



Language, Education and Development (LEAD) Journal  
ISSN: 2827 – 976X  
Vol. 4 Number 1 (2025) 63 – 89  
<https://jos.unsoed.ac.id/index.php/lead/index>

## **A NARRATIVE INQUIRY INTO LIVED EXPERIENCES OF INDONESIAN EFL TEACHERS EMPLOYING CLASS ASSESSMENTS**

**Arkan Farras Muhana<sup>1</sup>, Dodi Siraj Muamar Zain<sup>2</sup>**

Universitas Muhammadiyah Purwokerto

[Arkanfarrasmuhana27@gmail.com](mailto:Arkanfarrasmuhana27@gmail.com)

Received: 2025/01/25

Accepted: 2025/06/15

Available Online: 2025/06/30

### **Abstract**

This research recounts the stories of Indonesian English as a Foreign Language (EFL) teachers regarding their experiences with employing different types of assessments in their classrooms. It aims to understand how educators in Indonesia view assessment practices in EFL learning environments. A qualitative approach using narrative inquiry research type was used along with semi-structured interviews and non-participant observation as data collection methods. Four EFL teachers from two vocational high schools in Central Java, Indonesia, were recruited to describe the types of learning assessments used and the perceived benefits and challenges of various assessment methods. The findings reveal that EFL teachers face various challenges in designing assessments, including ensuring student honesty and aligning assessments with learning objectives. The research also highlights the importance of formative and summative assessments, as well as the integration of Assessment for Learning (AfL), Assessment of Learning (AoL), and Assessment as Learning (AaL) in the assessment process. The results of this research provide valuable insights for policymakers, curriculum developers, and educational institutions to improve assessment policies and practices, better aligning them with the goals of EFL education in Indonesia.

**Keywords:** lived experience, narrative inquiry, assessments

### **Introduction**

Learning assessments serve as indicators of teaching effectiveness for both teachers and students. Assessments also mediate classroom interaction, providing a foundation for meaningful communication between teachers and learners.



According to Sekyi and Tekyiwa (2016), learning assessments positively influence students' acquisition of essential knowledge and skills. Similarly, Flórez and Sammons (2013) emphasized that assessments help teachers manage classrooms more effectively and understand their students' capabilities. This is supported by Mohammadkhah et al. (2022), who stated that assessments are critical in measuring students' skills and facilitating the overall learning process. Amrulloh (2015) added that effective assessments must be designed to gather information about students' achievement of competencies gained through direct instruction, structured tasks, and independent activities.

In the context of English as a Foreign Language (EFL) teaching, the role of assessment becomes even more significant. Teachers must design assessments that align with specific learning objectives and language proficiency targets (Büyükkarçı, 2014). Tavasolli and Farhady (2018) asserted that EFL teachers must be able to select and use assessment models that are appropriate for their students' needs and learning goals. This requires a clear understanding of assessment principles and practical training. Muhammad and Bardakci (2019) emphasized the importance of teacher education reform, suggesting that teachers should receive adequate training to assess student performance accurately and meaningfully. Supporting this, Ashraf and Zolfaghari (2018) found that assessment literacy enhances teachers' ability to reflect on their teaching and measure student progress more precisely.

However, several studies have highlighted persistent challenges. For instance, Ölmezer-Öztürk and Aydın (2019) and Sekyi and Tekyiwa (2016) pointed out that many EFL teachers lack a comprehensive understanding of assessment practices, resulting in underdeveloped assessment systems. This is often reflected in teachers' limited ability to provide effective feedback and to evaluate student performance against standards. Muhammad and Bardakci (2019) also provided empirical evidence showing that many teachers fall short of expected competency levels in assessment literacy, based on data from 101 tested samples.

This study seeks to explore how Indonesian EFL teachers perceive and employ class-based assessments. It aims to uncover how teachers design assessments, the types of assessments they use, the factors they consider in selecting assessment strategies, and the challenges they face during implementation. By understanding these lived experiences, this research contributes to a more comprehensive view of assessment practices in the EFL context.

This study holds several key significances. First, it provides insights into the practical realities and challenges of classroom assessment among Indonesian EFL teachers, which can inform improvements in teacher training programs. Second, the findings can guide policymakers and curriculum developers in designing more effective assessment frameworks that are aligned with both national standards and local teaching contexts. Third, this research supports the advancement of assessment literacy among teachers by highlighting areas of strength and needed



development. Lastly, the study promotes more informed and reflective assessment practices in EFL classrooms, ultimately contributing to better student learning outcomes and more equitable language education in Indonesia. Thus, the questions of the research are formulated as follows:

1. How do teachers implement assessments in their EFL classes?
2. What are the perceived benefits of using various assessment methods in Indonesian EFL classrooms, according to the teachers?
3. What are the perceived challenges of using various assessment methods in Indonesian EFL classrooms, according to the teachers?

### **The Importance of Learning Assessment**

Learning assessment has a crucial role in improving the quality of education. It not only measures student understanding, but it also encourages learning to suit students' abilities. Tosuncoyglu (2018) states that through appropriate assessment, learning can be structured according to students' material needs. Assessments not only reflect academic achievement but also describe students' overall learning progress, providing a foundation for continuous improvement in the educational process. For instance, Angelo (1995) emphasizes that assessment is an ongoing process aimed at understanding and improving student learning, involving the systematic gathering and analysis of evidence to enhance performance. In other words, using appropriate assessments, teachers can provide constructive feedback, adjust teaching methods, and design more effective learning strategies to ensure the progress of each student in the classroom. Saefurrohman and Balinas (2016) reported that EFL teachers comprehend the significance of assessment to identify students' strengths and weaknesses to formulate suitable treatment. Apart from that, the results of the assessment can help students to reflect on their learning progress.

Teachers' understanding of assessment significantly impacts their ability to identify students' strengths and weaknesses. As noted by Panchbhai and Srivastava (2014), effective assessment is a critical element of the educational process that helps improve teaching and learning outcomes. Teachers who are well-versed in assessment practices can make informed decisions that enhance student learning experiences.

### **Types of Learning Assessment**

In the assessment system, two types of assessment are generally known, namely summative and formative assessment. These two assessments play an important role in supporting teachers in assessing students. According to Adinda et al. (2021), these two assessments complement one another and are interrelated to present information about students' progress and achievements. However, these two types of assessments serve their respective functions.

Formative assessment is used to monitor and improve the learning process and evaluate the results of learning achievements during the learning process. It also functions to evaluate the achievement of learning objectives. According to Sutikno (2019), formative assessments are carried out periodically in any learning phases.



This assessment is used by teachers to monitor students' learning progress. From the results, teachers can provide suitable feedback for students and determine the activities for future teaching practices (Sutikno 2019). According to Regier (2012), formative assessments are carried out in the form of informal observations, oral discussions, quizzes, class activities, homework assignments, and peer reviews.

In contrast to formative assessments, summative assessments assess student learning outcomes as a basis for determining grade promotion and graduation from school. According to Ahmed et al. (2019), summative assessments focus on measuring students' learning outcomes. They often present numerical data used as a reference to determine progress and deficiencies in learning (Mosquera et al., 2015). According to Handayani et al. (2022), summative assessments present students' grades or scores throughout the learning process. McComas (2014) states that summative assessments are carried out as the final semester exams, mid-semester exams, chapter exams, final assignments, standardized exams, portfolios, practice exams, quizzes, and practice exams.

### **Assessment Functions**

Assessments serve various functions in the teaching and learning process. Zeng et al. (2018) identified three functions of assessments: Assessment for Learning (AfL), Assessment of Learning (AoL), and Assessment as Learning (AaL). Assessment for learning (AfL) is a function of assessment that converts summative assessment into formative assessment. In AfL, the results of the summative assessment are used as reference material for teachers to determine learning materials. According to Anisah (2021), in AfL, teachers identify learning needs from their knowledge regarding the assessment context and curriculum targets. Moreover, AfL also aims to provide evidence or recognition of student learning outcomes (Yin et al. 2022). The general form of AfL is in the form of summative assessments such as National Examinations, School Examinations, and others.

Assessment of learning (AoL) is a function of assessment that can help students improve students' abilities in understanding and knowing the level of learning achievement of everyone (Mutalib & Ahmad, 2016). It also aims to inform student learning outcomes based on evidence of student knowledge, understanding, and skills. Additionally, it helps students understand how far they understand their learning and can plan what they should learn (Pang, 2022). The research conducted by Safithri and Muchlis (2022) shows that the use of AoL in learning manages to improve student learning outcomes.

Assessment as learning (AaL) is a function of assessment that measures students' learning comprehension and their involvement in the teaching process. According to Zeng et al. (2018), students need to be actively involved in assessment and consider assessment as part of learning. The concept of AaL depicts students as active learners who gain knowledge from a teacher and learn to engage in assessments to hone their cognitive abilities (Yin et al. 2022). Additionally, applying AaL shapes students' personalities to better understand their abilities in learning by reflecting on the assignments they have done (Boud, 2021).



### **Challenges in Implementing Learning Assessments**

Implementing learning assessments is a complex task for teachers. Teachers are faced with various challenges in implementing learning assessments. Research conducted by Nur'alimah et al. (2020) states that EFL teachers are faced with various challenges involving time management in delivering learning and assessment through observation, because in assessing knowledge, attitudes, and skills, there are different methods for implementation in the classroom.

Another research conducted by Khasanati and Mustika (2021) mentioned the difficulties of EFL teachers in designing assessments, where teachers must make assessments based on KD (Basic Competencies) in each subject. In other research, it was stated that one of the challenges for EFL teachers in assessing students is that when there is cheating that may be committed by students, it is not dealt with fairly, which can happen because of weak supervision of student exams (Wiramarta 2021). This has an impact on EFL teachers who cannot ensure students' honesty when taking exams. The various challenges faced by EFL teachers are certain things that must be considered properly so that the implementation of the assessment can run properly.

Maintaining student engagement during assessments is another challenge. The lack of face-to-face interaction in online or blended learning environments can lead to disengagement (Widiastuti, 2021). Incorporating interactive elements, such as group discussions and real-world applications, can enhance engagement and motivation. Research suggests that assessments should be designed to be relevant and meaningful to students' experiences, which can increase their investment in the learning process.

On the other hand, many teachers struggle to provide timely and constructive feedback due to workload constraints (Embibe, 2023). The Assessment and Feedback report emphasizes that regular, meaningful feedback can significantly enhance student learning outcomes. Teachers should prioritize feedback mechanisms that are manageable and impactful, such as peer assessments and self-reflections, to alleviate their workload while still supporting student growth.

### **Research Design**

This research employed a narrative inquiry research type. This type of research describes individual lives, collects and tells stories about individual lives, and writes stories or histories of certain individual experiences. According to Clandinin (2022), a narrative inquiry aims to understand human life, which is used as a research object by respecting the experience of the object as an important material of knowledge. This approach can help researchers understand field facts and obtain detailed knowledge from participants. It can also be used to understand participants as humans and as narrators about their professional work identities (Sonday et al., 2020).



### **Participants**

This research used purposive sampling as a sampling technique that has been determined based on criteria from the population of interest to answer research questions. Purposive sampling allows researchers to obtain participants who are relevant to the research problem (Thomas 2022). Apart from that, purposive sampling is also very effective in getting detailed answers from participants. According to Rai and Thapa (2015), to ensure that important information obtained from the sample is not missed, purposive sampling is the right choice to use. Rai and Thapa (2015) also added that the purposive method has a great opportunity to obtain important information from samples based on the researcher's extensive knowledge, judgment, and intelligence. To collect data, this research recruited four EFL teachers who taught in two vocational high schools, specifically in Central Java, Indonesia. They were selected based on a minimum of five years of teaching experience and their status as certified Indonesian professional teachers.

This research used an in-depth qualitative approach focusing on a small number of participants to gain a deeper understanding of their perspectives or experiences. A total of four participants were recruited based on their teaching experience. All of them have more than five years of teaching experience and have been certified as professional teachers by the Indonesian Ministry of Education. From these participants, this research can examine how their assessment practices have evolved and how they have adapted to changes in the educational environment. All participants are males ranging from 30-50 years old.

### **Research Instrument**

To gather in-depth insights, this research employed two qualitative instruments: semi-structured interviews and classroom observations. The purpose of the interviews was to explore EFL teachers' perceptions, considerations, and challenges related to classroom-based assessment practices. Conducted individually, the interviews followed a semi-structured format, allowing for both consistency and flexibility in questioning. This approach is well-suited to qualitative research as it enables researchers to use prepared questions while also exploring emerging topics in greater depth (Kallio et al., 2016).

Each interview was arranged in advance at a mutually convenient time, with sessions lasting between 60 to 90 minutes. To protect participant anonymity, all names were replaced with pseudonyms. The interviews were guided by a set of ten open-ended questions, adapted from Tsagari and Kouvdou (2018), to align with the study's focus on classroom assessment in the Indonesian EFL context.

Questions were designed to explore various aspects of assessment practice. For example, to understand the range of methods used, teachers were asked: *"Can you describe the types of assessments you usually use in your classroom?"* To gain insight into their instructional alignment, another question was: *"How do you ensure that your assessments reflect your teaching objectives?"* Additionally, the





interview sought to uncover the rationale behind assessment choices by asking: *“What factors do you consider when selecting or designing assessment methods?”* To explore inclusive practices, participants were asked: *“Have you ever adapted your assessments to accommodate students with different ability levels? If so, how?”* Finally, to identify systemic challenges, they were also prompted with: *“What challenges do you face when implementing classroom assessments, and how do you address them?”*

### **Data Analysis**

The data in this study were analyzed using a narrative inquiry methodology, which focuses on understanding participants' lived experiences through the stories they share (Clandinin & Connelly, 2000). To capture the depth and authenticity of participants' experiences, this study employed a narrative-mode analysis, a process that organizes qualitative data into coherent, meaningful stories with a temporal sequence, characters, setting, and resolution (Polkinghorne, 1995).

In this approach, the researchers collected data through in-depth interviews and classroom observations, then applied a process known as re-storying, a technique where raw narratives are reconstructed into a chronological and thematic account that captures key events, challenges, and reflections of the participants (Yusri, 2020; Clandinin, 2007). According to Chase (2003), re-storying allows researchers to create narratives that convey the emotional and experiential dimensions of participants' lives, making their voices more vivid and accessible to readers.

The analytical process began with verbatim transcription of all interviews and observational field notes. Next, the researchers identified narrative elements, such as setting, characters (e.g., teacher-participants), tensions or conflicts (e.g., assessment challenges), and resolution (e.g., coping strategies), to preserve the structure of personal storytelling (Riessman, 2008). Using narrative coding, key experiences were categorized and interpreted based on thematic patterns. These codes were then sequenced and woven into cohesive narrative accounts that reflected both the content and form of the participants' stories.

The analysis was conducted in multiple stages: (1) transcription of interviews and observation logs, (2) initial coding and identification of significant plot points, (3) construction of individual narrative profiles, and (4) synthesis of cross-case themes that responded directly to the research questions. This method allowed for an interpretive yet systematic understanding of how EFL teachers perceive and practice classroom assessment.

To ensure transparency and rigor, the study followed Lincoln and Guba's (1985) criteria for trustworthiness, including credibility, transferability, dependability, and confirmability. Member checking, audit trails, and triangulation with observation data were employed to validate the narrative findings.



Ultimately, the narrative-mode analysis offered a holistic view of the complexities, values, and meanings that Indonesian EFL teachers attach to classroom assessment. It enabled the researchers to present the teachers' voices not just as data points but as lived experiences shaped by context, culture, and professional practice.

## **FINDINGS**

The data were derived from interviews conducted with four vocational high school EFL teachers. These four Indonesian EFL teachers were certified as professional teachers, and they have taught in their schools for more than five years. The interview questions focus on teachers' experiences in implementing various formats of learning assessment. The observations recorded the instructional practices of those teachers and described any practical applications of assessments. This research employed a narrative inquiry approach to present the real-life experiences of those teachers regarding their applications of learning assessments. The data were presented in narratives summarizing information and stories from those teachers. Yusri (2020) explains that a narrative inquiry collects descriptions of events or occurrences and then arranges them into stories using a storyline. The findings are presented in the following narratives.

### **Re-storying: Mr. Ray**

Mr. Ray is a 34-year-old English teacher at a vocational high school in a suburban area in Central Java, Indonesia. He started his career as a teacher in 2010. He is a certified professional English teacher after graduating from the teaching certification program at the Ministry of Education. He has attended various workshops and seminars on teaching English as a foreign language, such as Critical Linguistic Perspectives, Tips for Making Grammar Memorable and Exciting, and other seminars.

Mr. Ray employs a combination of formative and summative assessments. He recalled how formative assessments, such as informal observations, class activities, quizzes, and homework assignments, have been integral to his teaching. These assessments provide immediate feedback, allowing him to adjust his instructional strategies on the fly. For example, he recounted a particular instance when a mid-lesson quiz revealed that most students misunderstood a key grammar point. This immediate insight enabled him to revisit the topic and clarify misunderstandings, ensuring students were back on track before moving forward.

*The types of assessment that I usually use in learning English are formative and summative assessments. Formative assessments are carried out repeatedly and in various forms to monitor student progress and provide quick feedback, while summative assessments are carried out at the end of the learning period to assess students' abilities more comprehensively.*

On the other hand, In the context of summative assessments are used to evaluate students' overall understanding at the end of a learning period. Mr. Ray recounted his experience using a summative assessment where students had to present projects





based on the English Module for 11th grade. This project-based assessment not only evaluated their speaking and listening skills but also their ability to synthesize and present information effectively.

In designing assessments, Mr. Ray considers various factors such as timing, frequency, type, and the specific skills to be assessed. He emphasizes the need to balance these elements to avoid student fatigue and maintain engagement. He shares a story of his initial struggles with frequent assessments that led to student burnout. Through experience and reflection, he learned to space out assessments and diversify their formats to keep students motivated and interested.

*In developing a type or form of assessment, considerations that need to be taken include the timing of assessment, frequency, type, and skills emphasized. Formative assessments are usually conducted more frequently and in various forms, while summative assessments are conducted at the end of the learning period.*

Mr. Ray views assessments as crucial in the EFL context for monitoring progress, providing feedback, and guiding instructional adjustments. He vividly recalls a time when a comprehensive assessment revealed significant improvements in students' listening skills, which he attributes to the targeted listening activities he incorporated based on formative assessment feedback.

*In my view, the assessment plays a very important role in teaching English as a Foreign Language (EFL) in Indonesia because it helps teachers monitor student progress, provide prompt feedback, and adapt teaching strategies to meet students' unique needs. Assessments also help students understand what they have understood and where they may be experiencing difficulties, so they can improve their abilities.*

One of the main challenges Mr. Ray faces is creating assessments that accurately reflect student abilities and are fair across a diverse student population. He often finds it difficult to formulate the right balance between challenging students and not overwhelming them. He describes his strategy of using preliminary tests to gauge the appropriate level of difficulty for final exams, sharing an anecdote about how a particularly difficult preliminary test once highlighted the need for simpler, more focused questions in the actual exam.

*The main challenge faced in conducting assessments in English classes is overcoming obstacles in preparing questions/exam forms that are relevant to students' abilities. However, this obstacle can be overcome by using various formative and summative assessment strategies that are appropriate to student needs and the teaching context.*



To overcome these challenges, Mr. Ray continuously adapts his assessment methods. He recalls how sharing experiences and strategies with colleagues has been invaluable. For instance, during a professional development workshop, a colleague suggested a peer-review system for formative assessments, which he implemented to great success. This system not only provided additional feedback but also fostered a collaborative learning environment among students.

*To overcome these challenges, I will use a variety of formative and summative assessment strategies that suit student needs and the teaching context. Teachers can also share experiences and strategies with colleagues to improve the quality of assessments.*

Ensuring fairness and relevance in assessments is a constant concern for Mr. Ray. He recounts an experience where he had to adjust grades to meet the minimum passing grade criteria (KKM) while maintaining the integrity of the assessment. He often uses multiple assessment formats and continuous monitoring to ensure that all students have the opportunity to demonstrate their abilities fairly.

*To ensure that the assessments given are fair and relevant to students' abilities in the context of teaching English in Indonesia, I usually use a variety of formative and summative assessment strategies that suit students' needs and the teaching context. Teachers can also monitor student progress continuously and adjust teaching strategies to meet students' unique needs.*

Drawing from his experiences, Mr. Ray advises fellow EFL teachers to employ a variety of formative and summative assessment strategies tailored to their students' needs. He emphasizes the importance of practical assessments over written tests, sharing how performance-based tasks have provided a more accurate picture of his students' language abilities. He encourages teachers to collaborate and share best practices, as collective wisdom often leads to improved teaching and assessment methods.

*Mr. Ray provides advice for other English teachers in evaluating their students' English language skills, namely to use a variety of formative and summative assessment strategies that suit student needs and the teaching context. According to Mr. Ray, teachers can also share experiences and strategies with colleagues to improve the quality of assessments and improve students' abilities.*

Through this interview result, Mr. Ray's narrative highlights the complexities and rewards of assessing EFL students. Through his stories, we gain insights into the dynamic nature of teaching, the importance of adaptable assessment strategies, and the continuous effort required to balance fairness, relevance, and student engagement. His experiences underscore the value of reflective practice and collaboration in enhancing educational outcomes.



Based on the results of observations made by researchers, Mr. Ray studied the material "Factual Report," Mr. Ray implemented formative assessment. Formative assessment is carried out through class observations, direct feedback, and presentations. The summative assessment was not carried out in this lesson. Based on the Document (Teaching Module), Mr. Ray conducted learning that was quite in line with the content of the learning objectives in the teaching module, such as providing questions to stimulate the material, forming students into groups, and holding presentations and question-and-answer sessions. However, several points in the teaching module are not realized in learning. Mr. Ray did not address last week's assignment, which could have been used as a type of formative assessment.

### **Re-storying: Mr. Amar**

Mr. Amar is a 39-year-old English teacher at a middle school on the outskirts of the city in Central Java, Indonesia. He started his career as a teacher 16 years ago. He also holds the title of professional teacher at a university in Central Java. After passing the teaching certification program from the Ministry of Education and having attended various workshops and seminars on teaching English as a foreign language. Mr Amar began his teaching career with a clear understanding of the importance of assessment in the educational process. He realized early on that formative and summative assessments were important for monitoring student progress and informing his teaching methods.

Mr. Amar uses three types of formative assessments: written tests, oral practice assessments, and project-based assessments such as video creation. In summative assessment, he uses mid-semester tests and end-of-semester tests. He believes that combining these methods provides a comprehensive evaluation of student abilities. He recalls how oral practice assessments, for instance, have been instrumental in improving students' speaking skills. A memorable experience was when students created videos demonstrating their language skills, which not only assessed their speaking abilities but also their creativity and engagement with the language.

*There are three forms of formative assessments that I usually use in class, namely, written assessments, oral practice assessments, and projects (making videos). And for summative, mid-semester, and end-of-semester tests.*

Formative assessments are a key component of Mr. Amar's teaching strategy. He utilizes class presentations and end-of-lesson quizzes to gauge students' understanding and progress continuously. He shares a story about how a simple end-of-lesson quiz once revealed widespread misconceptions about a grammar topic, prompting an immediate review session to address these misunderstandings.

*In conducting formative assessments, I usually give presentation assignments in front of the class and sometimes I also give additional quizzes at the end of the lesson.*



Summative assessments, such as mid-term and end-of-term tests, are conducted to evaluate students' comprehensive understanding of the course material. These assessments are validated with colleagues from the MGMP (subject teacher working group) to ensure consistency and reliability. Mr. Amar recalls a particular end-of-term test that effectively measured students' grasp of the curriculum, providing valuable data for future instructional planning.

*The summative assessment that I do is in the form of end-of-semester and end-of-semester assessments, the questions are formed by myself and I discuss the questions I make with MGMP colleagues to provide question validation.*

When designing assessments, Mr. Amar considers several factors, including the timing, frequency, type, and specific skills targeted. He emphasizes the need to align assessments with students' abilities and the content covered. He recalls an instance where he spaced out assessments after completing specific competency units to avoid student burnout and maintain high levels of engagement.

*In preparing a type of assessment, I consider several things, one of which is the ability of students. The questions I ask are also based on an evaluation of student abilities. The second consideration is the time of assessment. I will conduct the assessment when the learning has reached two basic competencies. Because if I conduct an assessment of everyone's basic competency, then it will make students feel bored and less enthusiastic about participating in learning. With a note, the two or three material competencies are related.*

Mr. Amar views assessments as critical in EFL teaching. They help in monitoring student progress, providing immediate feedback, and adjusting teaching strategies to meet students' unique needs. He reflects on a time when formative assessments revealed significant improvements in students' listening skills, validating his instructional methods.

*Assessment is something that teachers must do because the teacher's job, apart from teaching, is to evaluate. Apart from that, assessment is an effective way to determine students' abilities, especially in the context of EFL learning. Unfortunately, currently, the National Examination, which is a standard form of assessment, is generally no longer used, and it is feared that this will become a problem for teachers because, without the National Examination, there is no definite passing standard.*

Assessments serve multiple functions, such as monitoring progress, providing feedback, and guiding instructional adjustments. Mr. Amar shares how assessments have enhanced student motivation and provided a comprehensive view of their



language development. He recounts a story of how a struggling student showed remarkable improvement after receiving targeted feedback and support based on formative assessment results.

*The benefit of assessment is to measure students' abilities and also ensure whether the learning methods I use are appropriate for the students or not. In short, the benefits of assessment are not only for evaluating students but also as a tool for correcting learning carried out by teachers.*

A significant challenge Mr. Amar faces is ensuring fairness and accuracy in assessments, especially given the diverse abilities of his students. He often resorts to score thresholds for students who fail to meet the minimum passing standards (KKM), which complicates the fairness of assessments. He shares an experience where he had to re-evaluate an entire class's performance due to inconsistencies in the test difficulty level.

*One of my main challenges in assessing students' abilities is the difficulty in providing assessments that are by standards, so I have to give a score threshold to students who have scored less than the standard through enrichment assignments as a consideration in providing assessments that follow standards. I also understand that each student's ability is different in understanding the material provided. In the EFL context, students who study English experience various difficulties in applying English in everyday life.*

To address these challenges, Mr. Amar employs various strategies. He conducts preliminary tests to gauge student understanding and adjust the difficulty of final exams accordingly. He also provides detailed exam outlines to help students prepare effectively. He recalls a situation where this approach significantly improved overall student performance on a challenging test.

*To overcome this, I took several actions, such as a few days before the assessment day, I would test the students with daily test questions that I had created, and later these questions would become my benchmark in preparing exam questions. It is hoped that this will give me an idea of the question I am asking. Next, I will use this description as material for my consideration in compiling the actual exam questions. My other action was to provide an exam outline in the form of questions, not in the form of basic competencies. So that in the future, when students take the exam, they can do it easily and get the expected score.*

Mr. Amar strives to ensure that assessments are fair and relevant by continuously monitoring student progress and adjusting his teaching strategies. He uses a variety of assessment methods to capture different aspects of student learning. He shares a



story of how collaborative efforts with colleagues have helped standardize assessments, ensuring they are fair and reflective of students' abilities. Mr. Amar advises fellow EFL teachers to focus on practical assessments over written tests to ensure students can apply language skills in real-life contexts. He encourages teachers to use a variety of formative and summative assessments suited to their students' needs and share best practices with colleagues. His final piece of advice is to always keep the students' needs at the forefront, designing assessments that not only measure learning but also support and motivate students.

*My suggestion is to prioritize practical assessments rather than written assessments because, in the context of learning a language or, more specifically, English, we as teachers must really ensure that students can utilize their language skills.*

Mr. Amar's narrative provides valuable insights into the complexities of assessing EFL students. His experiences highlight the importance of a balanced approach to formative and summative assessments, the need for continuous adaptation in teaching practices, and the effort required to ensure fairness and relevance in evaluations. His commitment to student-centered assessment practices and collaborative professional development underscores the vital role of reflective practice in enhancing educational outcomes.

From the observation result, Mr. Amar used a combination of formative, summative, and self-assessment strategies in learning recount text material. This allows for a comprehensive evaluation of student understanding and application of the material. By combining these types of assessments, Pak Amar can effectively monitor students' progress and provide targeted feedback to improve their writing skills.

### **Re-storying: Mr. Aliman**

Mr. Aliman began his teaching career with a clear understanding of the importance of assessments in the learning process. His early experiences solidified his belief that both formative and summative assessments are crucial for monitoring student progress and informing instructional practices.

*Assessments used in the classroom are formative and summative. Formative assessments are carried out in the form of daily assessments after each delivery of material, and summative assessments are carried out in the form of PSTS1 (mid-term test), PSAS, PSTS2, and PSAT (final test). Both types of assessment are carried out and used for the results of the year-end summative assessment considerations.*

Throughout his teaching career, Mr. Aliman has utilized both formative and summative assessments. He emphasizes the significance of formative assessments, such as daily quizzes, class activities, discussions, and presentations, in providing





continuous feedback and engaging students in their learning process. He recounts a specific instance where a class discussion revealed widespread misconceptions about a grammar point. This immediate feedback allowed him to address the issue promptly, ensuring that students did not carry forward their misunderstandings.

*The assessments that I use in class are formative and summative. Formative assessments are carried out in the form of daily assessments after each presentation of the material, and summative assessments are carried out in the form of PSTS1, PSAS, PSTS2, and PSAT. "Both types of assessments are carried out and used to consider the results of the year-end summative assessment.*

For summative assessments, Mr. Aliman employs written exams and portfolio assessments. He describes how written exams at the end of a learning period provide a comprehensive evaluation of students' knowledge and skills. One memorable summative assessment involved students compiling portfolios of their best work, which not only demonstrated their progress over time but also encouraged them to take pride in their achievements.

When designing assessments, Mr. Aliman carefully considers factors such as timelines, types, and the specific skills being assessed. He reflects on his initial experiences where frequent testing led to student fatigue and disengagement. Through trial and error, he learned to balance the frequency of assessments, ensuring they were spaced out to maintain student interest and motivation. He also highlights the importance of aligning assessments with learning objectives, ensuring that each test accurately measures the targeted skills.

*In the process of developing a type of assessment, I will take into consideration various aspects such as the purpose of the assessment, before conducting an assessment, we must know whether the assessment will be used to assess the achievement of learning objectives (summative assessment) or to improve the learning process (formative assessment). Furthermore, we also determine the right time to conduct the assessment, such as the final assessment of a scheduled time unit. Finally, we determine the type of assessment that will be used, such as a process assessment that focuses on reading, writing, listening, and speaking skills, or a learning outcome assessment that involves learners in the process of self-assessment and assessment among learners (peer assessment).*

Mr. Aliman firmly believes that assessments play a pivotal role in EFL education. They not only help in monitoring student progress but also provide valuable insights into teaching effectiveness. He shares a poignant moment when a summative assessment revealed significant improvements in students' speaking skills, validating the effectiveness of his interactive teaching methods. These assessments



help identify areas where students struggle, allowing for targeted interventions and support.

*Assessment in teaching English as a Foreign Language (EFL) in Indonesia is very important because it helps measure each student's ability to understand the material given by the teacher.*

One of the main challenges Mr. Aliman faces is ensuring that assessments are fair and reflective of students' abilities. He describes the difficulty in creating assessments that cater to a wide range of abilities within a single classroom. Another challenge is the impact of external factors, such as the pandemic, which has led to increased student passivity and disengagement. He recalls instances where he had to adjust grades to meet the passing grades, which often felt like a compromise on assessment integrity.

*Students have had significant differences since corona, they have become more passive when taking part in learning, so it is difficult for me to assess students. Apart from that, current assessments are less fair because there is a lack of student knowledge in understanding the material, so teachers have to control students' grades. However, in terms of designing the questions, I didn't find any problems because every time the questions were formed, the teachers would hold a meeting to prepare the questions together, and that was very helpful for validating the questions that would be issued as a measuring tool for students' exams.*

To address these challenges, Mr. Aliman has implemented various strategies. He uses a mix of assessment types to cater to different learning styles and abilities. For instance, incorporating presentations and group activities alongside written tests has helped in assessing a broader range of skills. He also conducts remedial sessions for students who struggle, although he acknowledges the limitations of this approach. By continuously adapting his methods and seeking feedback from colleagues, he strives to enhance the fairness and effectiveness of his assessments.

*Efforts are being made to look for learning methods that can increase students' motivation in learning English. In the context of assessment, I concluded that the student assessment results were classified as poor and found a gap in student scores. It can be estimated that around  $\frac{1}{4}$  of the students had good assessment results, while the rest were classified as poor.*

*For students who get poor grades, we teachers usually give remedial measures. The aim of this remedial is to improve student grades. Although sometimes there are some students who still have poor grades even though they have taken the remedial, the teacher will give additional grades/values so that the student's grades can*



*reach the average grade/KKM grade. "The effect of giving these grades is that students become less motivated to get good grades, because they know that they will still get KKM grades even though their material knowledge is lacking.*

Ensuring fairness and relevance in assessments is a priority for Mr. Aliman. He recounts how he continuously monitors student progress and adjusts his teaching strategies based on formative assessment feedback. This ongoing process helps him design assessments that are aligned with students' abilities and learning contexts. He also shares how he collaborates with fellow teachers to standardize assessments, ensuring consistency and fairness.

*In our assessment, we are fair in assessing students because we have assessment standards. Smart students will get grades according to their abilities, and students who are less clever will be directed to take remedial courses to get a minimum grade according to the scoring threshold. Apart from that, we also work with other teachers to validate the exam questions that we will give to students.*

Drawing from his extensive experience, Mr. Aliman advises fellow EFL teachers to employ a variety of assessment strategies. He emphasizes the importance of formative assessment in providing immediate feedback and engaging students. He also encourages teachers to be flexible and adaptive, constantly reflecting on their practices and seeking collaborative opportunities to share best practices. His final piece of advice is to always keep the students' needs at the forefront, designing assessments that not only measure learning but also support and motivate students in their language learning journey. According to Mr. Aliman, every English teacher in the current conditions (independent curriculum) must be enthusiastic because the current and previous curricula are very different.

*As an old teacher, I am aware of my old schedule for evaluating students' abilities. Mr Aliman advised young teachers to be enthusiastic in facing these challenges. Apart from that, assessment instruments must also be adjusted to students' abilities.*

Mr. Aliman's narrative provides valuable insights into the complexities and nuances of assessing EFL students. His experiences highlight the importance of a balanced approach to formative and summative assessments, the need for adaptability in teaching practices, and the continuous effort required to ensure fairness and relevance in evaluations. His commitment to student-centered assessment practices and collaborative professional development underscores the vital role of reflective practice in enhancing educational outcomes.

Based on the observation, Mr. Aliman carried out the process of learning the material "Analytical Exposition." Mr. Aliman uses a combination of formative and



summative assessments. Formative assessment is carried out through oral discussions, group observations, direct feedback, presentations, and peer review. Summative assessments are carried out through individual final assignments, which will comprehensively evaluate students' understanding and writing skills. This approach allows Mr. Aliman to continuously monitor student progress and provide appropriate interventions to improve learning outcomes. Based on the teaching module used as a learning reference, Mr. Aliman applies the concepts in the teaching module and makes several improvisations in learning.

### **Re-storying: Mr. Samir**

Mr. Samir is a 58-year-old English teacher at a middle school on the outskirts of the city in Central Java, Indonesia. He started his career as a teacher in 1999. He also holds the title of professional teacher after passing the teaching certification program from the Ministry of Education and having attended various workshops and seminars, such as *Merdeka Belajar* and others. Mr Samir started his teaching career with a clear understanding of the importance of assessment in the educational process.

Mr. Samir utilizes both formative and summative assessments in his English teaching practice. He mentions using daily assessments and quizzes as part of his formative assessment strategy, while summative assessments include mid-term and end-of-semester exams. The self-creation of assessments indicates his dedication to aligning assessments with students' understanding and the curriculum standards.

*I use formative and summative assessments. The forms of formative assessment that I use are daily assessments and daily tests, while the form of summative assessments is the Final Semester Assessments.*

In conducting formative assessments, Mr. Samir crafts daily quizzes and tests based on his perception of students' comprehension levels. This personalized approach shows his commitment to meeting students at their level of understanding and adapting the difficulty of questions accordingly. His method reflects a deep consideration of student capabilities, which is a core element of effective formative assessment.

*Daily Tests and Quizzes, the question maker is myself. I make daily test questions based on the students' understanding that I see. So, I will adjust the difficulty level of the questions based on the students' abilities that I estimate.*

For summative assessments, he follows curriculum guidelines and seeks peer validation to ensure standards are met. This practice highlights his effort to maintain fairness and academic rigor in evaluation, balancing individual judgment with collaborative input. Mr. Samir considers students' performance when designing assessments, aiming to match the difficulty level to suit their abilities. The timing



of assessments post-instruction suggests a strategic approach to evaluation, ensuring students have an adequate opportunity to learn before being tested.

*The main consideration is the child's ability, as seen from written results and oral practice; this will be my consideration in determining the level of difficulty of the questions that will be used as an assessment tool. Then, I also consider the assessment time when I finish giving the material.*

Assessments are seen as crucial in the English learning process, providing feedback on student understanding and skill application. Mr. Samir views assessments as both a diagnostic tool and a means to guide future instruction, emphasizing the role of feedback in shaping teaching strategies.

*Assessments play an important role in the English learning process because one of the main functions of assessments is to determine students' ability to understand and use English.*

He identifies two main benefits: feedback for instructional improvement and practical value for students, such as meeting job requirements (e.g., TOEIC scores). This dual focus on educational and practical outcomes underscores the broader implications of assessments beyond the classroom.

The primary challenge noted is academic dishonesty, particularly using smartphones during exams to find the test answers from the internet. To solve this problem, Mr. Samir collects smartphones before exams and emphasizes the importance of honesty. For grade inflation, he prefers remedial actions over arbitrary grade adjustments, aiming to maintain integrity in assessment outcomes.

*The challenge in conducting assessments that I often encounter is cheating behavior carried out by students when taking exams, students tend to cheat with the help of cellphones. Especially when conducting assessments via Google Form, students will prefer to search for answers on Google rather than from their own minds. In dealing with cheating behavior, I often warn students not to cheat when taking exams or tests. The warning is in the form of an order to collect the smartphone before the exam or test starts. This is expected to make students aware that assessments are an activity that must be carried out honestly. Meanwhile, for the second challenge, I minimized the value of the pulley by holding remedials as a consideration in giving assessments to students.*

He also mentions teachers manipulate students' score to meet the grade threshold. These challenges reflect broader systemic issues, highlighting a common ethical dilemma in education. He added “*Apart from that, there are other challenges of a general nature, such as the case of score threshold that I carry out for students who*



*get scores less than standard*”. Teachers are required to meet this goal or students might need to remedy.

*In giving a grade to a student, first I will look at the student's ability for each skill, and the 4 English skills will reflect the student's English ability”. However, on the other hand, I also feel unfair because I have to give grades to students who have grades less than the standard.*

He advises continuous motivation for students regarding the importance of English, suggesting that engagement and innovative teaching methods can reduce the need for grade threshold. His emphasis on motivation and engaging instruction aligns with best practices in education to foster a positive learning environment. Mr. Samir reflects a committed educator navigating the complexities of fair and effective assessments in an EFL context. His experiences highlight the balancing act between maintaining rigorous standards and adapting to student needs, while also addressing systemic challenges such as cheating and scoring manipulation. By focusing on personalized assessments, collaborative validation, and continuous motivation, Mr. Samir aims to create an equitable and supportive learning environment for his students.

*As English teachers, we must continue to provide motivational encouragement to students about the importance of English in international life. With this motivation, it is hoped that students will be more enthusiastic about learning English and get the expected grades so that teachers no longer need to do grade threshold. Apart from that, we should also really provide an understanding of the material wisely and uniquely so that students don't feel bored when learning English in class.*

In the observation result, the researchers found that Mr. Samir applies a combination of formative and summative assessments. Formative assessment is carried out through classroom observations, direct feedback, presentations, and peer review. Summative assessment is carried out through a final assignment, which will evaluate students' abilities. This approach allows Mr. Samir to monitor student progress continuously and provide appropriate interventions to improve learning outcomes.

## **Discussion**

The questions in this research are how teachers implement assessments in their EFL classes, what benefits EFL teachers perceive from using various assessment methods, and what challenges EFL teachers perceive from using various assessment methods. In this discussion section, the researchers investigate the narratives provided about this research question. Each story and incident provides a lot of information regarding the answer to the research question. In this case, the retelling





technique allows researchers to look at each narrative to categorize participants' responses to answer the research questions.

### **How Indonesian EFL teachers implement learning assessments**

The EFL teachers in Indonesia employ a combination of formative and summative methods to monitor and evaluate student progress, ensuring that their teaching strategies are effective and aligned with educational objectives. For instance, Mr. Samir and Mr. Ray mentioned that they use both formative for daily assessments or daily tests, and summative assessments in the final semester assessments. Adinda et al. (2021) state that to gather as much data as possible regarding students' attainment of learning outcomes, these two assessments play roles that are interrelated and cannot be divided.

The latest curriculum urged those teachers integrate formative assessments into the learning process. This assessment strategy not only supports continued student development but also enhances the learning experience by seamlessly incorporating assessments into daily classroom activities. Sutikno (2019) states that formative assessment is a form of evaluation that is carried out periodically and covers all elements of learning being taught. Formative evaluation is intended as a technique for tracking a student's academic development. All teachers commonly use daily assignments and quizzes. Mr. Ray and Mr. Amar often use class presentations, while Mr. Samir uses homework. Mr. Amar uses a different method by adding class presentations and discussions as formative assessment material. The various forms of formative assessments above are in line with Regier's (2012) statement, which states that formative assessments include informal observations, oral discussions, quizzes, class activities, homework assignments, and peer reviews, which provide immediate feedback and enable timely teaching adjustments.

Another aspect of assessment practices in Indonesian EFL classrooms is the emphasis on summative assessments. According to McComas (2014), Summative assessments are given to evaluate students' knowledge and skills at the end of a course or program. These include final semester exams, midterm exams, chapter exams, final assignments, standardized exams, portfolios, practical exams, quizzes, and practical exams. In this research, the four EFL teachers used written exams (midterm exams and final semester exams) as a summative assessment; apart from that, projects (practical exams) were also used by Mr. Ray to collect students' comprehensive knowledge and skills at the end of the learning period.

### **The perceived benefits of using various assessment methods in Indonesian EFL classrooms?**

The teachers in this research show the perceived benefits of using various assessment methods in EFL classrooms, which can be categorized into three main areas: assessments for learning, assessments of learning, and assessments as learning. Zang et al. (2018) stated that classroom assessment measures and tools were developed and classified into three approaches: assessments of learning (AoL), assessments for learning (AfL), and assessments as learning (AaL). In this research, these three approaches will be the answer to the perceived benefits of using various assessment methods in Indonesian EFL classes according to teachers.



***Assessment for Learning (AfL).*** In this research, EFL teachers employed formative assessments such as classroom observations, quizzes, and homework assignments to monitor student progress and provide immediate feedback. Teachers attempted to identify areas where students were experiencing difficulty and adjusted their assessment practice carried out by EFL Teachers is an integrated assessment that refers to Assessment for Learning (AfL). According to Mutalib and Ahmad (2016) AfL is a form of assessment that can help students improve their abilities in understanding and knowing the level of learning achievement of everyone. AfL helps EFL teachers adapt their teaching strategies to better meet students' needs. Hidayat et.al (2023) emphasize that AfL provides a more comprehensive picture of student learning progress by assessing their abilities and development.

Pang (2022) stated that AfL helps students understand the extent to which they understand their learning and can plan what they must learn. Another evidence of AFL integration is when EFL teachers use project-based assessment and peer review to foster a collaborative learning environment and encourage students to be proud of their achievements. In this case, EFL Teachers emphasize the importance of practical assessments that evaluate students' ability to apply language skills in real-life contexts. According to Safithri and Muchlis (2022), the use of AfL in learning management can improve student learning outcomes. On the other hand, Mr. Samir uses daily assessments and quizzes as part of his formative assessment strategy. These assessments help him monitor student progress and provide feedback to improve student knowledge. In this case, Sweeney (2012) also shows that AfL can improve the quality of learning and student learning outcomes through appropriate feedback.

***Assessment of Learning (AoL).*** In this research, EFL teachers carry out summative assessments such as mid-semester exams and final semester exams as a form of AoL to evaluate students' abilities comprehensively. The assessment practice carried out by EFL Teachers is an integrated assessment that refers to AoL. AoL aims to demonstrate or acknowledge student learning outcomes (Yin et al. 2022). According to Anisah (2021), this assessment is reported in the form of exam results. According to Jannah et al. (2023) stated that summative assessments such as final semester exams and midterm exams are used to accurately evaluate student abilities.

Additionally, teachers take advantage of other benefits of AoL, such as monitoring and providing feedback to students. Teachers provide individualized feedback based on each student's performance. This can include personalized comments on assignments or tests, addressing strengths and weaknesses unique to each student. This approach fosters a more tailored learning experience and encourages students to take ownership of their learning (Adjulani et al., 2022). This feedback helps students understand the material studied and improve their abilities. This is in line with research conducted by Hattie and Timperley (2007), which states that appropriate and continuous feedback can increase students' active participation in learning and learning outcomes.



***Assessment as Learning (AaL).*** The research shows that EFL teachers help students to understand their abilities. They emphasized the need for practical assessments rather than written tests to ensure students can apply language skills in real life. Additionally stated that assessments are designed to engage students and increase motivation. EFL Teachers used various assessment methods to maintain student motivation and interest. They share how he takes his time in assessments to avoid student burnout and maintain engagement. The assessment practice carried out by EFL Teachers is an integrated assessment that refers to AaL. AaL is an assessment function that encourages participants to be more active in the assessment process. According to Dann (2014), AaL is a function of assessment that encourages students to actively participate in the learning process.

It is clear from the preceding description that EFL teachers employ various methods to enhance student learning outcomes and are aware of the many benefits of assessments. Teachers integrate the benefits of Afl, Aol, and Aal. These methods help teachers monitor student progress, provide feedback, and adjust their teaching strategies. Assessments also increase student engagement and motivation. These categories highlight the diverse roles of assessments in the EFL classroom, emphasizing the importance of monitoring progress and providing feedback for learning improvement while supporting student learning and practical application.

### **The perceived challenges of implementing assessment methods and their solutions**

Teachers face several challenges in implementing effective and meaningful learning assessments in the classroom. One of the primary challenges involves ensuring fairness and accuracy in assessment. For instance, Mr. Ray and Mr. Samir expressed concern about how to ensure that students meet the learning objectives, which are typically reflected in their grades. However, in practice, some students fall short of these targets. As a result, teachers may feel pressured to manipulate student grades to align with expected outcomes. This compromises the authenticity of assessments, which are intended to serve as objective indicators of students' actual abilities. This concern is echoed by Mahmudah and Susilo (2023), who found that grade manipulation is a recurring issue and emphasized the importance of implementing fair assessment principles and using valid and reliable instruments. When assessments are well-constructed and grounded in sound measurement principles, they provide a more accurate and equitable reflection of student performance.

A second major challenge is student dishonesty during assessments, particularly in the form of cheating. Mr. Aliman reported incidents of students using smartphones to cheat during exams. Such behavior undermines the credibility of the assessment process and leads to grades that do not reflect true student competence. This finding is consistent with Wiramarta (2021), who identified cheating as one of the persistent obstacles in EFL assessment, attributing it to inadequate exam supervision and weak enforcement of academic integrity. Without strong preventive measures, such as strict proctoring or honor codes, teachers are unable to ensure that assessments reflect honest student effort. To address this issue, Mr. Aliman implemented



practical solutions, such as collecting students' phones before exams and giving explicit warnings about the importance of academic honesty. These actions aim to foster a culture of integrity and reinforce the value of honest assessment.

Another significant challenge is addressing the diverse abilities of students within the same classroom. Mr. Amar shared his struggle in designing learning materials and assessments that accommodate students with varying intellectual capacities. The wide range of ability levels makes it difficult to ensure that all students are equally supported and fairly assessed. Almujab (2023) highlighted this issue, suggesting that differentiated instruction and varied assessment formats—such as quizzes, projects, and oral presentations—can help teachers better address the heterogeneous needs of their students. By incorporating a mix of assessment strategies, teachers can provide students with multiple pathways to demonstrate their understanding, which in turn leads to more inclusive and equitable evaluation practices.

The final challenge centers on teachers' concerns regarding the discontinuation of the national examination. Mr. Amar expressed uncertainty about the consistency and reliability of student competency measurements in the absence of a standardized national assessment. Since the abolition of the National Examination by the Ministry of Education and Culture in 2021, debates have emerged regarding the pros and cons of this policy. Sari et al. (2021) reported that while some stakeholders welcomed the change, many teachers expressed concern over the lack of uniform benchmarks for measuring learning outcomes across regions and schools. In response to this challenge, Mr. Amar has initiated collaboration with teachers from other schools to develop common assessments that align with curriculum standards. This collective approach helps maintain consistency and comparability in assessing student learning, despite the absence of national-level exams.

## **Conclusion**

This study highlights the importance of adopting a balanced and integrative approach to assessment in English as a Foreign Language (EFL) classrooms. Teachers utilize a combination of formative and summative assessment methods to evaluate student learning and enhance instructional effectiveness. Techniques such as quizzes, class activities, homework assignments, and portfolio assessments are frequently employed to provide timely feedback and to inform instructional adjustments. This multifaceted assessment strategy not only supports students' ongoing academic development but also ensures alignment with learning objectives and offers a more accurate reflection of students' competencies.

Furthermore, the study reveals the perceived benefits of diverse assessment approaches, particularly those grounded in assessment for learning (AfL), assessment in learning (AiL), and assessment as learning (AaL). These approaches allow teachers to monitor progress continuously, respond to learning needs in real-time, and empower students to take ownership of their learning. As a result, the



assessment process becomes more dynamic, interactive, and student-centered, contributing to improved engagement and motivation.

At the same time, the research identifies several persistent challenges, including maintaining fairness and objectivity, accommodating students' varied ability levels, and navigating the implications of the absence of standardized national assessments. These issues underscore the complexity of implementing effective assessment systems in EFL contexts.

The findings of this study carry several important implications for policy and practice. First, they highlight the need for ongoing professional development programs focused on assessment literacy, enabling teachers to design fair, valid, and varied assessments. Second, the results suggest that education policymakers should consider providing clearer guidance and frameworks for classroom-based assessment, especially in the absence of national standardized exams. Third, curriculum developers and instructional leaders can use these insights to encourage differentiated assessment strategies that cater to diverse learner profiles. Ultimately, this study contributes to the improvement of assessment practices in EFL education in Indonesia and offers a foundation for enhancing equity, authenticity, and effectiveness in evaluating student learning.

## References

- Adinda, A. H., Siahaan, H. E., Raihani, I. F., Aprida, N., Fitri, N., & Suryanda, A. (2021). Penilaian sumatif dan penilaian formatif pembelajaran online. *Report Of Biology Education*, 2(1), 1-10.
- Adjulani, S., Moonti, U., Sudirman, S., Mahmud, M., & Bahsoan, A. (2022). Pengaruh feedback guru terhadap aktivitas belajar siswa pada mata pelajaran IPS terpadu kelas vii di MTS Negeri 1 Bone Bolango Kabupaten Bone Bolango. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(3), 1597-1602. <http://dx.doi.org/10.37905/aksara.8.3.1597-1602.2022>
- Ahmed, F., Ali, S., & Shah, R. A. (2019). Exploring variation in summative assessment: language teachers' knowledge of students' formative assessment and its effect on their summative assessment. *Bulletin of Education and Research*, 41(2), 109-119.
- Almujab, S. (2023). Pembelajaran berdiferensiasi: pendekatan efektif dalam menjawab kebutuhan diversitas siswa. *Oikos: Jurnal Kajian Pendidikan Ekonomi & Ilmu Ekonomi*, 8(1), 2549-2284.
- Amrulloh, M. A. (2015). Sistem penilaian dalam pembelajaran. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 7(2), 125-148. <http://dx.doi.org/10.24042/albayan.v7i2.350>
- Anderson, G. L., Herr, K., & Nihlen, A. S. (2007). *Studying your own school: An educator's guide to practitioner action research*. Corwin Press.





- Angelo, T. A. (1995). Reassessing (and defining) assessment. *American Association for Higher Education Bulletin*, 48, 7-9.
- Anisah, G. (2021). Kerangka konsep assessment of learning, assessment for learning, dan assessment as learning serta penerapannya pada pembelajaran. *Al-Aufa: Jurnal Pendidikan Dan Kajian Keislaman*, 3(2). <https://doi.org/10.36840/alaufa.v3i2.508>
- Ashraf, H., & Zolfaghari, S. (2018). EFL teachers' assessment literacy and their reflective teaching. *International Journal of Instruction*, 11(1), 425-436. <https://doi.org/10.12973/iji.2018.11129a>
- Baralt, M. (2011). Coding qualitative data. *Research methods in second language acquisition: A practical guide*, 222-244. <https://doi.org/10.1002/9781444347340>
- Boud, D. (2021). Assessment-as-learning for the development of students' evaluative judgement. In *Assessment as Learning* (pp. 25-37). Routledge.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and practice*, 2(1), 14. <https://doi.org/10.1186/s42466-020-00059-z>
- Buyukkarci, K. (2014). Assessment beliefs and practices of language teachers in primary education. *International Journal of instruction*, 7(1). 107-120
- Chase, S. E. (2003). Learning to listen: Narrative principles in a qualitative research methods course. In R. Josselson, A. Lieblich, & D. P. McAdams (Eds.), *Up close and personal: The teaching and learning of narrative research* (pp. 79–99). American Psychological Association. <https://doi.org/10.1037/10486-005>
- Clandinin, D. J. (2022). *Engaging in narrative inquiry*. Routledge.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco: Jossey-Bass.
- Dann, R. (2014). Assessment as learning: blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice*, 21(2), 149–166. <https://doi.org/10.1080/0969594X.2014.898128>
- DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: an example from a professional development research project. *Field methods*, 23(2), 136-155. <https://doi.org/10.1177/1525822X10388468>





Language, Education and Development (LEAD) Journal  
ISSN: 2827 – 976X  
Vol. 4 Number 1 (2025) 63 – 89  
<https://jos.unsoed.ac.id/index.php/lead/index>

- Embibe. (2023). Assessment challenges for teachers in school education. Retrieved from <https://www.embibe.com/exams/assessment-challenges-for-teachers-in-school-education/>
- Flórez, M. T., & Sammons, P. (2013). *Assessment for learning: Effects and impact*. CfBT Education Trust. 60 Queens Road, Reading, RG1 4BS, England, 3-23.
- Handayani, F., Maharani, R. A., & Fitria, Y. (2022). Penilaian dan jenis tes yang dibuat oleh guru di tingkat sekolah dasar. *Jurnal Basicedu*, 6(1), 726-737. <https://jbasic.org/index.php/basicedu>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Herrera Mosquera, L., & Macías V, D. F. (2015). A call for language assessment literacy in the education and development of teachers of English as a foreign language. *Colombian Applied Linguistics Journal*, 17(2), 302-312. <http://dx.doi.org/10.14483/udistrital.jour.calj.2015.2.a09>
- Hidayat, R., Sujadi, I., & Usodo, B. (2023). Description of assessment: assessment for learning and assessment as learning on teacher learning assessment. *Journal of Education Research and Evaluation*, 7(4). <https://doi.org/10.23887/jere.v7i4.59950>
- Jannah, W., Septyanti, E., & Zulhafizh, Z. (2023). Analisis kualitas butir soal bahasa indonesia SMP amal mulia boarding school pekanbaru pada tes sumatif tahun ajaran 2022/2023. *Jurnal Pendidikan Tambusai*, 7(1), 4045-4053. <https://doi.org/10.31004/jptam.v7i1.5889>
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of advanced nursing*, 72(12), 2954-2965. <https://doi.org/10.1111/jan.13031>
- Khasanati, D., & Mustika, D. (2021). Analisis kemampuan guru dalam menyusun penilaian di SDN 01 Tualang Kabupaten Siak. *SALIHA: Jurnal Pendidikan & Agama Islam*, 4(2), 186-201. <https://doi.org/10.54396/saliha.v4i2.179>
- Kouvdu, A. & Tsagari, D. (2018). 13. Towards an ELF-aware Alternative Assessment Paradigm in EFL Contexts. In Sifakis, Nicos C. & N. Tsantila (Ed.), *English as a Lingua Franca for EFL Contexts* (pp. 227-246). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781788921770-015>
- Krippendorff, K. (2018). *Content analysis: an introduction to its methodology*. Sage Publications
- Locke, K., Feldman, M., & Golden-Biddle, K. (2022). Coding practices and iterativity: beyond templates for analyzing qualitative data. *Organizational research methods*, 25(2), 262-284. Article reuse guidelines: <https://doi.org/10.1177/1094428120948600journals.sagepub.com/home/orm>



- Luturkey, G., & Yugopuspito, P. (2022). Kinerja guru sekolah dasar pada masa pandemi covid-19 berdasarkan perspektif motivasi, lingkungan kerja dan komunikasi pemimpin. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(1), 38-51. <https://doi.org/10.21831/jamp.v10i1.48066>
- Mahmudah, M., & Susilo, A. (2024, June). Penilaian ideal dan evaluasi efektif dalam pembelajaran bahasa arab. *In Proceedings of International Conference on Islamic Civilization and Humanities*, 2, 842-855.
- McComas, W. F. (Ed.). (2013). *The language of science education: An expanded glossary of key terms and concepts in science teaching and learning*. Springer Science & Business Media
- Mohammadkhah, E., Kiany, G. R., Tajeddin, Z., & ShayesteFar, P. (2022). EFL teachers' assessment literacy: A contextualized measure of assessment theories and skills. *Language Teaching Research Quarterly*, 29, 102-119. <https://doi:10.32038/ltrq.2022.29.07>
- Mutalib, S. A., & Ahmad, J. (2016). Penggunaan teknik pentaksiran formatif dalam subjek Bahasa Melayu darjah satu: kajian kes. *Jurnal Pendidikan Bahasa Melayu*, 2(1), 17-30.
- Najib Muhammad, F. H., & Bardakçı, M. (2019). Iraqi EFL teachers' assessment literacy: perceptions and practices. *Arab World English Journal (AWEJ)*, 10. DOI: <https://dx.doi.org/10.24093/awej/vol10no2.33>
- Nesri, F. D. P., & Kristanto, Y. D. (2020). Pengembangan modul ajar berbantuan teknologi untuk mengembangkan kecakapan abad 21 siswa. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 9(3), 480-492. <https://doi.org/10.24127/ajpm.v9i3.2925>
- Nur'alimah, E. O., Hadiana, M. E., & Basri, H. (2020). Tantangan guru dalam mengimplementasikan standar penilaian dalam mencapai evaluasi pendidikan islam. *MUKADIMAH: Jurnal Pendidikan, Sejarah, dan Ilmu-ilmu Sosial*, 4(2), 86-92.
- Ölmezer-Öztürk, E., & Aydin, B. (2019). Investigating language assessment knowledge of EFL teachers. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 34(3), 602-620.
- Panchbhai, S., & Srivastava, A. (2014). The role of assessment in education. *International Journal of Research in Humanities and Social Sciences*, 2(3), 1-7.
- Pang, N. S. K. (2022). Teachers' reflective practices in implementing assessment for learning skills in classroom teaching. *ECNU Review of Education*, 5(3), 470-490. <https://doi.org/10.1177/2096531120936290>
- Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research, and Evaluation*, 25(1), 2. <https://doi.org/10.7275/ryr5-k983>



- Polkinghorne, D. E. (1995). *Narrative configuration in qualitative analysis*. *Qualitative Studies in Education*, 8(1), 5–23.
- Priharsari, D., & Indah, R. (2021). Coding untuk menganalisis data pada penelitian kualitatif di bidang kesehatan. *Jurnal Kedokteran Syiah Kuala*, 21(2). 130-135.
- Rahimah, R. (2022). Peningkatan kemampuan guru SMP negeri 10 kota tebingtinggi dalam menyusun modul ajar kurikulum merdeka melalui kegiatan pendampingan tahun ajaran 2021/2022. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 6(1), 92-106.
- Rai, N., & Thapa, B. (2015). A study on purposive sampling method in research. *Kathmandu: Kathmandu School of Law*, 5.
- Ravindran, V. (2019). Data analysis in qualitative research. *Indian Journal of Continuing Nursing Education*, 20(1), 40-45.  
[https://doi:10.4103/ijcn.ijcn\\_1\\_19](https://doi:10.4103/ijcn.ijcn_1_19)
- Regier, N. (2012). Book two: *60 formative assessment strategies*. Regier Educational Resources.
- Riessman, C. K. (2008). *Narrative Methods for the Human Sciences*. Thousand Oaks, CA: Sage.
- Saefurrohman & Balinas, E. S. (2016). English teachers' classroom assessment practices. *International Journal of Evaluation and Research in Education*, 5(1), 82-92.
- Safithri, D. L., & Muchlis, M. (2022). Implementasi pembelajaran berbasis assessment for learning untuk meningkatkan hasil belajar peserta didik pada materi laju reaksi. *PENDIPA Journal of Science Education*, 6(2), 547-555. DOI: <https://doi.org/10.33369/pendipa.6.2.547-555>
- Sekyi, E. T. (2016). Assessment, student learning and classroom practice: A Review. *Journal of Education and Practice*, 7(21), 1-6002E
- Sondag, A., Ramugondo, E., & Kathard, H. (2020). Case study and narrative inquiry as merged methodologies: A critical narrative perspective. *International Journal of Qualitative Methods*, 19, 1609406920937880. <https://DOI:10.1177/1609406920937880journals.sagepub.com/home/ijq>
- Sutikno, Y. (2019). Pentingnya penilaian formatif dosen terhadap mahasiswa pendidikan keagamaan Buddha. *Jurnal Pencerahan*, 12(1), 45-53.
- Sweeney, J. (2012). Assessment for learning: A review of the literature. *Journal of Educational Evaluation and Policy Studies*, 3(2), 1-14.  
<https://doi:10.5539/joeeps.v3n2p1>
- Tavassoli, K., & Farhady, H. (2018). Assessment knowledge needs of EFL teachers. *Teaching English Language*, 12(2), 45-65.



Language, Education and Development (LEAD) Journal  
ISSN: 2827 – 976X  
Vol. 4 Number 1 (2025) 63 – 89  
<https://jos.unsoed.ac.id/index.php/lead/index>

- Thomas, F. B. (2022). The role of purposive sampling technique as a tool for informal choices in a social science in research methods. *Just Agriculture*, 2(5), 1-8.
- Tosuncuoglu, I. (2018). Importance of assessment in ELT. *Journal of Education and Training Studies*, 6(9), 163-167.
- Widiastuti, I. (2021). Maintaining student engagement in online learning environments. *Journal of Education and Learning*, 15(2), 123-134. <https://doi.org/10.5539/jel.v15n2p123>
- Wiliam, D. (2011). What is assessment for learning?. *Studies in educational evaluation*, 37(1). 3-14. <https://doi.org/10.1016/j.stueduc.2011.03.001>
- Wiramarta, K. (2021). Tantangan pembelajaran bahasa inggris pada aspek berbicara pada sekolah pariwisata dalam masa pandemi. *Cultoure: Jurnal Ilmiah Pariwisata Budaya Hindu*, 2(1), 1-11.
- Xu, W., & Zammit, K. (2020). Applying thematic analysis to education: A hybrid approach to interpreting data in practitioner research. *International Journal of Qualitative Methods*, 19. <https://10.1177/1609406920918810journals.sagepub.com/home/ijq>
- Yin, S., Chen, F., & Chang, H. (2022). Assessment as learning: How does peer assessment function in students' Learning?. *Frontiers in Psychology*, 13, 912568. <https://doi.org/10.3389/fpsyg.2022.912568>
- Yusri, M. (2020). Pengoperasian penelitian naratif dan etnografi; Pengertian, prinsip-prinsip, prosedur, analisis, intepretasi dan pelaporan temuan. *As-Shaff: Jurnal Manajemen Dan Dakwah*, 1(1), 24-34.
- Zeng, W., Huang, F., Yu, L., & Chen, S. (2018). Towards a learning-oriented assessment to improve students' learning—a critical review of literature. *Educational Assessment, Evaluation and Accountability*, 30, 211-250. <https://doi.org/10.1007/s11092-018-9281-9>