AUTHENTIC ASSESSMENT IN EFL CLASSROOMS: SENIOR HIGH SCHOOL TEACHERS' PROBLEMS

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ARTICLE INFO	ABSTRACT
  	This study aims to develop project-based learning activities in English classes for implementing the Merdeka curriculum in the 7th grade second semester. This study has an objective purpose. First to describe the specification of PJBL activities needed, second to describe the kinds of PJBL activities that result from its specification, and last, to analyze the quality of the development result. At the end, this study resulted in the book module with PJBL design. ADDIE from Kurt (2018) was used as a model in developing the book. The book was designed based on needs analysis obtained from teacher-student questionnaires, interviews, and document analysis. The results of the needs analysis provided PJBL activity specifications that emphasize the relevance of PJBL activities to the syllabus, as well as student characteristics, Pancasila Student Profile emphasis, and 6C (communication skills, collaboration, creativity, critical thinking, computational thinking, and compassion skills). The eight steps of implementing PjBL by Hamidah (2020) were used to develop this book. Therefore, two kinds of books' modules are developed by the researcher: a teacher's book and a student's book. And the last is product quality test results; it showed that the PJBL Activity Book has amazing quality materials in the aspects of content, language, and media. With the Greogory's Result 1.00 it means very good quality. Therefore, this study provided references regarding PJBL activities in book form for teachers to use in English learning and also for the students to learn English material.

INTRODUCTION

Nowadays, education is integrated into the 21st century which expects the students to have 4C skills, which are collaboration, creativity, communication, and critical thinking. Curriculum and instruction should encourage the development of all relevant knowledge and 21st century themes and specific skills, expertise, and literacy. Since, in the twenty-first century, learning a language focuses not only on developing students' listening, speaking, reading, and writing skills, but also on developing critical thinking, good communication, good collaboration, and the ability to be creative to survive in this global world. Hence, the Indonesian government developed the Emancipated Curriculum to provide an assessment that includes three aspects attitudes, knowledge, and skills. To achieve those aspects, the Emancipated Curriculum provides an authentic assessment that reflects the students' real abilities in several aspects, such as attitudes, knowledge, and skills. These aspects are related to critical thinking, communication, collaboration, and creativity (Ni et.al, 2024).

Authentic assessment, which examines what should be assessed on the process and results, is emphasized in the emancipated curriculum (Atika et.al, 2024). The term "authentic assessment" refers to the various types of evaluation that reflect students' learning, achievement, motivation, and attitudes toward instructionally relevant classroom activities (O'Malley & Valdez, 1996). In addition, speaking, writing, reading, and listening skills can be assessed through authentic assessment, and teachers can assess the three aspects of English language teaching: affective, cognitive, and psychomotor. The cognitive part (knowledge) refers to thinking skills such as thinking, remembering, and developing or constructing a novel solution to a problem. Recognizing, comprehending, applying, analyzing, assessing, and generating cognitive domain components.

Reading skills are linked to cognitive capacities of analyzing, assessing, and creating. Reading is one of the four abilities that students must learn to succeed in English and one of the most crucial skills of language competency that has a significant impact on students' academic progress in general and foreign

language learners in particular. The purpose of reading instruction is to raise students' reading skills to basic curriculum competency. Hence, teachers must construct an assessment to assess students' comprehension to meet the aims of teaching and learning English, especially reading. In Emancipated Curriculum, teachers are expected to use authentic assessment to evaluate students' abilities. Authentic assessment is essential in the teaching and learning process because it motivates enthusiastic learners. In addition, authentic assessment is a process by which teachers gather information about their students' progress and learning achievement using various techniques (Zaim, et.al., 2020). It can be inferred that authentic assessment promotes learning by requiring students to create their responses and activities using higher-order thinking abilities to meet the defined criteria. They can assess the students' real abilities and evaluate the cognitive, emotional, and psychomotor components of students during the English language teaching process.

Therefore, the researchers tends to research English teachers' problems in implementing authentic assessments for reading skills. As we know, authentic reading assessments tend to enrich students with real-world tasks that emphasize students' ability to solve real-world problems. Authentic assessment of reading skills is expected to provide students with opportunities to be creative learners and develop specific graduate attributes (Wiggins, 2003). In this regard, teachers must create a real-world task to assess students' knowledge and comprehension of a reading text. This is the rationale for this study is to investigate various practical problems experienced by teachers in implementing authentic assessment in the classrooms and suggesting a useful and practical solution to the problem. The questions were addressed in this study as a guideline: What kinds of problems are faced by English teachers at Senior High School in assessing their student's reading ability authentically in the classroom?

LITERATURE REVIEW
Authentic Assessment
An authentic assessment is a process of collecting information from teachers about students' advancement and learning accomplishments, which is done through various strategies. This nature of assessment can expound, validate, or show precisely what the learning aims have been comprehensively overcome and achieved. O'Malley & Pierce (1996) said that authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning accomplishment, motivation, and attitudes on instructionally-applicable conditioning. Moreover, Taufina (2009) mentioned that authentic assessment is a process to picture the changes in students after the learning process. Therefore, the assessment is no longer just assessing the accomplishment of learning objectives. Nevertheless, it's an attempt to acquire a variety of data regularly, a continuous and thorough process, and students' learning issues. An authentic assessment in language learning is a form of assessment that can enhance the quality of assessment of language learning (Taufina, 2009), because it can measure the competencies and skills of students in learning precisely (Zaim & Refnaldi, 2017). For students, with authentic assessments, their authentic competencies can be well measured. For teachers, various forms of authentic assessment are hoped to facilitate measuring exact students' language competencies and skills (Bachman, 1990).

In addition, an authentic assessment consistently allows students to show their knowledge and skills well. Moon (2005) stated that authentic assessment has the following characteristics (1) concentrates on the necessary material, big ideas, or skill-specific skills, (2) an in-depth assessment, (3) easy to do in the classroom or the school setting,(4) stress on product quality or performance of the single response, (5) can evolve students' strength and learning mastery, (6) have barometers that are known, understood and negotiated by students and teachers before the assessment begins, (7) provides lots of ways students can show that it has met the established barometers, and (8) scoring assessment based on the nature of the task. Additionally, Moon (2005) stated that his investigation has shown that the development of authentic assessment in schools has admitted a positive reaction from both teachers and students. Further authentic assessment results can deliver information about consistent learning outcomes compared with traditional evaluation methods (paper and pencil tests).

Moreover, Haryono (2009) suggested that there are four common principles of authentic assessment. (1) The assessment procedure should be an integral part of the learning process, not a separate part of the learning process a part of, not apart from instruction). (2) The assessment should reflect real-world challenges, not school work- kind of challenges. (3) The assessment must utilize a variety of sizes, techniques, and criteria following the characteristics and nature of the learning experience. (4) The assessment must be holistic, covering all facets of the learning objectives (cognitive, affective, and sensory-motor). Moreover, Imran (2012) revealed some characteristics of authentic assessment. He said that the

system of authentic assessment is accepted to (1) measure the knowledge and skills of students,(2) assess performances,(3) use the tasks that are applicable and contextual, (4) assess a variety of ways and from a variety of sources, (5) bear the application of knowledge and skills, and (6) measure both process and product. Therefore, authentic assessment is more comprehensive than standardized tests.

Types of Authentic Assessment

O'Malley & Pierce (1996) divided authentic assessment into three forms, they were performance assessment, portfolio, and self-assessment. Hart (1994) added observations as one of the authentic assessment forms. The types of authentic assessments, which are discussed in this section, are performance assessment, portfolio, and observation.

Performance Assessment

Students are expected to use their language abilities of speaking, listening, reading, and writing in the field of English language learning. As a result, performance evaluation is crucial. Students must create both oral and written responses for performance assessment (Feuer & Fulton 1993; Herman, Aschbacher, & Winters 1992 in O'Malley & Pierce 1996). It demands that students perform to the best of their abilities, and teachers evaluate students' performance in terms of attitudes, abilities, and knowledge. Additionally, performance assessments are active tests created to assess students' proficiency in applying their knowledge and abilities in a variety of contexts and circumstances (Brown, 2010). To ensure that the assessments are applied successfully, careful task selection and scoring are needed. Performance assessment is used to evaluate comprehension, complex abilities, and ideas that are not covered in traditional assessments. Furthermore, performance assessment   has several benefits (Imran, 2009). First, it is possible to express the instructional objectives clearly. Secondly, complex learning outcomes can be measured through evaluations. Thirdly, they offer a way to evaluate both the learning process and its results. As a result, teachers can evaluate the processes and final output of students as well as their strengths and weaknesses. Fourth, students actively contribute to the construction of meaning. It can be concluded that performance assessment means an assessment that asks students to perform and the teacher observes the activities of students in doing something, such as oral and written activities.

Portfolio

A portfolio is defined as a record of the work that students have completed while learning. The work of the student is demonstrated in a portfolio. It displays what students can accomplish using their knowledge. Benefits of a portfolio include "increasing writing quantity and quality and supporting students' cognitive growth" (Dellinger 1993 in O'Malley and Pierce 1996). Additionally, portfolios enable students to be more independent and evaluate their learning since they make it easier for them to reflect on their work, evaluate their progress, and establish goals for growth (Harmer, 2007; O'Malley & Pierce 1992, 1996). It implies that the student's portfolio contains evidence of their accomplishments, ideas, and talents. It enables them to consider their learning and attend to their own needs. As stated by O'Malley & Pierce (1996), a portfolio consists of three crucial components. A sample of student work that makes up the first component. Teachers might collect examples of student work from a portfolio to show what their students have accomplished. A portfolio is more individualized. It shows how far the students have come personally. Student self-assessments make up the second component. A portfolio includes data on students' development as well as how well they evaluate and reflect on their learning. Moreover, a portfolio offers students a singular opportunity to enhance their capability to monitor and control their process and assume responsibility for achieving goals established in collaboration with the teacher (O'Malley & Pierce 1996). The established criteria make up the third component of the portfolio. The criteria and standards that will be used to assess student's work should be specified by teachers. By including students in the process of creating the objectives and standards, the criteria and standards for the portfolio will be apparent to the public. Hence, a portfolio offers a collection of student work that enables teachers to understand more about the development of their students' learning progress. Student self-assessment, in which students consider and track their progress, is a critical component of a portfolio. Students are encouraged to take more ownership of their learning by reflecting on it and keeping track of their progress. It is crucial to confirm that teachers and students agree on the rationale for using portfolios as assessments.

Self-assessment

Self-assessment is an assessment that promotes students' direct involvement in learning (O'Malley & Pierce, 1996). It is a crucial component of authentic assessment since how effectively students evaluate

themselves and establish improvement goals also affects how well they learn. Students must describe their strengths and weaknesses in terms of achieving skills as part of their self-assessment. Students self-assess by choosing their options, choosing out learning activities, and scheduling their time. Students' motivation and attitudes toward learning are encouraged via self-assessment. As a result, self-assessment offers benefits to both teachers and students. First, students are becoming habituated to considering their attitudes while learning. To be honest with themselves about their strengths and weaknesses, students try to do two things. Thirdly, teachers might use the assessment to round out the knowledge they gather through observation. Additionally, teachers ought to give students more chances to conduct self-assessments because doing so is crucial for the development and progress of their learning.

Observations
Observation is probably the easiest form of assessment teachers can use in the classroom. It also takes less time to use it (O'Malley &Pierce, 1996). In a classroom context, observation can be carried out as students have completed their tasks. According to Hart (1994), student strengths and weaknesses, interests and attitudes, and interactions with other students can all be identified through observation. In-depth knowledge regarding students' language skills, participation in class discussions, and performance on assigned assignments is available to teachers. When creating learning activities, teachers use the knowledge they gather through observing as a key component. To make good observations, teachers must create a checklist of the data they need to gather. Although it takes less time than other methods of assessment, observation demands that teachers pay close attention to their students. Hart (1994) suggests that to make an observation effective, teachers should focus on the topics they are most interested in learning about.

Implementing Authentic Assessment in the Classroom
To apply an authentic assessment, there are some paths that teachers need to consider. Suarimbawa, et. al. (2017) suggested that the elaboration of an authentic assessment system can be done through several paths. (1) Assessing competency standards. This standard has been listed on the curriculum that describes the minimum competence to be possessed by graduates in each subject. This standard has significant allegations for the planning, execution, and management assessment. (2) Reviewing the basic capabilities. Basic capability is the minimal capability of students needed in a given subject. (3) Developing the syllabus which includes indicators, learning experiences, learning materials, an area of valuation, and appraisal activity schedules in one semester. These activities would be better if it's done in conjunction with the development of the learning materials. (4) Implementing the process of applying a variety of evaluation forms as it has been planned and the implementation of the schedule that has been informed by the students. (5) Recording, processing, following up, and reporting. All the assessment results strived always to be well demonstrated. Several studies can be set up in the literature regarding the use of authentic assessment in the classrooms. Irwana (2006), for instance, set up the assessment of language.

Some research can be set up in the literature concerning the use of authentic assessment in the classrooms. Irwana (2006), for example, set up that the assessment in language literacy is centered on aspects of language, similar to grammar and vocabulary so that further students master the use of the language rather than well-spoken in using the language in oral communication (speaking skill). In her study on the application of authentic assessment in junior high school, she said that there are four forms of assessment used in language learning. They are the performance assessment, product assessment, portfolio assessment, and assessment tests. The problem faced by teachers in implementing authentic assessment is the lack of experience the teachers have, and it takes a lot of time and trouble to allocate student grades and subjectivity in giving the final mark. To avoid subjectivity in giving the mark, Sahyoni & Zaim (2017) propose a model of rubrics that have a description of the position of achievement, so that the teacher can determine in which rank of capability the students are now in the assessment given.

Nurgiantoro & Suyata (2009) suggested that, in general, teachers do not understand how to apply authentic assessment in language learning in the classroom, even though the assessment is the one recommended in the School-Based Curriculum. Thus, teachers hope the guidebooks that contain the concept of authentic assessment to measure proficiency, are easy to follow, and there are examples of the assessment and measures. Similarly, Zaim & Amri (2012) and Zaim (2013), in their study on the implementation of authentic assessment in junior high school, set up that teachers of English have difficulty making a proper assessment rubric to assess oral language skills. In line with the findings above, Whitelock & Cross (2012), in their study about the use of authentic assessment in distance learning academics, set up that authentic assessment is problematic for collating features within assessment tasks. The below studies indicate that English teachers have practical problems in implementing authentic assessment in the

classrooms, especially when assessing their students' speaking ability; still, none of the studies discussed in detail the problems faced by the teachers have suggested a useful and practical solution to the problem.

Reading Skill

Reading for academic purposes aims to teach readers something new. Learning will be successful when there is a cognitive change brought about by learning something previously unknowable. Students need to comprehend material after learning it to apply it in the actual world or, at the very least, pass an exam. Students need to be able to read texts with appropriate comprehension to complete this process successfully. Richards and Schmidt (2002) in Ismail, Syahruzah & Basuki (2017) defined reading skills in second and foreign language training, particularly with adults, such as identifying core ideas, comprehending sequencing, recognizing important details, drawing conclusions, forming comparisons, and formulating predictions. It refers to the reader's ability to use reading skills to anticipate text content, identify important information, arrange and cognitively summarize information, check for comprehension breakdowns, and match comprehension output to reading goals. Every reader has a unique reading style that is suitable for them. For students to easily understand the material, the teacher needs to impart some skills by using strategies.

The Difficulties of Implementing Authentic Assessment

According to Aziz (2020), the difficulty is the state or quality of being difficult, trouble, or effort that involves something. Difficulty is a state or quality that causes something to be difficult, every difficulty can lead to a failure to do something. It means difficulty is a condition that something can be done well and may lead to failure. In implementing authentic assessment cases, difficulties of implementing authentic assessment can be defined as the condition or state of being difficult to implement authentic assessment well and may lead the teacher or students to failure in implementing it.

There are several problems faced by teachers in implementing authentic assessment in their classrooms. Fitriani (2017) stated the availability of a scoring standard, and maintaining a consistence score was difficult to conduct. Sometimes teachers tend to give high scores to high-achieving students and low scores to low-achieving students without looking at their performance carefully. The next problem with difficulty dealing with portfolios was monitoring students' work originality. It is almost impossible for a teacher to check her students one by one just to prove that they did it by themselves. Sometimes teachers get more confused when students submit closely similar tasks since it exacerbates the scoring validity. Then, organizing students' portfolio binders was the most difficult to handle. In other words, the teacher considered that binder management was very complicated. In addition, Lyutaya (2011) stated that the main obstacle for students in the tenth grade is that students have low mastery of vocabulary so students have difficulty understanding the reading text given. The second obstacle in implementing authentic assessment is the limitation of time and online class so it is not effective in implementing authentic assessment in the class.

There were several teachers' authentic assessment obstacles. They were adjusting the assessment given to the students with their competency. The obstacles encountered during the implementation of authentic assessments by those teachers in the implementation of authentic assessments are the number of students and lack of time to finish the assessment. The large number of students made the process of assessment quite difficult for the teachers. Moreover, Ekawati (2017) said that the Difficulties in the Implementation of Authentic Assessment were scoring and making the evaluation criteria sometimes confusing. In addition, the inappropriateness of the assessment being used and the material during the instruction or unit also the difficulties faced by the teacher in implementing authentic assessment.

METHOD

The research focuses on teachers' strategies in implementing authentic assessment for reading skills at grade x senior high schools in Kerinci. The design of this research is qualitative methods with a case study approach. The respondents of this research were three (3) English teachers from three (3) Senior High Schools in Kerinci that are located in Kota Sungai Penuh and Kabupaten Kerinci. In this study, the data was collected through documentation, observation, and using interviews. In the interview, the researchers used the Indonesian Language to avoid misunderstanding between the researcherss and the informants. To find the data, the researchers did in-depth interviews. In analyzing the data, the result of the interview was analyzed in three steps; reduction of the data; data display; and conclusion and data verification. Analyzing qualitative data needs three activities: In the data reduction, the researcherss did some steps. First, the researchers made transcriptions of the interview results. Second, organized the sequence of all

transcription and coded the transcription related to the third, giving an initial reading for the data. Fourth, select the data related to the topic. The researchers also discards and unneed ones in the transcript. Fifth, bolded and gave code of the data transcription for each item related to the topic. In data display, the researchers showed data about teachers' problems and their strategies for implementing authentic assessment. After reducing the data and displaying the data, the researchers concluded and verified the data about the teacher's strategies for implementing authentic assessment.

RESULT AND DISCUSSION

Based on analyzing the data of the interview results, the researchers found three teachers' problems in implementing assessment for reading skills at grade x senior high schools in Kerinci. Those challenges are students' lack of vocabulary, teachers' lack of knowledge about authentic assessment, and lack of time allocation in implementing the authentic assessment. The detailed information of this research finding can be seen as follows:

Results
Students' Lack of Vocabulary

Based on the interview results, the informants said that one of the teachers' problems in implementing assessment for reading skills at grade x senior high schools in Kerinci is a lack of time allocation. The following were the interview results from the research informants:
I-1: …..Most of students still low and lack of vocabulary
I-2: …. Lack of knowledge about words. Students lack of words or vocabulary
I-3: …..Students have a little vocabulary

One of the problems in implementing authentic assessment, as mentioned by informants is students' lack of vocabulary. Most students have difficulties pronouncing words, lack of word choice, and low ability to use grammatical formulas correctly. One of the authentic assessments that can be used in reading class is observation. Here teacher observes the students by using questions and answers or inviting the students to discuss a text. When teachers implement this authentic assessment, students are passive. They just keep silent and are afraid to deliver their ideas or answer the teacher's questions. It is because they are lack of vocabulary.

Lack of Knowledge

Based on the interview result, the informants said that one of the teachers' problems in implementing assessment for reading skills at grade x senior high schools in Kerinci is teachers' lack of knowledge about authentic assessment. The following were the interview results from the research informants:
I-1: I just know about written assessment.
I-2: Sometimes I just used observation for all skills.
I-3: I didn't used portfolio, I do not really know how to implement it.

One of the problems in implementing authentic assessment, as stated by informants is teachers' lack of knowledge. Most teachers have difficulties in designing authentic assessments. Their knowledge about authentic assessment is still relatively low. In EFL, the students do not only answer questions in the form of multiple choice, true-false, and fill-in-the-blank, but they also have to demonstrate the competencies of their knowledge, attitudes, and skills. That is how teaching English, especially for reading, the teachers have to design authentic assessments so that overall, the student's English competency can be known. However, the teachers' knowledge about authentic assessment is a problem in designing appropriate authentic assessments to assess students, especially for reading skills. Sometimes, teachers just use traditional assessments in the classroom, especially for reading skills. They find it difficult to implement the other types of authentic assessment for reading skills because of a lack of knowledge of authentic assessments.

Lack of Time Allocation

Based on the interview result, the informants said that one of the teachers' problems in implementing assessment for reading skills at grade x senior high schools in Kerinci is lack of time allocation. The following were the interview result from the research informants:
I-1: ….The problems that I faced in implementing authentic assessment especially for reading skills is lack of time.
I-2: Time is so short, it is hard to use authentic assessment especially in reading class.

I-3: ……Lack of time is one of problem when I used authentic assessment in the classroom, especially in reading.

One of the biggest problems, as pointed out by informants is a lack of time allocation. Because of the lack of time allocation, sometimes teachers just use one type of authentic assessment. It is a written assessment. When the teacher implements the written assessment, because time allocation is not sufficient enough, the students cannot finish it in the classroom, they continue it as homework. So, teachers cannot implement well the authentic assessment because of time limitations.

Based on the findings above there were three teachers' problems in implementing assessment for reading skills at grade x senior high schools in Kerinci. They were: students' lack of vocabulary, teachers' lack of understanding of authentic assessment, and time allocation. Furthermore, Elsara & Maiwen (2018) discussed the teachers' problem but they focused on the difficulties faced by English teachers in implementing authentic assessment of speaking ability As a result, they still faced some issues, such as not having enough time to assess all of the students' performances, which made assessing them less optimal and having difficulty categorizing speaking rubrics based on their level. Both studies came to the same conclusion: there is not enough time to evaluate all students. The differences of both research were that they found having difficulties categorizing speaking rubrics based on their level for the previous research. For this research, the researchers found students' lack of vocabulary and teachers' lack of knowledge about authentic assessment. Similarly, Fitriani (2014) also discussed the teachers' problem but she focused on the challenges in implementing authentic assessment in curriculum 2013. The outstanding issues from concerns about assessment, fairness, and grading. It is different from the findings of this research.

CONCLUSION

It can be concluded that three problems faced by English teachers in implementing authentic assessment for reading skills at grade x senior high schools in Kerinci. They were students' lack of vocabulary, teachers' lack of knowledge about authentic assessment, and time allocation. The biggest problem that all teachers face is a lack of time allocation, the lesson time is reduced to one lesson hour for thirty minutes. It caused the teacher to not implement the authentic assessment well in the classroom, especially for reading skills. The time was spent teaching reading only. They did not have sufficient time to do authentic assessments in the class, if they were forced to use it, they only implemented it partly. The impact to the existing knowledge is that students' reading abilities will experience a continuous decline if it is not addressed.

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