what was said by Pokey and Siders (in Abdul Majid, 2015), and Hargreaves dkk, 2001 (in Abdul Majid, 2015).5

The second from the interview sheet, the teacher by initial (S) he also has strategies in authentic speaking assessment. Among them, first he makes the attendance list and list of values students to collect the result of the students as reference material. The second create a task variety, but he often uses dialogue practices to students. So she is also often asked students to immediately practice the assigned task. The third, observe, assess attitude and understanding of students’ knowledge in a way he write the names of students whose have not a good attitude and also write the name who was active in learning. Thus the explanation can be concluded that this teacher also has almost fulfilled what was said by Mueller,

5 Majid, penilaian autentik proses dan hasil belajar, 25, 26.
2006 (in Abdul Majid, 2015), and American Library Association (in Abdul Majid, 2015).  

Data Analysis of Observation and Interview from Mr Rohemi, S.Pd

The first from observation sheet, the teacher by initial (R) has been teaching and make assessment were enough. As explained above (in the observation sheet), as like the teacher able to associate the task with real life, makes a performance assessment, etc. But as like the teacher before there are some things that have not been done by the teachers, it because teaching time. When the researcher researches that school, the school was entered to new school academic year. But beyond that she can make students active and they were able to answer the questions. Thus, from the fact above, the observer gave the score 2,1 to the teacher (R) in the observation sheet, and its means the teacher has enough value. It can be concluded that even if the teacher has a lot of disadvantages than others teacher, but she almost fulfilled what was said by Pokey and

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6 Majid, *penilaian autentik proses dan hasil belajar*, 27, 28.
Siders (in Abdul Majid, 2015), and Hargreaves dkk, 2001 (in Abdul Majid, 2015).  

The second from interview sheet, the teacher by initial (R) she also has a strategies in authentic speaking assessment. Among them, the first she gathered the results of the values of the students listed as references for material assessment evaluation. The second, it provides a varied task by making tasks by topic or objects from outside the classroom and ask students to perform task outside classroom. The third, she observe, assessing attitudes and understanding of the students’ knowledge, by assessing the result of the tasks given and viewed from the manners of the students. Thus the explanation can be concluded that this teacher also has almost fulfilled what was said by Mueller, 2006 (in Abdul Majid, 2015), and American Library Association (in Abdul Majid, 2015).

Thus, from the research the writer concluded that the teachers in SMK Bina Mandiri Pamarayan school are good, it can be seen from the instruments above. As like from data observation. The teacher by initial (S) she has a score 2,7 it means she has good
value, and the teacher by initial (S) he has a score 2.4 and it means he has good value, also for another one the teacher by initial (R) she has a score 2.1 which means she has enough value. Although there were some of teacher felt difficult in assessing authentic speaking skill. It caused some of factors such as from the students, there are some students that are difficult to perform tasks, and from the teachers themselves, for example a lack of knowledge as well as the difficulty of mastering the class.