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STUDENTS' PERCEPTION AUTHENTIC ASSESSMENT IN EXPLORING EFL READING CLASS

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Abstract Self-assessment is one of the approaches to evaluate students' reading skill in English. Through this test, students are permitted to find, know, and increase their reading skill. Reading is a challenging subject for many EFL students. They face various difficulties such as language barriers and lack of exposure to critically analyse the materials. This study aims to identify the students' responses when they are asked to read in English.

Further, a qualitative approach is applied, and data are collected from interview. The result of the study, students gradually respond favourably to the use of authentic assessment. They reveal that authentic assessment (1) motivates them to develop a reading routine so that they can learn more vocabulary and become more comfortable with English discourse, (2) aims to train them to exemplify their reading comprehension in more constructively such as writing reviews, presentations, and discussions, and (3) assists them in evaluating their own reading performance.

In conclusion, most students admit that authentic assessment aids them in enjoying reading through a series of social practices, in this case, the use of authentic assessment components such as portfolios, performance assessment, and self-assessment. Keywords: students' responses, authentic assessment, EFL reading

INTRODUCTION It is possible to identify whether someone has good reading ability and skills if they engage in a daily reading activity. A reader's reading ability and skills will allow them to accept various types of information and knowledge that will aid them in their lives. According to Burn in (Krismanto et al.,

2015), reading ability is a quality that is obtained by more developed societies. A society that already has a strong reading culture will naturally adjust to changes in the world. According to this explanation, students must be able to read in order to be the nation's successors. Authentic assessment, it has been said, can give students the ability to solve problems while also creating opportunities for students to think, act, and work in a systematic manner (Abidin, 2012).

Authentic assessment, according to (Majid, 2020), is the procedure of getting a variety of data which can be used to evaluate a student's progress. Authentic assessment, on the other hand, is defined by (Sani, 2016)as a type of evaluation that requires the students to demonstrate the abilities and competencies necessary for solving situations in the real world. Performance appraisal is one type of authentic assessment. According to (Majid, 2020) , assessment can be documented using a variety of approaches, including an assessment form, notes, scale judgement, and memories.

Quality or excellent teachers produce quality teaching and learning (Ibrahim et al., 2013). Teachers throughout the whole world work hard every day to enhance their students' learning and support the learning environment (Aziz et al., 2020). The words "excellent teacher" (Thornton, 2010), exemplary teacher, and master teacher (Ibrahim et al., 2013) are all acceptable. Excellent teachers are those that master content knowledge, have highly skilled subject matter experts, and seem to be exceptionally motivated and focused on their job (Feldman, 2007), especially in teaching and learning.

Excellent teachers, according to this definition, are characterized by the constant feedback they can provide their students (Liu et al., 2015), in addition to enhancing their learning experiences, especially through reading skill. Reading a foreign language has been shown to be a challenging skill to acquire in this case since it requires layered skills in reading L2 texts and expressing their understanding of texts while managing language barriers. To help the students improve their reading motivation and achievement, authentic assessment (J. Michael O'Malley, 1996) has been used. Authentic assessment, according to O'Malley and Pierce (J.

Michael O'Malley, 1996), is a type of assessment that reflects students' learning development and achievement, as well as their learning attitudes, during the teaching and learning process. They explain that authentic assessment comprises performance reviews, assessments, and self-evaluation by students. They stress that authentic assessment is a type of assessment, but it appears to be an interesting instruction when it is integrated into an education system.

A great deal of research has examined the use of authentic assessment in language teaching, especially in reading. Those studies, however, were literature reviews that argued for using real assessment as an alternative to standardized assessments (Dellicarpini & Counci, 2009). In this case, several previous studies showed that authentic assessment could help students learn to read in English more successfully (French, 2003).

However, no empirical research was done on the students' responses to the use of authentic assessment to help them learn English reading. As a result, the purpose of this study is to find out how EFL students respond to the use of authentic assessment to help them learn English reading. METHOD In conducting this research, the researcher used qualitative approach. It contained description and information about the use of authentic assessment to the second semester of English education department at Universitas Islam Madura. Creswell, John W and Creswell J.

David (2018) states that processes of analysing data in qualitative research are collecting data, preparing for analysis, reading and understanding, and coding text for description and themes in the research report. The researcher attempted to answer the study questions as described in the descriptions and themes in this research by reading and understanding data acquired from the interview and documentation (Idham: 2015) This research collects the data by interview. Interviewing provides access to the context of people's behaviour and thereby provides a way for researchers to understand the meaning of that behaviour (Oko, 1992).

A basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience. The purpose of this study was to find out how students perceived about the use of authentic assessment to evaluate their reading ability. In analysing the data collected, a simple descriptive statistical analysis was performed to gain an overview of teacher and student recognition and use of Authentic Assessment in classrooms.

The researcher classified the students' replies to the questionnaire into the same topics, for example, students' responses to the role of authentic assessment in motivating them to read English texts, improving their reading abilities, and enjoying their learning process. Second, when examining the observation, keep in mind that In this case, the researcher documented events in EFL reading classrooms that were particularly focused on students' behaviour, as well as our evaluations of those events. The analyses were then categorized into topics. Finally, the researcher compared the findings of both data analysis to answer the study questions. The outcomes and discussion in this case were described in the next section.

FINDING AND DISCUSSION Overall Recognition of authentic assessment According to the observation, approximately that the teacher indicated that she was familiar with the concept of Authentic Assessment, she had used it in their classrooms, and she had done so successfully. However, it should be noted that the teacher stated that they had no knowledge of Authentic Assessment, let alone had put it into practice. In terms of Authentic Assessment tools, it's worth noting that, while the teacher stated that she used portfolios and classroom observation to evaluate her students, she also stated that she wasn't sure if she had used AA because she didn't understand what it was. Overall practice of using authentic assessment We inquired further about how AA was utilized in the classrooms of the teacher who said she had used it.

These teacher claimed that she employed authenticity in her assessment activities to evaluate not only students' language skills, but also their learning techniques and communicative problem-solving skills. Instead, the teachers provided direct feedback to the students. Overall, teachers continued to be the primary source of feedback for students, who had few opportunities to participate in peer assessment tasks as part of their learning. The teacher stated that they were primarily concerned with the final goods that would be included in the portfolios, ignoring the use of the portfolio archives to provide feedback to students.

Responses of students to the significance of authentic in encouraging them to read larger English texts Because they didn't have a choice, students were forced to read the books during in-class reading. Nonetheless, when students were invited to demonstrate their reading comprehension orally, the majority of them were hesitant to do so. They then complained about not remembering what the text was about when they were asked to demonstrate their reading comprehension in a brief in-class writing exercise.

For out-of-class reading, all second-semester students only finished two of the books listed in their reading log, and half of the second-semester students stole book reviews from the internet for their first book review. It revealed that the students were not motivated to read. Authentic assessment was nevertheless used in the instructional framework to further assess the students' replies on this particular assessment to help them learn, despite the unsatisfactory results in the second semester.

The students continued to work in groups to discuss their reading comprehension. They became accustomed to this type of educational chain at this time, and they began to express an interest in demonstrating their reading comprehension orally through presentations and conversations, as well as in writing through gallery tours and mind mapping. The students admitted that being very involved in groups felt more

comfortable than representing themselves as individuals in class discussions.

In this case, they admitted that chatting with friends was enjoyable, thus they were absorbed in their own interests unconsciously. Furthermore, they stated that with the guidance of the teacher during the talks, they were able to comprehend the goal of the reading activities and began to enjoy reading. One of them started, "I started think what I do in the classroom and the benefits to improve my reading skill". The students began to demonstrate increased motivation in their home readings as they were more accustomed to the type of assessments.

More students finished at least two novels in a semester, and none of them were detected plagiarizing book reviews from the internet. Many of them admitted that the constant reading exposure encouraged them to read more. "Saya dulu lihat buku aja udah males," one of them admitted. Since I've been unwilling to read and understand what I've learned, I've begun to practice reading. I began to enjoy reading after being encouraged to do it and demonstrate my comprehension)." Despite this, one student confessed that the teaching sequence did not actually stimulate them to read. "My reading hasn't gotten any better because I don't read books every day," he explained.

The implementation of authentic assessment had no effect on the pupil at this time. He also stated that he did not take the reading assignments seriously because he disliked reading in general. The contradicting results revealed that, in addition to authentic assessment's strong points in providing students with clear means to enhance their reading intensity, we must also recognize that the final outcomes were determined by the students' internal motivation. On the one hand, even though it took a long time for most of the students to feel driven to read more, they eventually did. At this time, the students were receptive to the teacher's assistance.

On the other side, there was a student who was resistant to the lesson because he refused to follow the teacher's directions. Responses from students about the role of authentic assessment in assisting them in improving their reading skills. The students elected to remain silent during class discussions in which the teacher probed them with open-ended questions about the books they had just read. Only a few of them responded to the teacher's inquiries, and they invariably stated their personal ideas without establishing a link to the texts they read.

After reading an article titled "Bollywood Bonanza," for example, the teacher asked the students, "Would you put money in a Bollywood film?" "Can you tell me why or why not?" One of the students responded to the question by saying, "I guess I'll invest money in Bollywood because Indonesian television stations broadcast Bollywood

movies and serial dramas every day. I believe it will be profitable." As you can see from the sample, they tended to express their personal opinions rather than relying on facts from the text to back up their views.

In this scenario, more than half of the students in the class confessed that critically understanding texts by making a connection to their daily lives was still difficult. It may have been preferable to simply read the book, but when the teacher urged the students to demonstrate their reading comprehension as well, the task became doubled. "It's still difficult for me to understand stories or passages and talk in class," one student stated her concern. I believe I am a poor reader.

I'm going to read more books and work on my comprehension skills so that I can grasp all of the chapters and books." Furthermore, the few students who did express their opinions were almost all the same students. The rest of the students remained silent and only participated in the debates in a passive manner. Furthermore, during numerous class debates, the students improved their ability to form opinions. After reading an article called "Curb Appeal," the teacher asked, "Do you think Stepahnie Erbes' neighbour was serious when she offered to let Erbes walk through her house and take whatever she wanted?" In this situation, more students attempted to make a connection between the texts in their arguments. "No," said one of them. "It is not a major situation. It appears to be sarcastic. We can consider the passage 'a mother on a mission'. It becomes her habit, as you can see in paragraph 22.

She has an excessive amount of possessions. As a result, the neighbour said that as a sarcastic jest rather than a serious statement." The excerpt demonstrates that the student attempted to back up her claim. In this example, she was able to expand her understanding of the text by uncovering the underlying philosophy that was not clearly stated in the text. Finally, through a long process of practices, the students could begin to understand the metacognition of being a good reader. Take a look at the excerpts below for an example. "I believe you should choose before reading."

Choose your favorite genre, and you'll be able to tell if the book is unfamiliar to you by its title. The most important thing is to avoid reading a difficult book like Harry Potter, even if you are intrigued." "If they don't understand a sentence, they reread it or ask a friend to help them." "Have focus and knowledge of what they're reading, such as a political or economic book." "I believe that in order to write a novel, one must be able to perceive emotion." Because in novels, the author does not use visuals to describe the scenario; instead, they use words to convey emotions. As a result, I was able to decipher the words and get to the emotion."

The excerpt above demonstrates that the students used various strategies to complete their reading tasks, and that the reading strategies they chose demonstrated that the students had gone through a learning process that helped them become aware of their strengths and weaknesses in English reading allowing them to select a reading strategy that would help them improve their reading skills (Valeri-Gold & et al., 1992). Students' responses to authentic assessment's function in assisting them in enjoying the learning process The students' responses to the instructional framework used to help them read in L2 were varied.

Many students complained at the start of the semester that they had to do so much work both inside and outside of class. The number of students complaining about the instructional chain decreased as the course continued. Most of them fared well on portfolio items such as reading logs and reviews, and some of them quietly absorbed all instruction. Despite their dissatisfaction, the students grew to appreciate the learning process. It was evident as they went through the social rituals. They went all out when it came to mind-mapping, for example, by making it lovely and colourful.

They also took use of their free time to explain their mind-mapping to their friends (to be noted, students have five different articles to read). Their conversation appeared to be unhurried and fruitful. They recognized their place, started the presentations, and actively participated in the conversations without waiting for instructions. Some students stated that they enjoyed the idea of doing a mind-mapping presentation and that it provided them with benefits. "I believe I've improved since the last few meetings when we did 'mind mapping' and presentations.

This makes me want to read more." Even while many students complained at the beginning of the course about having to conduct reading routines, record their reading activities in the reading log, and write reviews, most of them eventually came to like their reading activities. Some students, in particular, took advantage of the possibilities to read a variety of genres in order to identify one with which they were most comfortable. Other students preferred simple texts in order to keep their reading interest.

Some of them, on the other hand, kept falling for the same genre. Let's have a look at some of the snippets below. "I like fiction that isn't overly emotional. I despise anything that is very emotional since I lack the ability to experience the emotions of characters." "I enjoy reading books in the romance, slice of life, and family categories because they are all tied to real life." A travel novel, a book about travel tips, and so on." The language is clear, and reading the book gave me a fresh perspective."

Aside from liking the reading habit, students began to love the rigorous reading exposure both inside and outside of the classroom, with special reading activities that they found enjoyable. CONCLUSION As a final result, students gradually responded positively to the assimilation of authentic assessment into the instructional framework. The majority of them admitted that the long and complex practice process affected their ability to enjoy reading more and become more cognizant of their reading best interests and stages of development.

In terms of the finding of the research, the researcher discovered that self-evaluation can be beneficial give students a lot of advantages when it comes to learning process. Students evaluate themselves through self-assessment can help them become more motivated to reach their goals a learning objective. Furthermore, students can improve their grades. Authentic Assessment has the potential to stimulate. Individual learning is required of pupils in order for them to succeed attain the learning objective, and improve students' ability to perform in the future.

At this point, the reading process and aspects associated with it may also assist students in becoming more reflective and critical readers. Future research is urgently needed to develop a better understanding of the use of authentic assessment in foreign language learning, not only in terms of students' responses to it, but also in terms of more empirical research on students' foreign language learning development. References Abidin, Y. (2012). Model Penilaian Otentik Dalam Pembelajaran Membaca Pemahaman Beroreintasi Pendidikan Karakter. Jurnal Pendidikan Karakter, 0(2), 164–178. https://doi.org/10.21831/jpk.v0i2.1301 Aziz, M. N. A.,

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