

Perception and Knowledge of Students on the Use of YouTube in Authentic Assessment



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ABSTRACT: Literacy design by using digital learning resources in the instructional activities at school is presently inevitable. Besides providing learning materials, digital learning materials are also suitable for applying authentic assessment that can improve learners' skills and competencies contextually. The study is intended to explore students' perceptions on the use of the YouTube as materials for authentic assessment. The study was carried out through quantitative and qualitative surveys with 47 graduate students at Yogyakarta State University, 45 domestic and 2 overseas students. The study took place in a blended learning context. Students were asked to complete an on-line questionnaire, practice authentic assessment in class, and conduct observation activities. Data were analyzed by descriptive statistics and descriptive qualitative method. Findings show that students' perceptions on the use of the YouTube channel and authentic assessment are generally positive. Almost all the students agree with the genre-based language learning and assessment of which one of the resources is the Internet and all its derivations; almost all of the students agree that the implementation of the YouTube-based instructional processes applies the authentic assessment model with the primary performances of speaking and writing using a rubric; practice of students' performances in authentic competencies is scored and commented on by their peer.

KEYWORDS: student's perception, use of YouTube, authentic assessment, contextual and real world, improvement of competency and professionalism

INTRODUCTION

Entrance into the 21st century is marked with the speedy of the flow of digital information that massively invades and influences all aspects of life. The digital era brings about incredible ways of literating and communicating. The course of information which previously is seen as effectively delivered by paper now, in the disruption era, undergoes "destruction" as do all other settled phenomena (Balbay & Kilis, 2017). The swiftness of the digital technology effectuates changes in literacy paradigms. In the world of education, informational technology has opened new prospects to carry out various instructional innovations by offering a wide variety of on-line learning resources that are more effective and are not restricted by traditional patterns of learning (Alwehaibi, 2015). This condition has fastened the transition of learning activities from those based on traditional approaches to those based on multi-modal digital media.

Communication sources and media which are used to obtain knowledge are now unlimited to traditional textual discourses but are on-line, which are multi-modal resources—the Internet and all its derivations—which can be accessed with ease. The various kinds of learning resources which are the products of the digital era such as the Internet, *E-book*, *E-journal*, *Facebook*, *WhatsApp*, *YouTube*, *Zoom*, and others have affected the attitudes, ways of thinking, and behaving of man. With the coming of the disastrous pandemic of the Covid-19, Learning through the digital media, and later after, that is more needed (Saeed, Razak, & Aladdin, 2022) since the various instructional activities are based more extensively on these media.

Use of the YouTube

As is the case with all the other on-line technological applications, the YouTube is greatly popular and has a wide impact on the life of the society and the school and university students. It is even seen that not a few school and university students become so independent on the YouTube channels and other digital technology media in order to acquire knowledge and or understanding of important things, all of which can also be applied in language learning (Tahima, 2023; Saed, Haider, Al-Salman

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et al., 2021; Chien, Huang, & Huang, 2020). Be that as it may, the emergence and development of the innovative technology, digital technology, and digital learning have dramatically and significantly changed the attitudes of the society in responding to something and instructional activities at the school. (Chien, Huang, & Huang, 2020). In short, the use of the digital learning medium, YouTube, has revolutionarily caused changes in instruction in the form of adjustment and adaptation in the learning method, strategy, and context (Balbay & Kilis, 2017).

With the utilization of the YouTube and various other digital learning media, language learning can become more interesting, not monotonous, and not tiring. All learning activities, such as vocabulary, listening, speaking, and writing, can be created using the YouTube as the basis for the learning resources. However, it must be noted that, in using the YouTube as an instructional medium, careful selection must become an essential criterion for selecting the material in order to match with the context and mission of the learning processes. It is at this point that critical and selective attitudes are needed in selecting and determining the learning program that is in coherence with the cultural contexts, criteria, and learning objectives including the students' proficiency levels (Kabooha & Elyas, 2018). In this relation, the teacher needs to consider the implications and impacts of using the YouTube in the classroom, especially concerning the instructional objectives of learning language. Cultural contexts are critical in the use of the YouTube to select programs that are suitable with the needs such in consideration with the local wisdoms or other cultural values.

Some studies show that the use of the YouTube in the learning of English as a foreign language (EFL) produce favourable results and give significant effects; for instance, Watkins & Wilkins (2011) in Japan, Alwehaibi (2015) in the Saudi of Arabia, Adisti (2022) in Indonesia, and Tahmina (2023) in Bangladesh. Other studies report successful significant results in the learning achievements for each of the language components such as in vocabulary Kabooha & Elyas (2018) dan Hia (2021); in speaking Balbay & Kilis (2017), Albahlal (2019), and Saed *et al.*, (2021); and in listening Chien *et al.* (2020) and Qomariyah, Permana, & Hidayatullah (2021).

Implementation of Authentic Assessment

In the language learning and assessment, the use of the YouTube or other multi-modal resources can generally be categorized as using authentic materials. In learning processes using authentic materials and activities, the learning evaluation must also use authentic assessment. Authentic assessment is one that is popular and used in many schools and universities around the world since it measures the learners' learning achievements more accurately in line with the contexts and needs. The key to the use of authentic assessment is being contextual, reflecting life in the real world, demonstrating an activity, and everything must be meaningful. Cook & Mills (2021) state that authentic assessment involves performance tasks, and real-world problem solving that allows learners to demonstrate their knowledge in multiple ways.

These things make authentic assessment become more meaningful for students since they can "see" and apply their competences and skills as they occur in the real world, such as in a workplace. In the case where university students take the class practicum demonstrating their competences in a workplace, they cannot yet consider as working in a real world in the true meaning. This is, then, what McArthur (2023) mentions the term "real-world" by saying that "some of us are living in some parallel unreal world". However, the use of the term "real-world" is actually meant to show how tight it is the relation between various authentic tasks demonstrated by students at the school and the concrete needs in the real world (Wiewiora & Kowalkiewicz, 2019). McArthur (2023) points out several fundamental statements concerning authentic assessment; namely the world of work that must be carried out, part of something larger, complex entity of the society; work is often essential to a well-being; humans by their nature need to do useful things; such usefulness is not narrow, utilitarian, or purely economic. Cook & Mills (2021) also mentions five essential components in the implementation of authentic assessment: namely real-world problems, complexity, ambiguous answers, actionability, and meaningfulness.

No difference from the use of the YouTube program and other resources from the Internet, authentic assessment is universal; it can be applied in various scientific disciplines, be they natural or social (Sutadji, Susilo, Wibawa *et al.*, 2021; Wiewiora & Kowalkiewicz, 2019)—including in linguistic learning—although the implementation is not the same. Use of authentic assessment in the academic world must become a primary priority since, in addition to being a foundation of academic standards, it becomes the best practice that can enrich students' competencies that really are needed in the real world (Sotiriadou, Logan, Daly *et al.*, 2020).

Research in the use of authentic assessment in the school is much conducted in learning and instruction in various parts of the world, either for language or non-language fields. For example, Schultz, Young, Gunning *et al.*, (2021) study the perceptions and practices around the use of authentic assessment within a diverse of science-based schools at an Australian University; Sokhanvar, *et al.* (2021) look into the advantages of authentic assessment in improving learners' experiences in learning competencies; Nieminen, Bearman, & Ajjawi (2022) explore the digital design in authentic assessment; and Hobbins, Kerrigan,

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Farjam *et al.* (2022) investigate classroom-based curriculum offering authentic assessment in relation to the context of work-integrated learning. In the field of language learning, a study on the use of authentic assessment is done by Susanti (2018) which looks into the implementation of authentic assessment in extensive reading; Ningsih & Wahyuniani (2020) that explore the use of authentic assessment in the learning of English at the high schools in Indonesia; Yulian, Ruhama', & Utami (2022) that study the perceptions of EFL university students in speaking classes; and others all of which offer significant results.

The focus of the present study is to use and students' perceptions on the use of the Internet and its derivations as learning resources—YouTube—and the implementation of authentic assessment. If, in most studies, the two points of discussions are separated into two parts, in the study, they are integrated into one focus. In this case, perception is defined as seeing, hearing, and feeling something (using the senses) and then identifying what it is within the interpretations learned from one's language and culture. Perception is a multifaceted concept that is as complex as the human mind itself (Qiong, 2019). Seen from the view of the processes, perception consists in three phases of selection, organization, and interpretation; while from its dimensions, perception can be categorized into physical and psychological dimensions (Qiong, 2017).

In relationship of language teaching, Rotjanawongchai (2023) found that perceptions situational variables, the students were more willing to speak outside the classroom than inside the classroom and interlocutors were significant factors affecting both inside and outside the classroom. There for teachers can apply the results of this present study to enhance WTC in the classroom and increase students' opportunities to speak inside and outside the classroom through pedagogical support. The other hands, Tailor (2022) investigating the perceptions of in-service English-medium instruction teachers towards CLIL and CLIL teachers' target language and intercultural competences and the results found that opportunities to learn and share about CLIL, to use English in intercultural settings, and to learn about intercultural awareness can contribute to EMI/CLIL teacher competences.

The objective of the present study is, therefore, to explore students' perceptions on the use of the YouTube and the implementation of authentic assessment in language learning.

METHOD

The study was carried out by using the survey method in a quantitative and qualitative approach (Creswell, 2014). The quantitative components came from the use of questionnaires and scoring practices by students; meanwhile, the qualitative components were obtained from observation and open questionnaires. The primary data of the study were quantitative while qualitative data were used to obtain open responses from the respondents to complement the quantitative data.

Participants

The research subjects were 47 students of the Graduate Program of Yogyakarta State University (There were formerly 49 students, two did not return the questionnaires). Two of the students were foreigners, coming from other countries. Some were school-teachers. Knowing that they were graduate students, it was expected that significant results would come out from the study and, actually, this was the reason for selecting the research subjects. Data about the respondents can be seen in Table 1.

Table 1. Description of the Student Research Respondents

No.	Indicator		Number		Remarks
			Frequency	Percent	
1.	Gender	Male	15	31.9	Domestic students come from various ethnics and cultures in Indonesia; the two foreign students come from Egypt and Russia
		Female	32	68.1	
2.	Nationality	Indonesian	45	95.7	
		Foreigner	2	4.3	
3.	Teaching Experience	None	39	83	
		Between 2 and 16 years	8	27	
		Total	47	100	

Instruments

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Data were collected through on-line questionnaires, while observation on the YouTube-based assessment practice was conducted during the learning processes in class. The validity of the questionnaire instrument was obtained from focus-group discussions by several resource persons who were experts in the fields. Specification of the questionnaire is presented in Table 2.

Table 2. Specification of the Questionnaire

No.	Indicator	Number of Questions	Remarks
	Student Identity		
1.	Genre-based language learning	2	
2.	Authentic assessment	4	
3.	Use of the YouTube	5	
4.	Scoring model	3	
5.	Use of learner scoring	1	
Total:		15	

Procedures

Student respondents were asked to respond to the questionnaire by selecting the agree or disagree options and filled in the space provided when having other opinions. The learning assessment derived from the YouTube was selected from three kinds, namely animation films, documentation of famous people, and speeches for classroom performance practices. These YouTube downloads were presented each by two respondents—there were two classes. So, there were three presentations in each class—by re-telling the contents of the story orally in front of the class. The students searched and downloaded from the YouTube program (animation films of traditional stories, famous people, and speeches). The other student respondents listened and then scored by using the rubric. The rubric consisted of five indicators for levels of competences, namely accuracy of the story, organization of presentation, language structures, diction, and fluency each with a score range between 2 and 5 (2: moderate; 3: sufficient; 4: good; 5: very good).

On the other hand, observation was conducted on the students' performances and scoring practice and giving comments on their peer's performances by stating the strengths and weaknesses. Students were asked to write down anything important to support the arguments of their comments. For example, if a student gave a score of 5 or 2 for an indicator, he must show the strength and weakness together with evidence in the forms of statements concerning the five indicators.

Analysis

Quantitative data were analyzed using the descriptive statistics of frequencies and percentages. Meanwhile, the qualitative data were analyzed by the descriptive-verbal technique through data condensation and drawing conclusion (Miles, Huberman, Saldana, 2019).

RESULT AND DISCUSSION

Results of the questionnaires, performance practices, and observations done by the student respondents show the following results.

Genre-based Language Learning

The majority of the student respondents (95.7%) agree that language learning and evaluation of language competencies are genre-based, while only 4.3% disagree. The genre-based learning resources and assessment being taken as examples are from textbooks, print or on-line media, print or on-line literary work, television and radio, and the Internet and all its derivations, including the YouTube. Choices of the student respondents on the five learning resources, all genre-based, are shown in Table 3.

Table 3. Genre-based Learning and Assessment of Language Competencies

No.	Question	Student Respondent's Attitudes		Remarks
		Agree (percent)	Disagree (percent)	
1.	Genre-based learning and assessment of language competencies	45 (95.7)	2 (4.3)	
2.	Learning and assessment resources			
	➤ textbook	47 (100)	0	

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➤ Print mass media (magazine, daily, etc.)	44 (93.6)	3 (6.4)	
➤ Literary work	45 (95.7)	2 (4.3)	
➤ Television, radio	33 (70.2)	14 (29.8)	
➤ Internet and all its derivations including the YouTube	47 (100)	0	
➤ Mention	0	0	

Use of Authentic Assessment

Understanding, competences, and use of authentic assessment that are asked consists of four questions; namely stresses on the use of authentic assessment, competences in carrying out authentic assessment, language competencies that are commonly measured by authentic assessment, and skills and willingness to use the Internet in the learning activities. Student respondents' responses to these four questions are presented in Table 4.

Table 4. Understanding and Using Authentic Assessment

No.	Question	Student Respondent's Answer		Remarks
		Agree (percent)	Disagree (percent)	
1.	Evaluation of language learning currently emphasizes on authentic assessment.	47 (100)	0	
2.	As a teacher candidate, are you interested, and do you feel competent to carry out authentic assessment?	47 (100)	0	
3.	Language competencies that are commonly measured by authentic assessment. are:			
	➤ speaking	46 (97.9)	1 (2.1)	
	➤ writing	45 (95.7)	2 (4.3)	
4.	As a teacher candidate, can you use and are you willing to search for multimodal resources in the form of the Internet and all its derivations?	47 (100)	0	

Use of the YouTube

Generally, many people can be seen as login to the YouTube including teachers, teacher candidates, university students, school students, and the ordinary people. This means that the YouTube has merged into the society. Can the YouTube be used as one of the resources for learning and authentic assessment? The complete respondents' answers to the question are presented in Table 5.

Table 5. Use of the YouTube for Learning and Evaluation

No.	Question	Respondents' Answer		Remarks
		Agree (percent)	Disagree (percent)	
1.	Are you able to download the YouTube for learning and evaluation?	47 (100)	0	
2.	Are you interested in using the YouTube as a source of learning?	47 (100)	0	

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3.	Are you able and willing to select multi-modal materials according to the objectives of language	47 (100)	0	
4.	What program do you access or download from the YouTube for the purposes of language learning and authentic assessment?			
	➤ Animation films (myths, legends, stories, and the like)	47 (100)	0	
	➤ Educational short films	45 (95.7)	2 (4.3)	
	➤ Speeches (including sermons, interviews, etc.)	44 (93.6)	3 (6.4)	
	➤ Songs and ballads	40 (85.1)	7 (14.9)	
	➤ Biography of famous figures	45 (95.7)	2 (4.3)	
	➤ Mention	0	0	
5.	In carrying out YouTube-based authentic tasks in speaking and writing, every student does it individually.	38 (88.9)	9 (19.1)	

Scoring Model

The use of authentic assessment in learning includes the scoring model that uses a rubric or is holistic and involving learners in scoring. Answers of the student respondents to this question are shown in Table 6.

Table 6. Scoring Model of the YouTube-based Authentic Assessment

No.	Question	Student Respondents' Answer		Remarks
		Agree (percent)	Disagree (percent)	
1.	Scoring model that is suitable for learning with authentic assessment.			
	➤ Holistic	38 (80.9)	9 (19.1)	
	➤ Analytic with rubric	47 (100)	0	
	➤ Mention....	0	0	
2.	Do you agree to involving students to give scoring to their peer?	39 (83)	8 (17)	
3.	Do you agree to asking students to give comments (strengths and weaknesses) on their peer's performances?	45 (95.7)	2 (4.3)	

Use of Authentic Assessment

Does the use of the YouTube-based authentic assessment need scoring make by learners? Most of the student respondents (63.8%) state that it does, while some (36.2%) answer no since they regard it just as a practice.

Practice in Scoring in Authentic Assessment

As a model of scoring practice in authentic assessment, three YouTube downloads of the students' own choices are used (animation film, educational film, and speeches). After observing and listening to the three downloads, each pair of students practice retelling the stories in front of the class while the other students give scores based on the 2-5 rubric. Scores from the students are then subjected to the frequency calculation for each component. Two to three students who give different scores, highest and lowest, are asked to give their argumentations for giving the scores. For example, why the score of 3, 4, or 5 is given

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together with the mistakes or appropriateness of the language; if appropriateness of diction or language is mentioned, the mistakes must be shown together with the more appropriate ones; etc.

It turns out that no student respondent fills in the open questions with any response. They only respond to the agree/disagree options. Through observation, it can be seen that students are very enthusiastic in arguing for the scores they give. For example, they score 5 for the contents because the answer matches the contents of the animation film being presented, or 3 on the diction and language use because there are some mistakes, and the mistakes are also pointed out.

DISCUSSION

Of the five indicators in 15 questions, most of the student respondents answer that they agree. There are even nine questions that are agreed by the respondents. These include, among others, questions concerning their ability and willingness to access the Internet and YouTube, use the downloaded materials for learning and authentic assessment, the importance of the YouTube as a learning resource, and use of the rubric for scoring in authentic assessment. This shows that perceptions and the use of the YouTube as a source for language learning and authentic assessment are agreed and accepted by respondents who are presently teachers or teacher candidates. Other research about students' perceptions on the use of the YouTube also shows significant results and brings about positive values such as those that by Balbay & Kilis (2017), Kabooha & Elyas (2018), and Tahmina (2023).

The curriculum at school and in the university in Indonesia and various other regions in the world are urged to use authentic assessment to evaluate the results of learning. This is because authentic learning requires conditions of the real world, contextual, and meaningful (Mueller, 2018; Nieminen *et al.*, 2022; McArthur, 2023), and, therefore, reflects the quality of the output of learning. In their study, Sokhanvar *et al.* (2021) find the importance of authentic assessment for students, namely, to support the students in obtaining and improving competencies that are essential in facing future professional life such as competencies for communication, collaboration, critical thinking, problem solving, self-awareness, and self-confidence.

In language learning, the implementation of authentic assessment must be through performance tasks, linguistic work, and meaningfulness. This means that the performance tasks must have the functions and usefulness in improving competences and skills for real life contextually (Nurgiyantoro, 2015; Sokhanvar *et al.*, 2021), such as for supporting various skills and needs of the world of work. If language learning and assessment are based on the YouTube, one must have the willingness and competences to download and use it for the learning processes, and these been owned and agreed by the student respondents. In the observation of the learning processes in class, it can be seen how they are happy, enthusiastic, and enjoying the learning activities.

Various authentic tasks that are suitable for language learning are speaking and writing because these two tasks have required linguistic performances. Receptive competences of listening and reading can actually also become authentic tasks, but tasks must be conditioned that the responses are in the form of reading and writing tasks (Susani, 2018). The varieties of the speaking and writing tasks must be created in such a way that they contextually reflect the various needs of the real world so that they can improve competences in various components of language learning especially speaking and writing of the professional levels. Several studies about authentic learning show results of improvement in competencies and professionalities (Rukmini & Saputri, 2017; Sotiriadou *et al.*, 2020; Schultz *et al.*, 2021). In fact, the improvement of competence and professionalism must be required by linguistic competence.

Authentic assessment places more emphasis on the actual use of language used by language speaking community. This requires students to listen or read various concrete discourses which models can be obtained via YouTube. In conducting a study, authentic assessments involve at least two things, namely what must be expressed - such as ideas, concepts, opinions, etc. - and how to express it, which is a linguistic aspect. The YouTube program is very promising to improve the competence and professionalism, so it is good to be chosen as a teaching material for authentic assessment of language learning. Moreover, the study by Wiewiora & Kowalkiewicz (2019) even show that the use of authentic assessment can improve self-understanding and authentic leadership.

The YouTube channel is one of the digital learning resources that is multi-modal for language learning and authentic assessment. With all its richness, variation, attractiveness, and ease of access, the YouTube is a learning resource that is unavoidable. Factually, as one of the most popular programs in the world, that is so much liked that school and university students even become so dependent on it, it is appropriate that the YouTube is used at the school for various subjects of learning including language learning (Tahmina, 2023). The present study finds that student respondents highly agree that the YouTube is used as a material resource for authentic assessment. Program contents that are selected can be of many kinds depending on the learning objectives, such as ones related to character education. Thus, there are minimally two things that are targeted to be achieved:

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namely improving the competences of the linguistic performances in reading and writing and inputting character education as an accompanying impact.

The YouTube program that is going to be used as a learning resource and authentic assessment must be selected and suited critically and reflectively to the contexts, educational levels, and learning objectives. Kiili *et al.* (2018) state the importance of that attitude such as the aspects relates to the content identification, content credibility, synthesis with other similar information, giving added values, and so on. The YouTube contents that are asked in the questionnaire in the form of animation films about traditional literature (such as myths, legends, and folk tales), educational short films, speeches, biographies of famous figures, and music (general songs and regional songs) are generally agreed on by most of the student respondents. Students are given the opportunity to add good programs to select. All these YouTube contents must be based on good meaning contents, educative, supporting local wisdoms, complementing character education, and make possible the construction of authentic tasks such as speaking and writing.

The YouTube program for educational purposes and authentic assessment must be based on careful selection. If the learning objectives are focused on the appreciation of the attitudes and local wisdoms, YouTube programs containing animation films of myths, legends, and folk tales from various corners of the country will be good to select. If the learning objectives are related to introduction to famous figures, appreciation, respect, and admiration that are inspiring, nationally, or internationally, programs that contain films of famous people will be good to select. Numerous studies on the use of the YouTube and authentic assessment by researchers from various regions of the world generally show positive and significant results. Research results also include all the components of authentic assessment in language learning, such as vocabulary (Arndt *et al.*, 2018; Kabooha & Elyas, 2018; Hia, 2021), listening (Chien *et al.*, 2020; Qomariyah *et al.*, 2021), and reading (Susani, 2018). In their research Makovskaya & Juraeva (2023) show that students' perceptions of the significance of academic words changed in all four skills from the first to third year of study.

In addition, the more essential in authentic assessment is which involves the productive assessment of speaking and writing. Factually, the form of language activities is speaking and writing, so those two competencies must be trained to students when language learning is sourced from YouTube program. Students take the content in YouTube program, while select various aspects of the language to them. Listening and writing competencies apply the various elements of language such as vocabulary, structure, intonation (listening), and spelling (writing). In this context, the students learn and practice to apply various aspects of their language competencies in real conditions. Through this condition -learning and practicing of listening and retelling through a pleasant atmosphere- learning activity and applying authentic assessment can be said to be promising. This condition is reinforced by a study on listening (Albahlal, 2019; Saed *et al.*, 2021) dan writing (Felanie, 2021; Hardianti & Saosang, 2022; and Wahyuni, Wiyaka, & Yoshepine, 2023) which is done well. Generally, this study was conducted by comparing the application of listening and writing through YouTube program with other strategies and the result of learning through YouTube were significantly better.

The scoring model of the authentic assessment using the rubric are agreed upon by all the student respondents. The rubric consists of several indicators—the match with the story contents, sequence of presentation, language structure, diction, and fluency—scored separately so that the total score obtained by a respondent is the cumulative score from all the indicators. The scoring by using the rubric is analytical and, simultaneously, shows the level of the achievement for each indicator that reflects the level of the language competencies. This will be useful for the teacher to give an improvement or remedial program as a form of learning feedback (Nurgiyantoro, 2015). Learning feedback in the form of teacher's correction or peer assessment on notes and comments will be very useful for speaking or writing performances. Besides being used as learning variation, this process gives students advantages that are more impressive and therefore more memorable (Seifert & Feliks, 2019).

LIMITATIONS OF THE STUDY AND FUTURE RESEARCH

The study was limited to 47 (45 are Indonesian students and 2 abroad) university students in Universitas Negeri Yogyakarta. Therefore, it was not possible to generalise the findings to other university students in the same context or in different cultural contexts.

CONCLUSION

Based on the research results and discussion, the study has some conclusions as follows. First, students' perceptions on the use of the YouTube channel in language learning appraised by the authentic assessment model are generally positive. Second, students are agreed with genre-based language learning and assessment using the Internet and its derivations as one of the sources. Third, YouTube-based learning assessment is carried out by using the authentic assessment model with the primary competencies of speaking and writing through the rubric. Fourth, students' performance practice that is scored and commented

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by their peer has a positive impact and is more impressive. Contents of the YouTube programs are selected critically and selectively depending on the learning objectives, especially to improve the active and productive language competencies and simultaneously support character education objectives. Therefore, two things are involved that need to be achieved, namely input into the improvement of active productive language competencies—speaking and writing—and input into character education as a side effect.

Use of the authentic assessment model is recommended in the curriculum, both nationally and internationally, so that the output of the language learning program (as well as learning in other programs) reflects the competency conditions that are needed in the real world, contextual, and has more meaningfulness. The primary components of the language learning assessment are active productive competencies of reading and writing; however, for active receptive competencies of listening and reading, the authentic assessment model can also be applied if it is created as active productive linguistic competencies. The application of the authentic assessment model offers the advantages for improving essential skill competences to face the future professional life like communication, collaboration, critical thinking, problem solving, self-awareness, and self-confidence, and, even, self-understanding and authentic leadership.

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