

## English for Tourism Purposes (ETP): Development of Authentic Assessment in Improving the Speaking Skills of Tourism Vocational High School

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### Abstract:

The data shows that the number of local and foreign tourists who come to West Sumatra via Minangkabau International Airport (BIM) each year reach 5,094 people. This condition requires tourism actors in West Sumatra to be more well-prepared to face this condition. One of the parties that might be in charged in this tourism sector are graduates of Tourism Vocational School in the province. It is expected that the graduates, as one of the driving forces in this sector, can really support the tourism with their ability. In regard to this, the school need to make sure that their graduates can compete and use the English that they have learned in school effectively to support the tourism. This is where the educators need to make sure that the learning and the assessment process are maximum. In supporting this, an authentic English for Tourism Purposes (ETP) assessment model is needed to achieve maximum learning outcomes. The purpose of this study was to develop an authentic assessment model to increase the speaking skills of the Tourism Vocational School students in Padang, West Sumatra. In collecting the data, this study used needs analysis by using online questionnaire. The samples of this study were students of Vocational High School (SMK) 9 Padang, especially students of grade XI, who were taken using purposive random sampling technique. The result of this research is a product of an authentic assessment model that will be used by vocational English teachers in the ETP learning process in the classroom.

**Keywords:** English for Tourism Purposes (ETP); authentic assessment; speaking assessment; authenticity

## Introduction

### 1.1. Authentic Assessment in Learning Speaking

Assessment is undoubtedly one of the most essential aspects in language learning. It becomes unseparated part that comes together with the learning process. It is usually conducted to see whether the learners can achieve the learning outcomes or not. It is also widely known that every material that is taught in schools needs to be assessed in order to get information about learners' progress and achievement regarding the material given in the learning process. In another word, it allows teachers to measure, evaluate and compare students' ability and performance (Sahyoni & Zaim, 2017). Besides, given the fact that today's trend on language learning requires learners to be able to communicate effectively, the learning and the assessment model should also be shifted from the conventional one into the more communicative one. Many institutions still use pen and paper-based test to get the assessment done nowadays (Ataç, 2012). Meanwhile, paper-

based are no longer relevant since they tend to be artificial and limit learners' creativity to wholly implement what they have learned into a broader and more real setting. In responding to this, Brown (2004) has proposed that language assessment can be made real, authentic, and bring out the real competent of the students at the same time. Here, authentic assessment can be the best alternative to this. In line with that, Indonesian Education National Curriculum 2013 also agreed that authentic assessment should be made as the measurement method to evaluate students' learning objectives and achievements in the classroom.

## 1.2. The Importance of Authentic Assessment in Learning Speaking for Vocational High School Students

It is undeniable that the phenomena where language assessment is done in paper-based and in a designed-context also happens in schools in Indonesia, including when assessing speaking skill. Here, the term "assessment" is closely related to a test that is conducted in the classroom where the setting and scenario are decided by the teacher. Students, in this case, will follow what the teacher instructed them to do like doing dialogue, drama or other kind of activities where the situation is already designed. The assessment is usually done in the classroom and watched by other learners in that class as well. This kind of assessment is likely to be artificial and does not mirror language use in real life (Brown, 2004). Meanwhile, what learners learn in the classroom are expected to be able to prepare them to communicate in the real-life communication in English, especially for vocational students who are prepared to go straight to work after graduating from the vocational high school in the future.

In vocational high school setting, the graduates are prepared to be able to work right away after they are graduating from schools. Those who are majoring in culinary, for example, are prepared to be the real chef in hotel or restaurant in the future. Then, those who are majoring in tourism are expected to be able to work in tourism industry. In West Sumatera, where tourism becomes one of the most crucial sectors, the tourism students are expected to be able to directly take role in supporting and promoting the tourism of this region once they finished study. This is why real learning and assessment experience in schools need to be very authentic and learners are really assessed for the thing they will use in their workplace in the future. Meanwhile, to date, it is tangible that there is still a gap between how the current language assessment is conducted and how it is supposed to be done. Language assessment in vocational schools are mostly still held in a designed setting in the classroom, while it should be done in more authentic way in order to equip the learners with proficient communication skill to set them ready for their future work later on. Throughout this study, the practicality and feasibility of the authentic assessment in vocational high school will be examined. It will also examine how the current speaking assessment is conducted in vocational high schools in Padang, especially those who are majoring in tourism. The data is collected through online questionnaire.

## Review of Literature

The term “authentic assessment” was firstly endorsed to describe an assessment that represents classroom goals that is in line with real-life situations. It uses various assessment tools that is communicative, meaningful, and reflects student attitudes toward the classroom activities (Ataç, 2012). In addition, authentic assessment also mirrors the situation the real communication that they may have outside the classroom. Jon Mueller (2003) argued that authentic assessment directs the learners to perform “real-world tasks” which showcases meaningful application of certain knowledge and skills that have been learned in the classroom. Then, authentic assessment should also enable the learners to use accurate language that can be implemented right away through role play by bringing up situations that is commonly found in any professional context (Wiggins, 1990). In another word, this real-life-assessment-based will be very valid to examine students’ language ability and proficiency at the same time.

It is also suggested that authentic assessment should require language learners to carry out activities that reflect actual practices of a profession in a pretty detail way. The situation and social context should be properly portrayed there. Inayah et al. (2019) added that if learners are expected to be able to describe a tourism site in English, the learning and the assessment process should enable them to do so. Therefore, in this context, teachers are required to bring the learners into the real tourism site and allow them to describe it directly to the visitors in that site. It, later on, becomes artificial if the assessment is only conducted in a classroom where the site is only presented in a slide and other learners pretend to be the tourists (Gulikers et al. (2004). For performance-based assessment like this, learners need to make and perform language knowledge and skills in activities that is really related to the profession they are learning to be.

Furthermore, Elliott and Higgins (2005) added that authentic assessment should be cognitively challenging and stimulate students to engage in solving actual problems like what they will probably find in life. This is also the chance when the language learners are able to apply the knowledge that they have learned in school. In addition, the activity should enable them to make connection between theoretical concepts with everyday experience so there is no more gap between the knowledge they get and how that knowledge will help them to deal with everyday interaction in real life (Villarroel et al., 2018).

Then, authentic assessment should also encourage and trigger student reflexivity. Reflexivity requires the learners to put themselves in between academy and the “world of work” (Duffy & Huggins, 2013). Given these opportunities, learners can begin to try out their competency as if they are in the real workplace and pretend that they are really in real world of work where they need to meet customer, give service to people and communicate like professionals do (Hodges, Eames & Coll, 2014). Then, this way of assessment will make them aware that they are really learning something that will benefit them in their future context later on.

Last but not least, authentic assessment should promote learners' capabilities to do self-assessment and peer assessment at the same time. Assessment activities should make them aware of their own performance. Knowing own performance will help learners to identify areas that need improvement and expected to be able to prepare themselves for their performance in future profession (Sadler, 2005). In this case, language learners need to be exposed to a variety of tasks and activities so that they have plenty of chances to engage in feedback about their own performance. Gulikers et al. (2004) propose that there are five elements for authentic assessment which consists of the authenticity of the task, physical context, social context, form, and criteria. First, the authentic task. It is a task that serve learners with activities where knowledge, skills and attitude are integrated. Therefore, in designing the assessment, teachers should take those criteria into account. Second, physical context. It is where the assessment should be held in a situation "which represents the real-life situation" since it will help the learners to reflect their capability in using the language in real-life setting. The third one is social context. As the assessment is designed to prepare the learners for their future life, the social situation of the assessment should really resemble the one that they will really come across in the reality. It is to make sure that learners really trained for what they will meet really meet in their real life ahead of the them. Then, the forth criteria is the assessment form. The form is like the output of the assessment which should be able to be used in the real situation. Last but not least, assessment criteria. It is the criteria that gives clear measurement on the students' performance in doing the assessment.

Besides, there are some reasons why authentic becomes a trend in English language teaching recently (Ataç, 20219). Firstly, authentic assessments are direct measures which lets the learners to not only having knowledge of certain communication skills but also have the ability to put the knowledge into practice. So, the assessments should also inform the teachers if the learners can implement what they have learned in authentic or real situations. Secondly, authentic assessment normally "captures constructive nature of learning". Here, the assessment should let the learners to showcase that they have accurately constructed meaning about what they learned, not only to repeat the information they have received in the classroom. Thirdly, authentic assessment should integrate teaching, learning and assessment altogether. Unlike traditional assessment, authentic assessment, endorses the integration of teaching, learning and assessing which come at the same time. In the "traditional assessment" model, teaching and learning are often separated from assessment where the assessment is done really after the class is done. Meanwhile, in authentic assessment model, the task is used to analyze whether the leaners will be able to catch with the next material or not. Arnold (1991, p. 237) added that "the more authentically the classroom mirrors the real world, the more real the rehearsal will be and the better the learning and transfer will be". So that, the assessment should really resemble real world communication and activity. More specifically, the speaking assessment can be designed in several types. Brown (2004) recommended that one of the assessments that can be done to examine learners speaking ability are oral production assessment. It includes long interactive discourse like interview, role plays, discussions and long duration but with less interaction like

speeches, storytelling, extended explanations and etcetera. Role play, by many experts, are considered as one of the authentic assessment models that can be implemented in speaking class.

### 2.1. Current Study

The Curriculum 2013 states that there are three speaking competencies that should be assessed in high schools. The first is linguistic competence. It encourages learners to use accurate grammar, appropriate vocabulary, and clear pronunciation at the same time. It also demands learners to comprehend the words that they are going to use and how to put them into knowledgeable phrases and sentences. The second one is functional competence. It refers to the ability to “accomplish communication purposes in a language”. The task can be answering questions in a proper order and logic. The last competence that should be achieved in learning speaking is sociolinguistic or cultural competence. It enables learners to “use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating” (Inayah, et al., 2019). This competence enables learners to contextualize words and phrases to fit certain setting and topic with specific attitude to express. Nunan (1999) added that speaking assessment should measure sociolinguistic cultural competence which requires the learners to use the language appropriately to the context.

## Methodology

This research utilizes research and development model (R&D) and uses ADDIE model (analyze, design, develop, implement and evaluate) in that is done in Vocational High School (SMK 9) Padang, Indonesia. Firstly, the data was collected by using online questionnaire and participated by 37 students altogether. The participants are majoring in tourism and ranging from the first to the third grade. Then, after the data from questionnaire were collected, it is analyzed and described to get the needs analysis. After that, the information from the questionnaire is developed to make a model. The model, later on, will be developed by the researcher. Next, the model will be implemented and finally will be evaluated by students, teachers and experts to see whether the proposed model works well or not.

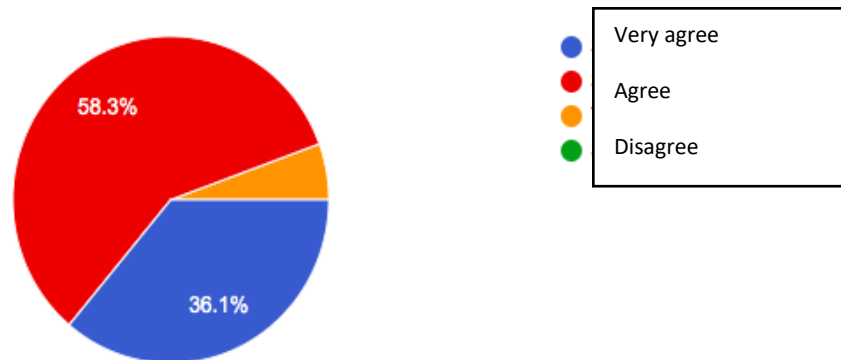
## Findings

The following explanation describes about the needs analysis received from the questionnaire given to the 37 students. It will explain how the current speaking assessment is done and how they think the ideal form should be.

### *1.1. The speaking assessment should be relevant with communication demand on daily life*

The survey revealed that the students agree to say that the assessment should be in line with the skills that will be needed in their daily life in the future. It can be seen from the chart

below that 58.3% of the students agreed with this argument. Moreover, there are 36.1% (13 students) of the students who were very agree with this idea.

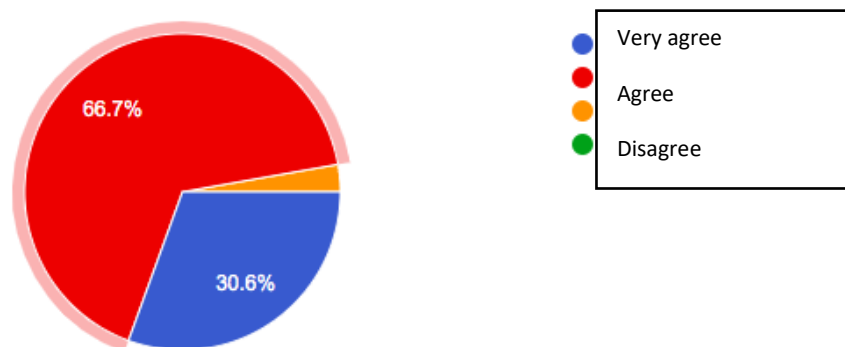


**Figure. 1**

Meanwhile, there was only little percentage of the students who do not agree with this idea (shown in the yellow part of the chart). It indicated that although they might have not really informed about this earlier, the students already had good perspective on how the assessment should be done.

#### ***4.2. Teachers should give clear marking criteria to the students***

As explained above, marking criteria in authentic assessment should be made clear so that students can get really clear picture on what will be assessed during the test. This marking criteria consists of assessing grammar, vocabulary, pronunciation and many other linguistic components that should be attained in speaking assessment. The data showed that there were (66.7%) or 24 voters agree to this. Meanwhile, the other (30.6%) upgrade their choice by deciding to strongly agree with this. The illustration can be seen in the chart below:

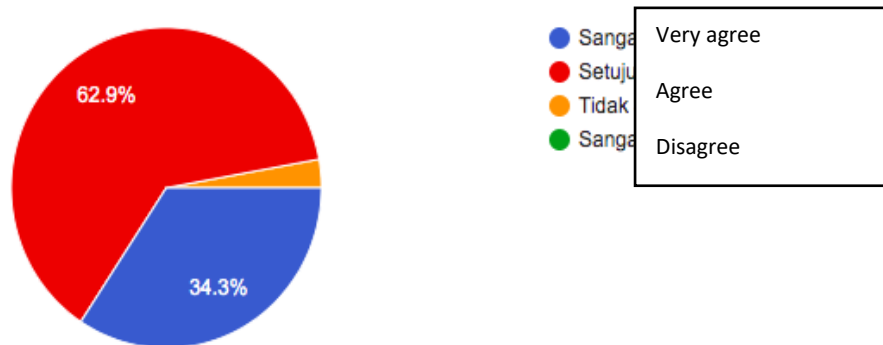


**Figure. 2**

Clear assessment standards in English assessments can make students better understand what is expected from a test. Koshy (2009) concluded that it is very important for a teacher to determine the methods used to teach and assess student work in line with predetermined goals from the start. Clear assessment criteria, according to Dunn (2004), can increase the validity and reliability of an assessment process.

#### ***4.3. Teachers better use authentic assessment to assess students' speaking ability***

There were 62.9% of the students who agree with this idea. This indicated that the students also want to demonstrate what they have learned into real-life practice. The previous data also showed that 71.4% students agree to say that they want the assessment to be done in outside of the classroom too. This implied that the students will be very enthusiastic if teachers bring them out to do the authentic practice which resemble daily life interaction that people normally do in their real life.



**Figure. 3**

This finding told us that paper and pen-based exam is no longer relevant to be done in speaking skill since that type of the test. Instead, the test here is expected to enable students to really demonstrate their communicative skills by using logically-correct language to do so.

#### ***1.4. Topic for speaking assessment should be close with learners' world***

The data below revealed that the students agreed to say that the assessment should be in line with the skills that will be needed in their daily life in the future. It can be seen from the graph below that 58.3% of students agree with this argument. In addition, there were 36.1% (13 students) who strongly agreed with this idea. Sheils (2011) explains that in carrying out an English assessment, teachers must pay attention to the situational authenticity aspect of the assessment. This aspect is where the assessment material presented to students represents the use of language commonly used in everyday conversation. This is where the teacher is tasked with being able to adjust what is taught and tested with what is needed by students in daily interactions with the people around them. In other words, what is taught and tested should be able to help students communicate better in their real social environment in the real world.

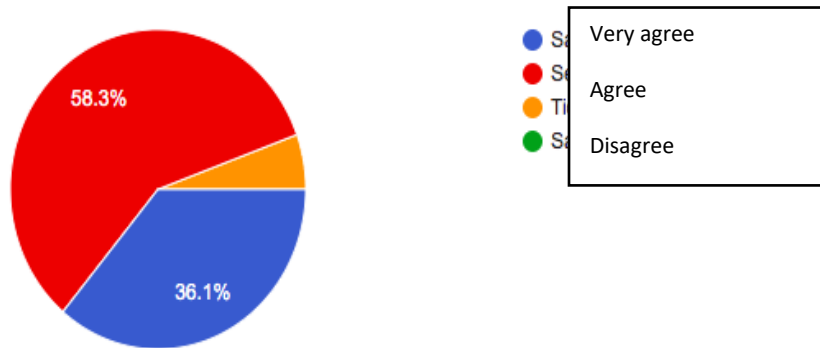


Figure. 4

It can be seen from the data below that the number of students who agree and very agree with the statement are big enough to be recommended to teachers and stake holders at school. Therefore, it is expected that the teachers can start to relate what they teach and test in the classroom are in line with what the students need in the real life in the future.

**1.5. Teachers Must Make Communicative and Interesting Assessment**

The data above shows the results that are interesting enough to observe that there are 66.7% of students agree to say that they want a communicative speaking assessment. The above findings also reveal that there were very few students (2.8%) in the survey who disagreed with this. These results indicate that paper and pen-based exams are no longer relevant to be carried out in speaking skills because these types of tests cannot accommodate the type of speaking test that should be conducted more communicatively and interactively. On the other hand, the test here is expected to allow students to really demonstrate their communicative skills using language that has been learned in previous class they took.

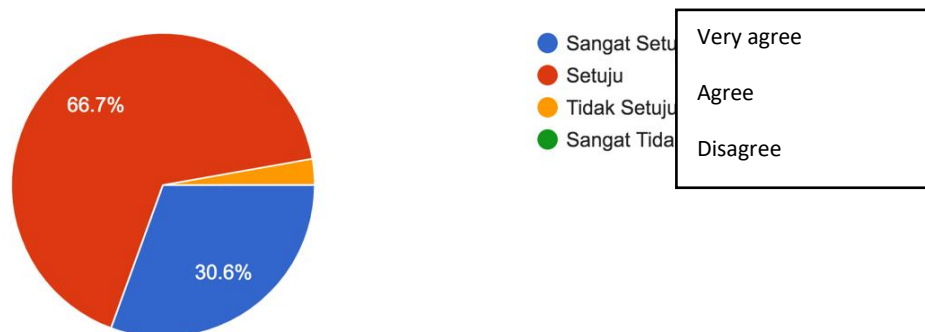


Figure. 5

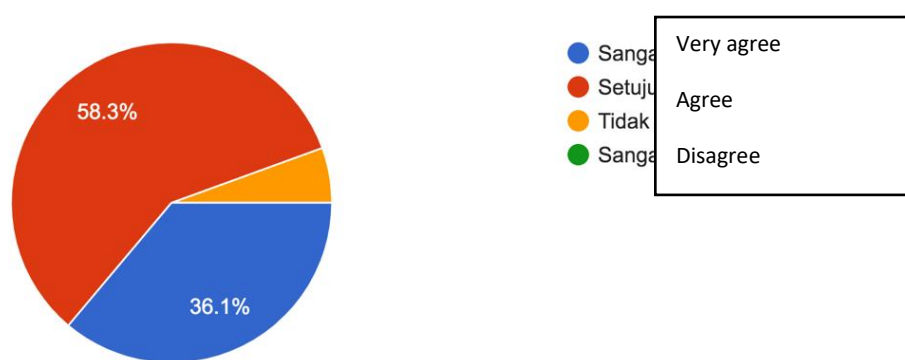
Brown (2005) identified that there are five conditions for a test to be called a communicative test. The requirements are: 1) meaningful communication, 2) authentic situation,



3) unpredictable language input, 4) creative language output, and 5) integrated language skills. These five conditions must be present in a test.

### ***1.6. The Speaking Assessment Model Must be in Line with what is Needed in Everyday Life***

From the research results, it can be seen that 58.3% of students agree that the speaking material being tested must be in accordance with what is needed in daily social conversations. Today it is found that teachers are very focused on what is written in the curriculum and sometimes forget to pay attention to whether the material being taught and tested can actually be useful to support students' ability to speak actively later on.



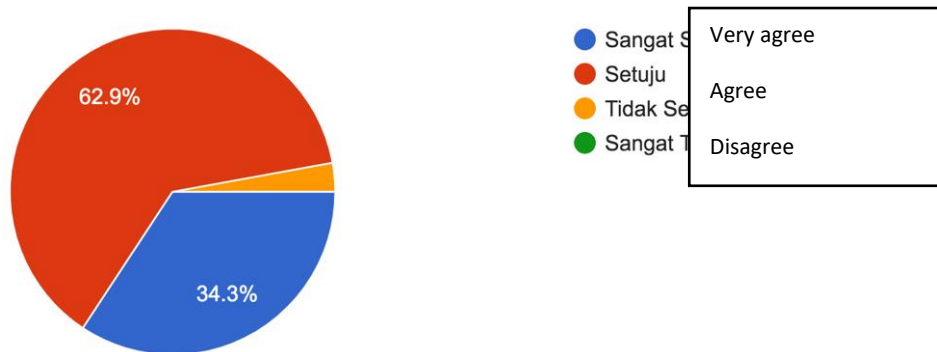
**Figure. 6**

This is in line with the concept of Authentic situation or authentic situation offered by Brown (2005). He explained that a test can be made communicative and can offer students the opportunity to meet and use the target language receptively and productively in authentic situations to show how good the students are in speaking English. Furthermore, he also added that Integrated language skills or integrated language skills are concepts that must also be considered by teachers when conducting language assessments. This provokes students to use the use of language in an integrative way, as in real life communication students every day. Therefore, it is hoped that there will be no more gaps or boundaries between what is taught in the classroom and what students actually need in real life.

### ***1.7. Teachers Should Conduct Authentic Assessments (Assessments that Reflect Real Student Performance) in Speaking Assessments***

Authentic assessment is an important thing to hold because this will be a benchmark for seeing student achievement in understanding learning material in a complex and comprehensive manner. From the research results, it can be seen that it is significant that students also expect the same thing in the assessment process. It can be seen from the data below that 62.9% of students agree that authentic assessment must be held in measuring student success in the learning

process. Then, it can be seen that 34.3% of students strongly agree with this. The data below shows that students already have a good understanding of the effective assessment process and then expect the teacher to be able to carry it out in the classroom and at the end of the learning process later.

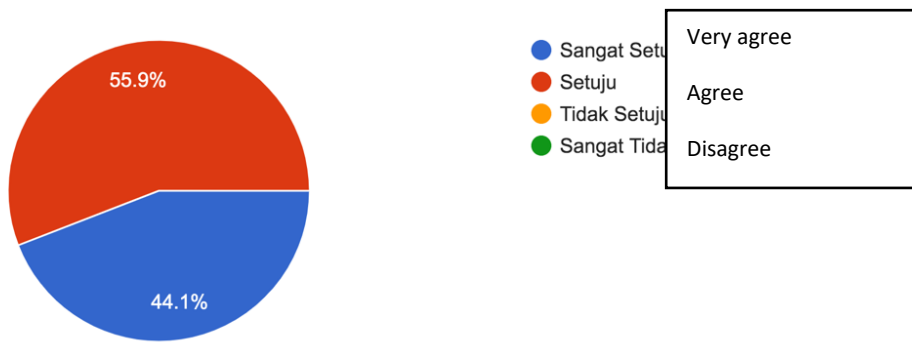


**Figure. 7**

This is supported by the opinion of Shiels (2011) which states that authentic assessment is needed to achieve relevance in learning a foreign language. He also explained that the important aspects that must be fulfilled in language assessment are situational authenticity (authentic situations) and interactional authenticity (authentic interactions). Situational authenticity refers to the accuracy in which the tests and materials presented represent everyday language activities from real life. In other words, what is taught and tested in the knowledge should be in line with what students will need in the world of work after graduating. Furthermore, the teacher must also pay attention to the interactional authenticity aspect in which the tests being held should be carried out like social interactions in real life. Bachman (1990) adds that the two approaches to authenticity are related to the context and how to obtain the form of tests and assessments that are in accordance with the characteristics of the established testing methods.

***1.8. The topics used in the speaking assessment should be close to student life and can improve the students' speaking ability in everyday life***

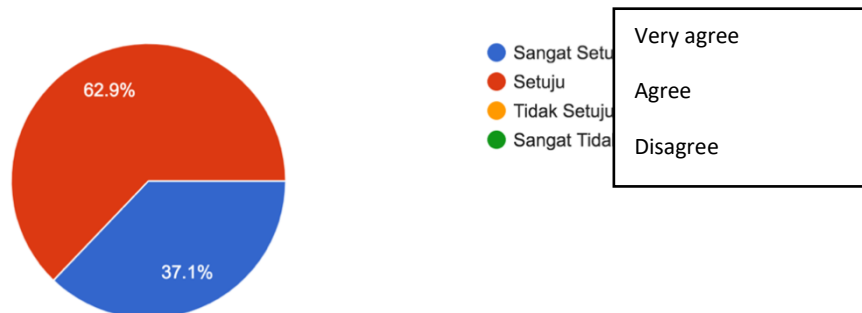
The results of the data collection above show very interesting numbers where the results of the questionnaire are only divided into two points, namely strongly agree (40%) and agree (60%). From the data above, it can be concluded that students have high hopes that what is tested in the speaking test is something they can connect with their daily experiences and needs. This is in line with the opinion of Shiels (2011) above which states that the designed exam must be adapted to the conditions and needs of students. Then, it is also hoped that learning can improve the students' speaking skills in the future. This can be seen in the results of the questionnaire which showed that 55.9% of students agreed that what was tested in the classroom could also support students' original communication skill.



**Figure. 8**

### ***1.9. Speaking Assessment Should not only See Results, but also The Learning Process***

In the final assessment process, it can be seen from the results of the data below that students want the learning process to be taken into consideration in providing final grades to students. According to Karaoglu (2008) by involving the process in the final assessment, students will become more motivated to follow the learning process in the classroom. In practice, nowadays there is often an assessment process that only focuses on the final score. So that many achievements during the learning process were missed by the teacher. Meanwhile, students really hope that the teaching and learning process can also be taken into consideration in determining the final score of the students' speaking. The results of the collection can be seen from the following data:



**Figure. 9**

From the data above, it can be seen that 62.9% of students agree that determining the final score must consider the process in determining the final grade. Furthermore, 37.1% of students stated that they strongly agreed that the assessment process considered the learning process and assessment preparation so that the results obtained were the results obtained from a holistic process which was not only taken from one variable but many variables that were holistic.

### ***1.10. Speaking Assessment Should Support Students' Ability to Communicate with Foreign Tourists***

In speaking learning, it is expected that the speaking assessment process held at the end of the lesson can support students' ability to communicate with foreign parties later. This is because after graduating from the vocational school majoring in tourism, they can immediately work and get involved directly in developing tourism in West Sumatra. Therefore, good and fluent English proficiency is needed here. Interesting data can be seen from the data below which states that all students agree with this statement (50% agree and another 50% strongly agree).

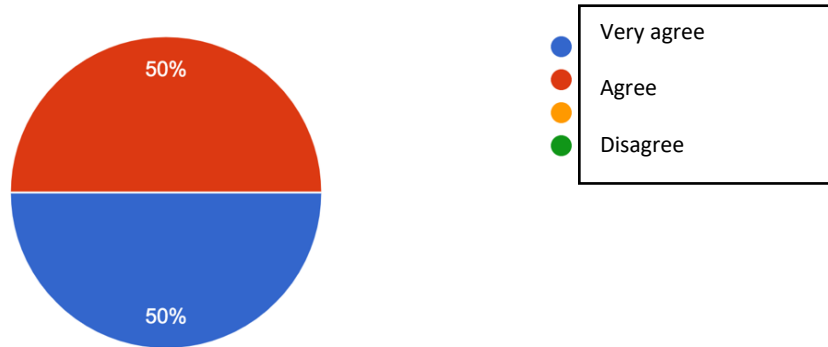


Figure. 10

With the increasing number of tourists entering Indonesia, in particular West Sumatra every year, it is hoped that the graduates of the Tourism Vocational School are really ready to compete with good capacities, especially in terms of language.

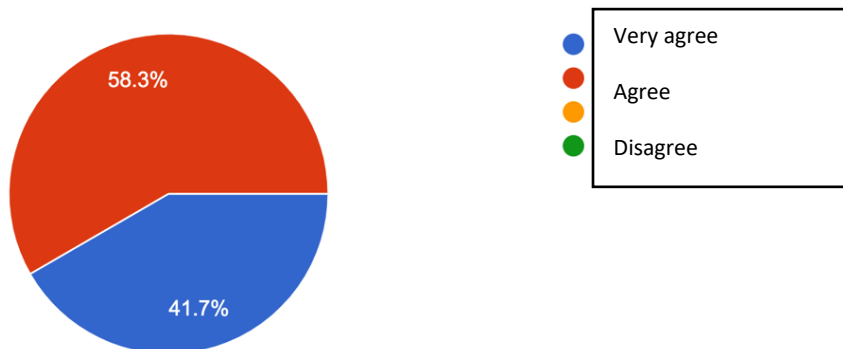


Figure. 11

#### 4. Conclusion

The results of data collection in this study showed that students believed that language tests were needed to determine student achievement in the learning process, including speaking. This

is in line with the opinion of Tosuncuoglu (2018) which explains the importance of assessment in learning English to make students know the standard of ability they have. Furthermore, students agree that teachers need to make variations in the assessment process so that assessment activities become more interesting and less monotonous. Brown (1999) explains that authentic assessment can be carried out in various types of activities such as oral presentations, picture cued, interviews, role plays, pairs dialogue and student projects. This activity can be carried out in stages both individually and in groups.

Then, the research results also show that teachers must provide clear assessment standards to students so that students have clear guidelines in preparing for and following the assessment process. This can be done by making a good assessment rubric and making technical clear assessments to be given to students. The results of further research explain that the teacher must make communicative and interesting English assessments. Then the speaking assessment model must be in accordance with what is needed in everyday life so that what is learned in the classroom can be useful for students' lives in the future. This is in line with the concept of Authentic situation offered by Brown (2005) which states that a test can be made communicative and can offer students the opportunity to meet and use the target language receptively and productively in authentic situations according to what is usual. used in everyday conversation. This is of course in line with other results which show that the topics used in the speaking assessment should be close to the students' lives and can improve the students' speaking skills in everyday life. Furthermore, it is hoped that graduates of the tourism department will be prepared to immediately advance the tourism sector in West Sumatra after completing college, so it must be ensured that what is tested and assessed while studying English at school can contribute to improving students' active English skills later when get into the world of work. From the results above, it can be recommended that authentic assessment is needed in the learning process of English for Tourism Purposes (ETP) in schools so that later the desired targets can be achieved.

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