

**VOCATIONAL EFL TEACHER'S PERCEPTION AND IMPLEMENTATION
OF AUTHENTIC ASSESSMENT**



A THESIS

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of Authentic Assessment**

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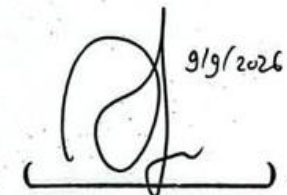
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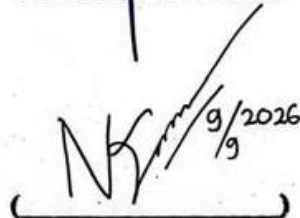
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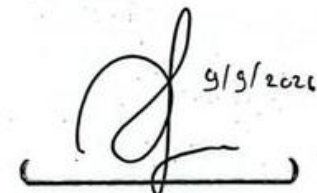
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1. All the data, information, interpretations, and conclusion presented in this thesis, except for those indicated by the sources are the results of my observations, process, and thought with the guidance of my advisors.
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MOTTO AND DEDICATION

MOTTO:

"Trust the process, embrace the challenges, and believe that every effort will lead to something meaningful."

This thesis is dedicated to

My beloved parents, whose endless love, unconditional support, sincere prayers, sacrifices, and unwavering belief in me have been my greatest source of strength throughout every stage of my life. This achievement is as much yours as it is mine.

My beloved family, for their constant prayers, encouragement, and understanding through every challenge and every small celebration along this journey.

And to myself for choosing not to give up, for staying strong through every sleepless night and moment of doubt. I am proud of how far I have come.

May this thesis become a meaningful contribution to the field of education and inspire future researchers.

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Palembang, 19th August 2026

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ABSTRACT

Authentic assessment is an important approach in English language teaching because it enables students to demonstrate their knowledge and language skills through meaningful real-life tasks. This study aimed to explore the teacher's perceptions of authentic assessment, describe its implementation in speaking assessment, and identify the challenges encountered in its implementation at a vocational high school. This study employed a qualitative case study design involving one English teacher at a vocational high school in Palembang. Data were collected through semi-structured interviews, non-participant classroom observations, and document analysis. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), while NVivo 12 Plus was used to organize and code the data. The findings revealed that the teacher perceived authentic assessment as an approach that evaluates students' ability to apply language skills in meaningful contexts. It was mainly implemented through presentations and role-play activities supported by rubrics, feedback, and peer assessment. However, its implementation was constrained by limited instructional time, large class sizes, and students' lack of confidence. To address these challenges, the teacher used structured group work, differentiated roles, and staged preparation. This study concludes that authentic assessment supports meaningful speaking assessment in vocational EFL classrooms, although its implementation requires teachers to adapt to practical classroom constraints.

Keywords: authentic assessment, teacher perception, authentic assessment implementation, speaking assessment, vocational EFL classroom.

TABLE OF CONTENTS

COVER	i
APPROVAL PAGE	ii
BOARD OF EXAMINERS	iii
REVISION SHEET	iv
STATEMENT PAGE	v
MOTTO AND DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURE	xii
LIST OF APPENDICES	xiii
CHAPTER 1 INTRODUCTION.....	1
1.1 Background of Study.....	1
1.2 Research Questions	5
1.3 Research Objectives	5
1.4 Significance of the Study	6
1.5 Scope of the Study.....	7
CHAPTER II LITERATURE REVIEW.....	8
2.1 Assessment in EFL Learning	8
2.1.1 Definition of Assessment	8
2.1.2 Types of Assessment.....	9
2.1.3 The Importance of Assessment in Vocational EFL.....	11
2.2 Authentic Assessment	13
2.2.1 Definition of Authentic Assessment	13
2.2.2 Characteristics of Authentic Assessment	14
2.2.3 Types of Authentic Assessment in EFL	15
2.2.4 Advantages and Challenges of Authentic Assessment	17
2.3 Teacher Perception.....	20
2.3.1 Definition of Perception.....	20
2.3.2 Teacher Perception toward Authentic Assessment	21
2.3.3 Factors Influencing Teacher Perception of Authentic Assessment.....	22
2.4 Implementation of Authentic Assessment.....	23
2.4.1 Definition of Implementation.....	23

2.4.2 How Teachers Implement Authentic Assessment in Vocational EFL	23
2.5 Previous Studies	24
CHAPTER III RESEARCH METHODOLOGY	27
3.1 Research Design.....	27
3.2 Participant of Study.....	27
3.3 Operational Definitions	28
3.4 Data Collection Techniques	29
3.4.1 Interview	29
3.4.2 Observation	30
3.4.3.Document Analysis	31
3.5. Technique of Data Analysis	32
3.6.Data Validity and Trustworthiness.....	32
3.7. Ethical Considerations.....	33
CHAPTER IV FINDINGS & DISCUSSION	35
4.1 Findings.....	35
4.1.1 Making Sense of Authentic Assessment.....	36
4.1.2 Translating Authenticity into Classroom Practice	38
4.1.3 Negotiating Authenticity within Classroom Constraints	42
4.2 Discussion.....	45
CHAPTER V CONCLUSION & SUGGESTIONS	51
5.1 Conclusion.....	51
5.2 Limitations of the Study	52
5.3 Suggestions	52
5.3.1 For English Teachers	53
5.3.2 For Educational Institutions.....	53
5.3.3 For Universities.....	53
5.3.4 For Future Researchers	53
REFERENCES.....	55
APPENDICES	59

LIST OF TABLES

Table 2.1.....	25
Table 3.1	30

LIST OF FIGURE

Figure 4.1. Interview Result.....	35
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LIST OF APPENDICES

Appendix A Research Instruments	60
Appendix B Interview Transcript	64
Appendix C Observation Field notes	90
Appendix D Lesson Plan (RPP)	92
Appendix E Assessment Rubric.....	99
Appendix F Students Worksheet.....	101
Appendix G Coding Process.....	104
Appendix H Output Nvivo.....	106
Appendix I Documentation.....	108
Appendix J Research Permission Letter.....	109
Appendix K Research Completion Letter.....	114
Appendix L Thesis Supervisor Card.....	119