

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to analyse the implementation and types of authentic assessment used by an English teacher in Grade XI at MAN 2 Padang. The findings revealed that the teacher implemented authentic assessment comprehensively, meeting all 15 indicators outlined in the observation checklist. The teacher demonstrated various practices that aligned with authentic assessment principles, including reviewing prior lessons, incorporating real-life examples, encouraging active participation, and providing evaluations at the end of the lesson. These efforts underscored the teacher's commitment to integrating real-world application, student-centered learning, and holistic evaluation into classroom practices.

In terms of the types of authentic assessment used, the teacher employed observation, project-based tasks, demonstration, constructed-response items, and portfolios. Among these, portfolio assessment emerged as the most frequently utilized method due to its ability to document students' progress and foster reflective learning. Performance-based tasks such as presentations and demonstrations also played a key role, encouraging students to engage in practical language use and improving their communication skills. Overall, the study highlights the effectiveness of authentic assessment in supporting the goals of the Independent Curriculum, providing students with opportunities to develop linguistic competence alongside critical thinking, collaboration, and real-world application skills.

B. Suggestion

For English teachers, this study emphasizes the importance of continuing to integrate diverse authentic assessment methods, such as portfolios and project-based tasks, to evaluate students holistically. By employing these methods, teachers can promote active learning and help students connect classroom knowledge with real-life contexts. Additionally, teachers should focus on addressing individual student needs, particularly in overcoming language challenges, such as the tendency to use their native language instead of English. Tailoring assessments to meet these needs foster inclusivity and supports students' overall language development.

For future researchers, this study offers several avenues for further exploration. Research could be expanded to include multiple schools or regions, enabling a comparative analysis to identify how contextual factors influence authentic assessment practices. Quantitative research could also be conducted to measure the effectiveness of various types of authentic assessment on specific language skills, such as speaking, writing, or critical thinking.

By addressing these areas, future research can contribute to the continuous improvement of authentic assessment practices and their application in language education.

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