AUTHENTIC ASSESSMENT THROUGH ANALYTIC TEAMS TECHNIQUE IN EMPOWERING STUDENTS' SPEAKING SKILLS

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ABSTRACT Learning in higher education is fundamentally an activity which is conducted in a planned and structured manner to create an environment and provide services that enable students to learn effectively. The major duty of lecturers is to organize and implement learning, as well as conduct an assessment of each content that has been taught. For that reason, this research is trying to investigate: (1) authentic assessments through analytic team technique implemented in English learning and teaching, (2) the types of authentic assessment used, (3) the teachers' perception of the implementation of authentic assessment through analytic teams technique in empowering students' speaking skills. This study applied qualitative design to apprehend the implementation of authentic assessment through analytic teams technique. Observation, interview, and documentation were conducted to get the data. The results showed that the authentic assessment through the analytic team's technique applied in the English lecturer class of Universitas Bhayangkara Jakarta Raya at the Communication Science Department is level good. Both lectures implemented authentic assessments through analytic team technique in the learning and teaching process. The types of authentic assessments were performance assessment, observation and question, presentation and discussion, experiments, storytelling, and self-assessment. Furthermore, the lecturers' perception of the implementation of authentic assessment through the analytic teams technique can empower students' speaking skills. This research implies that educators can enhance students' speaking skills using authentic assessments through the analytic teams technique to better outcomes in students' speaking skills, and to take ownership of their learning.

Keywords: authentic assessment, analytic teams technique, speaking skills.

INTRODUCTION

Learning in higher education is essentially an activity which is conducted in a planned and patterned manner to provide services and conduct an atmosphere so that students learn effectively. For lecturers, the most important task that have to be done is to plan and implement learning and conduct an assessment of each material that has been taught. The three are an inseparable system. Meaningful and effective learning necessitates an adequate and comprehensive assessment system. Some lecturers use various assessment systems in the process of learning and teaching. They use tests and non-tests to see students' progress in learning. One of the assessment systems is authentic assessment. According to Ridwan (2021), in relation to authentic assessment, students will be able to apply the skills and knowledge they have gained in the real world and give the most direct evidence. An authentic assessment reflects the constructive character of learning; students can not only ask to repeat the material that they have received, but they must also demonstrate that they have precisely formed the meaning of what has been taught. Students have a variety of options for demonstrating their learned knowledge and skills.

Lecturers sometimes ignore the process of assessment. They focus on the preparation and process of learning. This problem will have a direct impact on the process of monitoring the learning progress and the diagnosis of learning difficulties experienced by students. Discrepancies between learning objectives and implementation with learning assessment often occur. In addition, the tendency to assess learning outcomes at the end of learning activities or at certain learning periods has become a necessity. The knowledge aspect becomes the focus of assessment activities. Assessment instruments have become an important element as a measuring tool to determine the improvement and ability of students to understand and apply the language skills they learn. Some obstacles faced by lecturers who do not use the latest

methods in student speaking assessment are: lecturers may not have updated their knowledge of current speaking assessment methods or be familiar with new technologies and approaches in assessment; lecturers face time pressure in developing curriculum and assessing student performance, which makes them reluctant to learn and implement new assessment methods that may require more time to prepare; and some students may not be familiar with the new assessment method and may not accept the change well, which can complicate the implementation process.

Lecturers have many ways of assessing students' speaking skills. They also figure out the problems faced by students when speaking English. Regarding students' problems in speaking English, they have a good understanding of English grammar and vocabulary, but they lack active speaking practice. They also lack confidence when speaking, and fear of being judged by others on their English skills can make students less willing to speak or avoid English speaking situations. They feel unmotivated and discouraged easily. Their mindsets suggest foreign languages are difficult to learn because the majority of them know nothing from the start (Pratiwi & Ayu, 2020). Daulay et al. (2023) conveyed that some students have an inadequate ability to speak English. This is due to a lack of known vocabulary, which causes difficulty while practicing speaking in English; however, this confusion can also be linked to a lack of practice in everyday situations. The most important component of practicing speaking is vocabulary, since if they do not understand a huge amount of language, their sentences will be cut off. The phrase was delayed because students were still deciding what to say and how to deliver it in English.

Implementation of authentic assessment through analytic teams technique could be a good choice and effective way in empowering students' speaking skills. So that the results gained through the assessment and learning method process, could be a reference for lecturers in helping students speak English fluently. According to Martika & Zaim (2021) an authentic assessment is one that is conducted in a real-world setting. Authentic assessment is the process of evaluating students' knowledge or skills in a situation that is as similar to the real world as feasible. Meanwhile, Hartatik (2013) stated about analytic teams technique that it is one of the parts of collaborative teaching technique. When, viewing a video, listening to a lecture, or critically reading an assignment, members of analytic teams take on roles and specialized tasks. Students need some skills in conveying the information clearly such as speaking. Then, Crisianita & Mandasari, (2022) stated that speaking skill is one of the most crucial communication skills in the world. People use it to deliver crucial information about another person. Therefore, authentic assessment is essential to be utilized through analytic teams technique in empowering students, speaking skills.

Some studies have been conducted dealing with authentic assessment, analytic teams technique, and speaking skills. A study conducted by Sekarsari et al. (2023) revealed that English teachers used authentic assessment well in their speaking classes by incorporating a variety of engaging activities such as oral performance, debate, interview, role play, discussion, and presentation. The activities listed above can be done either independently or in groups. Furthermore, Parmawati (2018) in her study mentioned that Analytic Teams Technique can improve students' speaking abilities and transforms the speaking classroom into a better one. Improvements in students' speaking skills might be shown in their accomplishment levels. Next, Zuhriyah (2017) conveyed that storytelling helped students enhance their understanding, fluency, vocabulary, grammar, and pronunciation explored through the second cycle's speaking exam results. Thus, storytelling has the potential to boost students' speaking skills. Then, Mursyida et al. (2020) mentioned that English teachers in state senior high schools in Semarang showed positive attitudes toward the concept, preparation, and implementation of authentic assessment. They did, however, identify a number of issues that could impede the implementation of an appropriate authentic evaluation for speaking.

The previous studies need to implement more techniques in implementing authentic assessments. They did not provide more techniques on applying it in the research. This can be fulfilled by conducting this study. This study integrates a specific technique which is analytic teams technique to the implementation of authentic assessment in helping students empower their speaking skills.

Based on the explanation above, the researchers' goal in this study is to explore the actual implementation of authentic assessment through analytic teams technique in empowering students' speaking skills. There are some implications based on the research findings, by implementing authentic assessments through the analytic teams technique, educators can effectively enhance students' speaking skills. This approach allows for a more comprehensive evaluation of students' speaking abilities, leading to improved language proficiency. Understanding teachers' perceptions of the implementation of authentic assessment techniques is crucial. Educators play a vital role in shaping students' learning experiences, and their positive perception of such techniques can lead to better outcomes in students' speaking skills. Authentic assessments through the analytic teams technique can empower students to take ownership of their learning. By engaging in activities such as presentations, discussions, and self-assessments, students can develop confidence in their speaking abilities and actively take part in the learning process. The research also highlights the challenges faced by educators in implementing authentic assessments, such as the time required for preparation and students' unfamiliarity with new assessment methods. Addressing these challenges through proper training and support can facilitate the successful implementation of authentic assessment techniques

LITERATURE REVIEW
Authentic Assessment

Authentic assessment is important in the learning process. By having a good understanding in making instruments, and assessment procedures, lecturers are expected to be able to implement the application of authentic assessment in the classroom properly. Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Mardapi (2017) conveyed that authentic assessment is a form of assessment that asks learners to apply concepts or theories to the real world. Authentic assessment deals with authentic learning in the learning environment. Pearce (2016) stated that authentic learning is learning that links what students learn at school to real-world challenges, applications, and problems; learning experiences should review the complexities and ambiguities of everyday life.

There are some characteristics of authentic assessment in teaching and learning English. O'Malley (1996) as cited in Anita (2015) stated that authentic assessment has six characteristics; 1) Constructed response: students construct a response, give an extended response, engage in performance, or create a product; 2) Higher-order Thinking: students typically use higher-order thinking in constructing responses to open-ended questions; 3) Authenticity: challenging, meaningful tasks and learning activities that reflect good learning or other real-world contexts in which students will be expected to perform; 4) Integrative: tasks should integrate all skills, and in some cases, involve the integration of knowledge and skills across content; 5) Process and Product: the procedures and strategies used to search for and obtain the correct answer or to explore multiple solutions to complex tasks are often assessed as well as the product of the correct answer; and 6) Depth Versus Breadth: provides in-depth information about a student's skills or mastery learning as contrasted with multiple-choice tests with a broad scope but less able to train higher-level thinking skills or reasoning.

Analytic Teams Technique

Analytic Teams Technique is one of the collaborative teaching techniques. Lecturers utilize the technique to create a creative atmosphere in the teaching and learning process. In

this technique, students need to be active in sharing the information they get. Rochmiyati & Rufaidah (2017) conveyed that each member of the team or group is given their own tasks in order to minimize dependence and train each member to be responsible for their respective tasks. The division of tasks is based on the problem at hand.

The lecturers can implement the analytic teams technique through some steps. The steps forming student groups of four or five, assigning each member of the team a defined function and job assignment, explaining the lesson, show the video, or assigning the reading, giving teams class time for individual members to communicate their results and work together to prepare to present their analysis orally or in written form, and considering a closure technique that focuses on roles and component tasks. Stand-up and share are ideal for short activities, whereas a panel or poster session is better suited for larger assignments (Barkley, 2005).

Speaking Skill

Speaking is one of students' skills in English helping them communicate with people especially foreigners in the world. Leong & Ahmadi (2017) conveyed that speaking helps students improve their vocabulary and grammar skills, which eventually improves their writing ability. Students can communicate their thoughts and emotions; make requests; tell stories; converse, discuss, and demonstrate the various functions of language. Speaking is very crucial outside of the classroom.

Some students are challenged through the use of speaking skills in communication. They need to explore their ideas in conveying the information using fluent speaking. This leads to the clear information shared f many people. According to Rao (2019), speaking looks to be the most demanding of the four basic English language skills since speakers must construct phrases on the spot. Foreign or second language learners will struggle to generate sentences unless they grasp the grammatical orstructures and have a sufficient vocabulary.

Authentic Assessment and Analytic Teams Technique in English Speaking Class

Authentic assessment in teaching and learning speaking classes emphasizes real-world tasks and performance-based activities that mirror the actual use of language in practical, meaningful contexts. This approach aims to provide a more accurate representation of students' speaking abilities compared to traditional assessments. In authentic assessment for English speaking class tasks are designed to simulate real-life situations where students might need to use spoken language, such as giving presentations, participating in discussions, or conducting interviews. Students are assessed through activities that require active language production, such as role-plays, debates, storytelling, and oral reports. Rather than focusing solely on grammatical accuracy or pronunciation, authentic assessment considers fluency, coherence, interaction skills, and the ability to convey meaning effectively. Zaim et al. (2020) stated that when speakers communicate orally in the activities assigned to them, their speaking abilities should be tested directly. Some factors of assessing speaking skills should be considered while grading students' speaking ability.

The Analytic Teams technique is a collaborative learning strategy designed to enhance speaking skills in the classroom. It involves students working in small groups, where each member has a specific role focused on analyzing different aspects of a speaking task or presentation. This technique encourages active participation, critical thinking, and detailed feedback, which are crucial for developing speaking proficiency. All team members are actively engaged in the learning process. This active involvement helps students to stay focused and invested in their own and their peers' learning. By focusing on particular aspects of speaking, students can develop specific skills more effectively. For example, a student concentrating on delivery can become more aware of their pronunciation and intonation.

RESEARCH METHODS

The researchers used qualitative approach in this research with descriptive qualitative method. This research was utilized to explore the implementation of authentic assessment through analytic teams technique in empowering students' speaking skills in English subject by English lecturers, the types of assessments used by them, and the problems by them in implementing authentic assessment through analytic teams technique. Flood et al (2005) explained that researchers employ qualitative methodologies to study how language instruction and learning occur in the complexities of their natural environments. They may investigate the processes of language teaching and learning as they occur in the classroom, at home, or in the community.

The place of the research was Universitas Bhayangkara Jakarta Raya. The samples of this research were 2 English lecturers. Moreover, 41 Communication Science Students (Class A) and 44 Communication Science Students (Class B) also took part in this research. The researchers use purposeful sampling where participants are selected based on their ability. The homogenous sampling is chosen because the participants have similar characteristics and experiences.

In collecting the data, the researchers utilized observation, interview, and documentation as the instruments. The observation was conducted to see the phenomena and actual classroom conditions and in the implementation of authentic assessment through analytic teams technique. Meanwhile, the interview was conducted to figure out English lecturers' understanding, preparation, and implementation of authentic assessment through analytic teams technique. Finally, documentation was utilized to capture the actual documents of implementing the authentic assessments through analytic teams technique in English classes conducted by the English lecturers.

In the technique of analyzing the data, the researchers analyzed the data through some procedures such as data reduction, data display, and conclusion (drawing or verifying). Data reduction involves condensing and organizing the vast amount of raw data collected during a study. The goal is to focus on the most relevant information. The researchers transcribe interviews to have a textual data set. The researchers choose the relevant information which supports the research findings Data display refers to the organized presentation of data to facilitate understanding and drawing conclusions. Visual displays help in summarizing complex data and highlighting key findings. The researchers display through table and description of the findings. Drawing and verifying conclusions involve interpreting the data to make sense of the findings and ensuring the validity of the interpretations. The researchers interpret the data by explaining the data which is gained.

FINDINGS AND DISCUSSION
The Analytic Teams Technique Implementation in English Classes

Lecturer A and B implemented Analytic Teams Technique in their teaching related to the authentic assessment based on the topic on the meeting observed. The topic was about subject and verb agreement. The first step conducted by lecturer A in the teaching process was forming student groups of four and assigned each member of the team a defined function and job assignment for instance comprehending the materials, finding more references, finding some examples, exploring some articles related to the materials, and so forth. The second step, she gave the task to comprehend the materials to each group to discuss. In this step, each member did the job based on the role on the group. The third step, the group prepare to present the result of the discussion. The last step, the representative of the group shared the result of the discussion to the other groups. Then lecturer A explained clearer about the materials and she also showed the video from TED Talks (YouTube Channel) entitled "How to Speak so that People Want to Listen" for giving more source about subject and verb agreement related to communication science. In the end of the meeting, she gave an assignment to all students to

experience the use of subject and verb agreement in their daily lives related to communication science. The assignment was for the following meeting as the authentic assessment implementation.

Meanwhile, the lecturer B also implemented analytic teams technique in her class. The first step conducted by lecturer B in the teaching process was forming student groups of four and assigned each member of the team a defined function and job assignment for instance comprehending the materials, finding more references, finding some examples, exploring some articles related to the materials, and so forth. The second step, she gave the task to comprehend the materials to each group to discuss. In this step, each member did the job based on the role on the group. The third step, the group prepare to present the result of the discussion. The last step, the representative of the group shared the result of the discussion to the other groups. Then lecturer B explained clearer about the materials and she also conducted a game called Elephant "Big" Ant "Small". From the game, lecturer B took some students who did not focus on the lesson to explain more about the materials which have been discussed. They also need to relate the explanation to communication science as their study background. In the end of the meeting, she gave an assignment to all students to experience the use of subject and verb agreement in their daily lives related to communication science. The assignment was for the following meeting as the authentic assessment implementation.

The Authentic Assessment Implementation in English Classes

Based on observation, Lecturer A and B in the English classes in Universitas Bhayangkara Jakarta Raya at Communication Science Department implemented some authentic assessments in assessing their students' speaking skills. The researchers observed the implementation of authentic assessment in English classes by observing the teaching and learning process in classrooms and they also took documentation to supply more data. Here is the table of the implementation of authentic assessment by lecturer A and B in their English classes:

Table 1. Types of authentic assessment used by the English lecturers

No.	Types of Authentic Assessment	Lecturer A	Lecturer B
1.	Performance Assessment	√	√
2.	Observation and Question	√	√
3.	Presentation and Discussion	√	√
4.	Projects	-	-
5.	Experiments	√	√
6.	Story Telling	√	√
7.	Self-Assessment	√	√
8.	Portfolios	-	-

Based on the Table 1, English lecturers implemented several authentic assessments except of projects and portfolios. The performance assessment was conducted in the second meeting of the English class. English lecturer A assessed all the students from their performance of speaking English in the form of story telling. They shared the use of subject and verb dealing with communication science for the topics in their daily lives such as the importance of communication, the key to communication well, the best negotiation, advertisement, and so on. Meanwhile, the observation and question were conducted with analytic teams technique. They were integrated in the technique, students observed the other group work and created questions and answers session in the discussion. Presentation and discussion were implemented in the analytic teams technique. The English lecturer A saw how

her students delivered a presentation and conducted a discussion. Experiments and self-assessment were conducted together, in this stage students assessed their pairs in their experiments or experiences in the daily lives communications using subject and verb agreement.

On the other hand, English lecturer B also assessed all the students from their performance of speaking English in the form of story telling. They shared the use of subject and verb dealing with communication science for the topics in their daily lives such as the communication in social media, communication across cultures, communication in globalization, and so forth. Meanwhile, the observation and question were conducted with analytic teams technique. They were integrated in the technique, students observed the other group work and created questions and answers session in the discussion. Presentation and discussion were implemented in the analytic teams technique. The English lecturer A saw how her students delivered a presentation and conducted a discussion. Experiments and self-assessment were conducted together, in this stage students assessed their pairs in their experiments or experiences in the daily lives communications using subject and verb agreement.

Lecturers Perception on the Implementation of Authentic Assessment through Analytic Teams Technique in Empowering Students' Speaking Skills

Both English lecturers have implemented authentic assessment through analytical teams technique in empowering students' speaking skills. In this stage, the researchers conducted the interview to them in order to find out some information about its implementation. English lecturer A said that authentic assessment plays an important role in learning evaluation. Authentic assessment covers three domains, namely: effective, psychomotor and cognitive domain. To assess students' learning abilities, a teacher must apply an assessment that suits the students. For example, using Role Play model, information gap, picture talks, short questions and answers, sequence narration and pair dialog. As for Analytic Teams Technique, it uses collaborative actions in the classroom and makes 2 or more groups that will be observed and evaluated to find out all the elements or facts that students do successfully or not from class activities.

Dealing with the preparation for teaching speaking, she also prepared the lesson plans. She utilized group learning and discussion methods by giving students a certain theme according to the syllabus and asking students to increase vocabulary, read aloud (to know pronunciation), recognize simple English grammar, make conversations and describe pictures. So the most used method is Role Play and Picture Story Media. She chose the media which were appropriate to the situation of learning. She made an assessment rubric according to the criteria that will be practiced for authentic assessment. English lecturer A divided students into groups, instructed them to start practicing, observing and evaluating, finding successes and failures in performing the required tasks and final assessment dealing with group work for students. She managed the time wisely in controlling students working together in a group. She also gave the theme to each student to create a role play for increasing students' speaking skills. There were some obstacles in implementing authentic assessment through analytical teams technique. There are still many students who cannot understand what they should do. Sometimes students who had low self-confidence felt difficult to share their ideas. Some of them also were not enthusiastic in joining the group work. The lecturer re-explained it by giving them examples to solve the problems. She also created the tactics to gather low and high self-confidence in random groups in order to be enthusiastic. In the end of the interview, the English lecturer A commented that the implementation of authentic assessment through analytic teams technique helped students empower their speaking skills because they were asked to be active and creative in experiencing, exploring, and sharing more ideas.

Furthermore, English lecturer B had another interview. She understood how to implement the authentic assessment. The assessment could be through the team such as the implementation of analytic teams technique. She prepared the lesson well including conducting simple conversations and involving students. She also utilized some media in her teaching such as videos, audios, pictures, and so on. Dealing with authentic assessment, she prepared the questions by asking simple, easy-to-understand questions that require students to answer in English. She also always encouraged her students to speak English. She divided students into small groups to create group athmosphere in teaching and learning process related to the implementation of analytic teams technique. Some obstacles in implementing authentic assessment were faced by the lecturer. Sometimes her students felt difficult in completing the assignemnt. The lecturer B then gave the group the opportunity to complete their work over the next few days and submit the assignment until the next assignment. She also got students involved in learning and making questions or tasks simpler so that they were easier to understand and students could engage in learning. In the end of the interview, she said that the implementation of authentic assessment through analytic teams technique could be recommened not only in assessing but also empowering her students.

Implementing authentic assessment through the Analytic Teams technique in speaking classes can significantly impact students' speaking skills. The Analytic Teams technique, combined with authentic assessment, provides a structured yet flexible framework for practicing speaking. By focusing on real-world tasks and interactive roles, students receive continuous, detailed feedback. It supported the previous works in having various ways for teaching English speaking utilizing the implementation of authentic assessment through analytic teams technique. The steps of analytic teams technique were explained above. The research also provided kinds of authentic assessment utilized by the researchers above.

CONCLUSION

Based on the findings, it is clearly summarized that it is essential to introduce the English lecturers on the principles, concept, and procedures of authentic assessment through analytic teams technique in empowering students' speaking skills in the real classroom implementation. The English lecturers are expected to implement it by having a clear understanding and conception on authentic assessment and analytic teams technique in order to increase the quality of learning and teaching process. Both English lecturers between A and B implement authentic assessment and analytic teams technique well. Some types of authentic assessment have been implemented in this research for the exception of projects and portfolios due to the time of the research. The lecturers had some obstacles in implementing it but they had the solution for it. Furthermore, they recommend the implementation of authentic assessment through analytic teams technique in empowering students' speaking skills because it can relate to the students ability in working together and exploring their lives in the real world. To supplement the findings on the benefits of authentic assessment through analytic teams technique in ELT, a bigger sample size and a variety of English teaching contexts should be used in future research.

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