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Teachers' Perspectives on ELT Authentic Assessment in Senior High School: A Case Study on SMA Negeri 5 Gorontalo

(Perspektif Guru tentang Penilaian Otentik Pengajaran Bahasa Inggris di Sekolah Menengah Atas: Studi Kasus di SMA Negeri 5 Gorontalo)

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Abstract

This study aims to investigate English teachers' perceptions of authentic assessment in teaching practice at SMA Negeri 5 Gorontalo. Using a qualitative descriptive design with a case study approach, the research collected data through semi-structured interviews with an English teacher and lesson plan analysis. The data were analyzed using thematic analysis to identify key themes related to teachers' understanding, classroom implementation, benefits, and challenges of authentic assessment. The findings reveal that the teacher perceives authentic assessment as an evaluation approach that reflects students' real performance in using English, particularly through speaking tasks, group work, and classroom presentations. Authentic assessment is viewed as more accurate and meaningful because it is based on direct observation of students' language use in real learning situations. In classroom practice, the teacher integrates authentic assessment into daily instruction and combines it with traditional assessment to obtain a more comprehensive evaluation of student achievement. The teacher also perceives that authentic assessment supports students' confidence, awareness of their abilities, and active participation in English learning. However, its implementation is influenced by several challenges, including student absenteeism, low motivation, and limited classroom participation, which affect the effectiveness of performance-based assessment. Overall, the study concludes that the teacher holds a positive perception of authentic assessment as an important and relevant approach in English language teaching, although its effectiveness depends on supportive classroom conditions.

Abstrak

Penelitian ini bertujuan untuk menginvestigasi persepsi guru bahasa inggris terhadap asesmen autentik dalam praktik pembelajaran di SMA Negeri 5 Gorontalo. Dengan menggunakan desain deskriptif kualitatif melalui pendekatan studi kasus, penelitian ini mengumpulkan data melalui wawancara semi-terstruktur dengan seorang guru bahasa inggris serta analisis rencana pelaksanaan pembelajaran (RPP). Data dianalisis menggunakan analisis tematik untuk mengidentifikasi tema-tema utama yang berkaitan dengan pemahaman guru, implementasi di kelas, manfaat, serta tantangan asesmen autentik. Temuan penelitian mengungkapkan bahwa guru mempersepsikan asesmen autentik sebagai pendekatan evaluasi yang mencerminkan kinerja nyata siswa dalam menggunakan Bahasa inggris, khususnya melalui tugas berbicara, kerja kelompok, dan presentasi di kelas. Asesmen autentik dipandang lebih akurat dan bermakna karena didasarkan pada observasi langsung terhadap penggunaan bahasa siswa dalam situasi

pembelajaran yang sebenarnya. Dalam praktik kelas, guru mengintegrasikan asesmen autentik ke dalam pembelajaran sehari-hari dan mengombinasikannya dengan asesmen tradisional untuk memperoleh evaluasi pencapaian siswa yang lebih komprehensif. Guru juga mempersepsikan bahwa assessment autentik mendukung rasa percaya diri siswa, kesadaran akan kemampuan mereka, serta partisipasi aktif dalam pembelajaran bahasa inggris. Namun demikian, implementasinya dipengaruhi oleh beberapa tantangan, termasuk absensi siswa, motivasi yang rendah, dan partisipasi kelas yang terbatas, yang memengaruhi efektivitas asesmen berbasis kinerja tersebut. Secara keseluruhan, penelitian ini menyimpulkan bahwa guru memiliki persepsi positif terhadap asesmen autentik sebagai pendekatan yang penting dan relevan dalam pengajaran bahasa Inggris, meskipun efektivitasnya bergantung pada kondisi kelas yang mendukung.

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1. INTRODUCTION

Assessment is one of the most fundamental and inseparable components of the learning process. Through assessment, teachers can measure the extent to which students have acquired knowledge and skills (Lestari, 2022). Assessment encompasses all activities involving methods and decision-making related to student learning outcomes, including collecting, analyzing, and interpreting information useful for educators in understanding student characteristics while measuring their achievements (Rahmah & Cahyadi, 2024). For assessments to function effectively, they must adhere to core principles: validity, reliability, fairness, and practicality (Arta, 2024).

In the context of English language teaching (ELT), assessment has become increasingly specific and critical. Effective assessment techniques assist in making decisions about the learning process and contribute to students' language proficiency development (Kiran, 2024). ELT assessment encompasses six main competency areas: speaking, listening, reading, writing, comprehension, and grammar. However, EFL learners face various challenges in each of these areas, including listening anxiety, speaking inhibition, limited vocabulary, and grammatical errors (Huang et al., 2022). This complexity demands an assessment approach that is sensitive to students' situations, learning strategies, and needs.

Traditional assessments primarily multiple-choice tests and essay examinations continue to dominate assessment practices in many Indonesian schools. While such assessments are considered objective and easy to quantify (Phongsirikul, 2018), they have limitations in measuring communicative competence. Multiple-choice tests primarily measure recall and recognition abilities and are less effective in assessing higher-order learning outcomes, while essay-based tests are often regarded as unreliable due to examiner subjectivity (Huang et al., 2022). As the curriculum shifts toward a more communicative approach, appropriate evaluation instruments are increasingly needed.

Authentic assessment has emerged as a more contextually appropriate alternative. According to Sundari and Sabarun (2023), authentic assessment can improve learning quality because it measures students' abilities comprehensively and is relevant to everyday life contexts. It encompasses performance assessment, projects, portfolios, and self-assessment flexible forms of evaluation that more closely align with communicative language teaching objectives. Authentic assessment is closely connected to English language learning, providing students with opportunities to practice and improve their language skills through realistic and meaningful activities (Lestari, 2022).

Initial interviews with English teachers at SMA Negeri 5 Gorontalo indicated that the school has implemented authentic assessment within the Merdeka Curriculum framework. Teachers use both formative and summative assessment types, including projects, texts, video assignments, and short answers. However, preliminary findings suggest a significant challenge: while teachers understand the concept, the application of authentic assessment in real classroom situations does not always proceed smoothly due to time constraints, lengthy assessment processes, and administrative demands.

Research on authentic assessment in ELT has been conducted by several scholars. Lestari (2022) found that task-based assessments can help students integrate knowledge with practical skills, though challenges related to classroom management and time constraints were reported. Setiawati et al. (2024) similarly found that while teachers viewed authentic assessment as effective for measuring real-world abilities, its implementation required careful planning. Despite these studies, limited research specifically examines the perspectives of English teachers at SMA Negeri 5 Gorontalo regarding authentic assessment implementation. This study aims to address that gap by exploring how one English teacher perceives, understands, and applies authentic assessment in ELT practice.

The central research question guiding this study is: How do English language teachers perceive authentic assessment in their teaching practice at SMA Negeri 5 Gorontalo? Based on that problem this study aims to analyze in depth how English teachers perceive authentic assessment in their teaching practices at SMAN 5 Gorontalo.

2. RESEARCH METHOD

This study employed a qualitative descriptive approach using a case study design. According to Creswell (2014), qualitative descriptive research describes phenomena in depth through words, narratives, or documents, enabling researchers to fully understand participants' perspectives. A case study design was selected because it allows for the collection of detailed and contextually rich information about real-world phenomena (Creswell, 2014; Yin, 2012).

The research was conducted at SMA Negeri 5 Gorontalo, located in Kota Timur District, Gorontalo City, Gorontalo Province. This school was selected because it actively implements the Merdeka Curriculum, which includes authentic assessment as a central component of the learning process. One English teacher was purposively selected as the sole respondent for this study, given that authentic assessment remains relatively new in Indonesian teaching practice and a case study approach prioritizes depth over breadth.

Two data collection methods were employed. First, semi-structured interviews were conducted face to face with the English teacher and recorded with permission. The interview protocol comprised approximately 14-17 questions organized around four thematic areas: (1) teachers' understanding of authentic assessment, (2) implementation of authentic assessment in the classroom, (3) goals and benefits of authentic assessment, and (4) challenges and obstacles in implementation. Second, the teachers' Deep Learning Lesson Plans (RPM) were analyzed to provide supporting evidence and corroborate the findings obtained from the interviews.

Data analysis followed a thematic analysis approach as outlined by Braun and Clarke (2006). The process involved data familiarization through repeated reading of transcripts, initial coding of meaningful segments, development of broader themes aligned with research objectives, review and refinement of themes, and synthesis into a thematic report supported by direct quotations and documentary evidence.

3. RESULTS AND DISCUSSION

3.1 Teachers' Understanding of Authentic Assessment

3.1.1 Authentic Assessment as a Reflection of Students' Real Ability

The teacher perceives authentic assessment as an evaluative approach that prioritizes objectivity and direct observation of students' actual linguistic performance. This understanding positions authentic assessment as fundamentally distinct from conventional testing, which the teacher views as susceptible to academic dishonesty and score manipulation. As the teacher explained:

> *"I think, authentic assessment is an assessment that reflects the real situation based on students' abilities and knowledge. When assessing students, I think authentic assessment does not require adding or inflating scores." (T1-Q3)*

This statement reveals a pedagogical belief that assessment should serve as an honest mirror of students' competencies, free from external distortion. The teacher further elaborated this understanding by drawing a direct contrast with traditional assessment:

> *"Traditional assessment we do not really know whether the students' ability is genuine or not; maybe they cheat or copy answers. Meanwhile, in authentic assessment, the teacher directly observes the students' real abilities." (T1-Q5)*

The contrast drawn here reflects not only a conceptual understanding but also a practical preference rooted in classroom experience. The teacher's emphasis on direct observation as the defining characteristic of authentic assessment indicates awareness that validity in language assessment is best achieved through performance rather than paper-based measures.

3.1.2 Authentic Assessment as a Tool for Student Self-Awareness

Beyond its evaluative function, the teacher perceives authentic assessment as a developmental instrument that enables students to recognize their own linguistic strengths and monitor their learning

progress over time. This dimension of the teacher's understanding is particularly significant because it frames assessment not as an endpoint but as an ongoing reflective process:

"The purpose is to help students realize that they have achievements (abilities)." (T1-Q4)

"Sometimes students don't realize what they are actually good at in English. When I give them speaking or writing tasks, they start to see their own progress step by step." (T1-Q4)

The teacher's use of the phrase "step by step" underscores a process-oriented view of learning, wherein assessment functions as a scaffold for self-discovery rather than merely a mechanism for assigning grades. This perception is further reinforced by the teacher's emphasis on skill differentiation among students:

"I usually tell students that assessment is not just about scores, but about knowing their strengths, like who is better in speaking or who is better in writing." (T1-Q4)

The teacher also observed that collaborative performance activities could surface hidden abilities that students themselves had not previously recognized:

"When they do group presentations, some students become surprised that they can actually speak English better than they thought. That is important for their confidence." (T1-Q4)

This finding suggests that the teacher conceptualizes authentic assessment not only cognitively as a measure of linguistic knowledge but also affectively, as a mechanism for building positive self-perception and academic confidence.

3.1.3 Flexible and Balanced Use of Assessment in Practice

The teacher's understanding of authentic assessment is also shaped by a pragmatic orientation toward assessment balance. Rather than adopting authentic assessment as a wholesale replacement for traditional methods, the teacher integrates both approaches:

"We use both… but the scores from exams are not automatically taken as the final grades… so we teachers here use both types of assessment." (T1-Q6)

Furthermore, the teacher demonstrated awareness of learner diversity as a rationale for flexible assessment practices:

"In the Merdeka Curriculum, students' abilities are different; some students are able to identify but not able to analyze…" (T1-Q8)

This recognition that students operate at different competency levels informs the teacher's approach to assessment design, suggesting that authentic assessment is seen as an adaptive tool capable of accommodating heterogeneous classroom contexts.

The RPM corroborates these interview findings. The speaking assessment rubric evaluates students on performance-based criteria content, pronunciation, fluency, and confidence consistent with the teacher's stated emphasis on capturing real performance. The presence of these structured criteria in the lesson plan indicates that the teacher's conceptual understanding of authentic assessment is translated into deliberate, documented instructional practice.

3.2 Implementation of Authentic Assessment in the Classroom

3.2.1 Forms of Performance-Based Authentic Assessment

In classroom practice, authentic assessment is predominantly implemented through performance-based activities that position students as active language users rather than passive test-takers. The teacher emphasized that both individual and group tasks are consistently employed:

"It is mostly group work. In group activities, students sometimes present or work in front of the class, and there are also tasks that they complete in front of the class. In addition, they also work on tasks individually. Furthermore, the assessment used is mainly performance-based assessment, for example when students do oral presentations." (T1-Q10)

Speaking activities, in particular, occupy a central role in the assessment repertoire. Students are required to describe objects or pictures orally, demonstrating communicative competence in real time:

"For speaking tasks, I usually ask students to describe objects or pictures in front of the class, and I assess how they deliver their ideas orally during the presentation." (T1-Q10)

These activities require students to construct and deliver language spontaneously, allowing the teacher to evaluate fluency, coherence, and communicative effectiveness simultaneously. The use of descriptive speaking tasks also mirrors real-life communicative situations, reinforcing the authenticity of the assessment context.

3.2.2 Integration of Authentic Assessment in Classroom Activities

A defining characteristic of the teacher's implementation is the seamless integration of assessment within instructional activities, such that teaching and evaluation occur simultaneously rather than as separate events. Assessment is closely aligned with the teaching module and its text-based materials:

"Such as writing texts in class, where some tasks are done individually and some are done in groups. The assessment is based on the teaching module. For example, in Grade 10 there are

several materials such as narrative text, recount text, report text, and descriptive text. Recount text involves telling personal experiences in written form, but it can also be done orally and sometimes in groups." (T1-Q7)

The teacher also described how assessment is woven into collaborative learning processes, with students assessed not only on their final product but on their participation and ability to communicate ideas throughout the activity:

"In descriptive text lessons, I integrate assessment during group discussions and speaking activities, especially when students work on LKM and then present their findings." (T1-Q7)

This integration reflects a conception of assessment as a continuous, embedded process rather than an isolated measurement event. The RPM provides strong documentary support for this finding. The instructional design in the Applying stage documents collaborative LKM-based tasks where students identify key elements of descriptive texts object characteristics, important parts, and detailed information and subsequently present their understanding orally before the class. This structure confirms that assessment is built into the fabric of classroom learning, operationalizing the principle of assessment for learning in daily practice.

3.2.3 Use of Diagnostic Assessment and Rubrics

The teacher's assessment practice is structured around a two phases evaluation system: diagnostic assessment at the entry point of learning, followed by continuous rubric based evaluation throughout instruction. The diagnostic test serves as a baseline mapping tool:

"First, there is what is called a diagnostic test at the beginning, to see the extent of students' abilities. In addition, I have also prepared an assessment form in the form of a rubric, so the teacher can assess students from several aspects such as content, comprehension, and their ability to deliver the material, especially in speaking activities." (T1-Q9)

The rubric employed for speaking assessment is structured around four specific performance dimensions:

"When students perform speaking tasks, I use a rubric that includes content, pronunciation, fluency, and confidence so the assessment is more structured and objective." (T1-Q9)

The inclusion of confidence as a rubric criterion is particularly noteworthy, as it indicates that the teacher's assessment framework extends beyond purely linguistic dimensions to encompass affective competencies an approach consistent with holistic views of communicative language performance. The use of explicit rubric criteria also serves a transparency function, ensuring that students understand the basis on which they are being evaluated and can orient their performance accordingly. This combination of diagnostic assessment and criterion-referenced rubrics supports a more equitable and systematic evaluation process.

3.3 Goals and Benefits of Authentic Assessment

3.3.1 Developing Student Self-Awareness of Abilities

The teacher explicitly identifies promoting student self-awareness as a primary goal of authentic assessment. Through repeated engagement in speaking and writing activities, students gradually come to recognize their own strengths and areas for development. The teacher views this reflective function as fundamental to the purpose of assessment within the Merdeka Curriculum's student-centered framework.

3.3.2 Promoting Fairness and Positive Reception of Evaluation

The teacher observed that assessment grounded in observable performance reduces students' perceptions of evaluative bias:

"The benefit is that they won't feel jealous of the assessment given, or they won't feel that the assessment is biased. So the benefit is that they can accept it well." (T1-Q12)

Because grades are derived from multiple, visible classroom activities rather than a single high-stakes test, students are more likely to regard results as legitimate and transparent. This contributes to a more harmonious classroom climate and greater student buy-in for the assessment process.

3.3.3 Enhancing Language Practice and Communication Skills

Authentic assessment provides students with structured, repeated opportunities to use English in communicative contexts, which the teacher perceives as directly beneficial to language development:

"Some have improved, but not all, just a few. However, with this authentic assessment, students have more practice, especially in speaking, so they become accustomed to using English directly. Furthermore, students have also gained more confidence because they frequently perform in front of the class." (T1-Q13)

The teacher's candid acknowledgment that improvement is uneven across students reflects a realistic assessment of authentic assessment's benefits significant in scope but variable in individual impact.

3.3.4 Building Student Confidence and Active Participation

Repeated involvement in performance-based activities is perceived by the teacher as transformative for students who initially struggle with confidence:

"There are also some students who initially lacked confidence or were still hesitant, but after being frequently involved in presentation and group work activities, they began to dare to appear and be more active in learning." (T1-Q11)

This finding highlights the affective dimension of authentic assessment its capacity not only to measure but to develop students' willingness to engage with language in public, social contexts.

3.5 Challenges and Obstacles in Implementing Authentic Assessment

3.5.1 Student-Related Challenges

The teacher identified several student-level factors that constrain the effectiveness of authentic assessment implementation:

"So, the challenges faced are certainly related to student abilities and participation. Many students are weak in vocabulary. Some students lack confidence, and some students don't respond, making it difficult for me to conduct direct assessments. Furthermore, student absence is also a challenge. As a teacher, I can't assess students who are absent." (T1-Q14)

These challenges limited vocabulary, low confidence, passive responsiveness, and absenteeism are interrelated and mutually reinforcing. Students with weak vocabulary are less willing to participate; reduced participation further limits the teacher's ability to gather valid assessment evidence; absenteeism removes the opportunity for observation altogether.

3.5.2 Impact on Teaching Experience and Motivation

The cumulative effect of these challenges has a tangible impact on the teacher's professional experience and motivational state:

"It's certainly had a significant impact on my teaching experience, as I feel challenged to find ways to make it easier for them to answer questions. This also influences my motivation to teach." (T1-Q15)

This finding is significant because it locates the challenge of authentic assessment not only at the student level but at the teacher level, suggesting that sustained implementation requires not only pedagogical skill but emotional and motivational resilience.

3.5.3 Teacher Strategies to Overcome Challenges

In response to these obstacles, the teacher employs a range of differentiated and adaptive strategies:

"Of course, I solve this problem in various ways, as each class has different abilities, some low and some intermediate. These methods are tailored to the students' abilities." (T1-Q16)

"I also occasionally invite students to learn while playing outside the classroom as a way to refresh them so they don't get bored after being in class all day. I usually do this activity during the afternoon class because that's when students tend to feel bored and sleepy." (T1-Q16)

Task modification is also applied at the individual level:

"For example, for students who have weaknesses in vocabulary, I provide questions or tasks that are appropriate to their level of ability so that they are more motivated to answer. For students who lack confidence, I usually provide simpler questions or involve them in group activities so that they feel more comfortable participating. Meanwhile, for students who are less responsive, I try to create different types of questions." (T1-Q17)

These strategies reflect a commitment to inclusive assessment practice ensuring that all students, regardless of ability level or confidence, retain meaningful opportunities to demonstrate their competencies within authentic assessment activities.

3.6 Discussion

The findings of this study reveal that the English teacher at SMA Negeri 5 Gorontalo holds a coherent and pedagogically grounded understanding of authentic assessment, implements it consistently through performance-based activities, and recognizes both its benefits and contextual challenges. Each of these dimensions is discussed in relation to existing theoretical frameworks and empirical research.

From the teacher's understanding, the emphasis on direct observation of real student performance reflects alignment with Brown and Abeywickrama's (2019) definition of assessment as a systematic process of collecting information about students' knowledge and skills to make informed instructional decisions. The teacher's rejection of score inflation and emphasis on genuine performance indicates awareness that assessment must represent authentic language competence rather than numerical convenience. This is theoretically consistent with Nurgiyantoro's (2008) principle that authentic assessment focuses on demonstrating knowledge through meaningful tasks reflecting real-world situations, and with the validity principle emphasized by Arta (2024).

The teacher's distinction between authentic and traditional assessment is also theoretically significant. Traditional assessment, as Quansah (2018) explains, focuses primarily on measuring academic achievement through structured examinations, often failing to capture students' ability to apply knowledge in real situations (Fatinah et al., 2025). Authentic assessment, by contrast, provides a holistic picture by

evaluating both process and performance in contextualized tasks (Komang et al., 2021). The teacher's view that authentic assessment is more valid because it relies on direct performance observation corroborates Papanastasiou's et al. (2025) argument that authentic assessment allows educators to capture performance through tasks that resemble real-world challenges.

Regarding implementation, the classroom practice of embedding assessment within instructional activities particularly speaking tasks, group presentations, and LKM based learning aligns with Brown and Abeywickrama's (2019) principle that effective assessment should be continuous and integrated into teaching. This also reflects the concept of assessment for learning (Anisah, 2021), where assessment serves to provide teachers with information about students' competency development and guide subsequent instructional decisions. The RPM documentation further corroborates that assessment is systematically embedded rather than occurring only as a terminal evaluation. The speaking assessment rubric measuring content, pronunciation, fluency, and confidence reflects the multi-dimensional evaluation characteristic of performance-based assessment and is consistent with the validity and fairness principles outlined by Arta (2024).

The use of speaking tasks such as describing objects and pictures directly mirrors real communicative situations, as highlighted by Nurgiyantoro (2008). Authentic assessment is grounded in constructivist learning theory (Huang et al., 2022), which holds that students learn best through active construction of knowledge in meaningful contexts. The classroom activities observed in this study spontaneous oral communication, group collaboration, and real-time language production reflect this constructivist orientation, supporting the idea that learning and assessment are inseparable processes.

Regarding goals and benefits, the teacher's identification of student self-awareness as a primary goal aligns with the concept of assessment as learning (Anisah, 2021), which emphasizes students' active involvement in monitoring their own learning processes. Munaroh (2024) similarly argues that assessment functions as a mechanism for providing feedback that helps students maximize their potential. The contribution of authentic assessment to building student confidence is further supported by Putri et al. (2021), who argue that authentic assessment enables students to apply knowledge in real-life contexts while allowing teachers to evaluate not only outcomes but also attitudes and motivation. The perceived fairness of authentic assessment, as reported by the teacher, aligns with Arta's (2024) principle that assessment should be transparent and based on observable performance, reducing perceptions of bias or favoritism.

Regarding challenges, the student-related obstacles limited vocabulary, low confidence, passive participation, and absenteeism can be theoretically understood through the nature of authentic assessment itself. As Nurgiyantoro (2008) explains, authentic assessment requires students to demonstrate knowledge through meaningful activities; when students lack the linguistic resources or confidence to participate, the collection of valid performance evidence becomes constrained. This observation is consistent with the broader principle stated by Brown and Abeywickrama (2019) that effective assessment requires active student participation as a precondition for generating valid evidence of learning. The constructivist foundation of authentic assessment (Huang et al., 2022) further implies that collaborative and performance-based learning is highly dependent on learner engagement, and passive or absent students undermine the social interaction that authentic assessment relies upon.

Environmental factors, such as afternoon class fatigue, also indirectly affect authentic assessment effectiveness. This aligns with Siddiqui's et al. (2021) finding that teachers' professional practices are shaped by institutional conditions, including the learning environment and resource availability. The teacher's adaptive strategies including differentiated tasks, simplified prompts, outdoor activities, and varying question types reflect a flexible, student-centered response to these contextual challenges, consistent with the inclusive principles advocated in the Merdeka Curriculum.

Overall, the findings demonstrate that authentic assessment is not merely a methodological choice but a contextually embedded practice. Its effectiveness is mediated by student motivation, attendance, linguistic readiness, and classroom conditions. This corroborates the existing literature that, while authentic assessment offers significant pedagogical advantages, its successful implementation requires sustained instructional support and conducive learning conditions.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

This study investigated how one English teacher at SMA Negeri 5 Gorontalo perceives authentic assessment in ELT practice. The findings demonstrate that the teacher holds a clear, positive, and pedagogically coherent perception of authentic assessment, viewing it as an approach that captures students' real linguistic performance through observable, performance-based activities rather than relying solely on traditional written examinations. In classroom practice, authentic assessment is implemented through a combination of speaking tasks, group work, oral presentations, and collaborative learning, integrated

systematically into daily instruction and supported by diagnostic assessment and rubric-based evaluation. The teacher perceives multiple benefits of this approach, including promoting student self-awareness, fostering fairness, enhancing communicative practice, and building confidence. However, challenges related to limited vocabulary, low student participation, absenteeism, and reduced classroom responsiveness constrain authentic assessment's effectiveness, requiring the teacher to adopt flexible and differentiated instructional strategies. The study concludes that authentic assessment is a valuable and contextually appropriate approach in ELT, but its full potential can only be realized when supported by active student engagement, adequate instructional resources, and a conducive learning environment. Future research should explore authentic assessment from students' perspectives and examine its long-term impact on language proficiency outcomes.

4.2 Suggestions/Recommendations

Based on the findings of this study, English teachers are encouraged to continue implementing authentic assessment in English language teaching as it provides a more comprehensive evaluation of students' language abilities and supports meaningful learning experiences. Teachers should also employ various authentic assessment techniques and establish clear assessment criteria to ensure effective and consistent evaluation practices. Furthermore, students are expected to actively participate in authentic learning activities to maximize their language development. Future researchers are recommended to investigate authentic assessment in different educational contexts or from students' perspectives in order to provide a broader understanding of its implementation and impact on English language learning.

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