

EXPLORING AN EFL TEACHER'S PERCEPTION OF PORTFOLIO ASSESSMENT IN ENGLISH CLASSROOM

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ABSTRAK

Studi ini bertujuan untuk menyelidiki persepsi guru Bahasa Inggris sebagai Bahasa Asing mengenai penerapan penilaian portofolio dalam pengajaran bahasa Inggris. Metode yang digunakan adalah pendekatan kualitatif dengan desain studi kasus yang melibatkan satu guru sebagai subjek penelitian. Pengumpulan data dilakukan melalui wawancara mendalam untuk memahami pengalaman serta pandangan guru mengenai strategi pengajaran dan penggunaan penilaian portofolio. Selanjutnya, data dianalisis dengan menggunakan analisis tematik. Hasil dari penelitian ini mengungkapkan bahwa guru melihat penilaian portofolio sebagai alat penilaian formatif yang bermanfaat untuk memantau kemajuan belajar siswa secara berkesinambungan. Guru juga menerapkan metode pengajaran yang meningkatkan partisipasi aktif siswa dalam berbahasa Inggris. Namun, penggunaan penilaian portofolio masih banyak mengandalkan tugas tertulis, sehingga belum sepenuhnya memenuhi berbagai metode pembelajaran siswa. Temuan ini menunjukkan bahwa penting untuk merancang tugas portofolio yang lebih bervariasi agar penilaian portofolio dapat dimanfaatkan secara maksimal dalam proses pembelajaran EFL.

Kata Kunci: penilaian portofolio, persepsi guru, EFL

ABSTRACT

This study aims to investigate the perceptions of English as a Foreign Language teacher regarding the implementation of portfolio assessment in English teaching. The method used is a qualitative approach with a case study design involving one teacher as the research subject. Data collection was conducted through in-depth interviews to understand the teacher's experience and view on teaching strategies and the use of portfolio assessment. Furthermore, the data were analyzed using thematic analysis. The results of this study indicate that teachers view portfolio assessment as a useful formative assessment tool for monitoring student learning progress on an ongoing basis. Teacher also applied teaching methods that increased students' active participation in English. However, the use of portfolio assessment still largely depended on written assignments, so it did not fully accommodate the various learning methods of students. These findings indicate that it is important to design more varied portfolio assignments so that portfolio assessment can be utilized optimally in the EFL learning process.

Keyword: portfolio assessment, teacher's perception, EFL

INTRODUCTION

Assessment is an important part of the learning process because it serves to measure student achievement and learning progress. In English as a Foreign Language (EFL) learning, assessment focuses not only on the final result but also on the student's learning process (Ketonen et al., 2023). Through assessment, teachers can obtain information about the extent to which learning

objectives have been achieved and identify difficulties experienced by students during the learning process. Assessment in EFL must take into account the overall learning process of students, not just test results. (Darling-hammond & Snyder, 2000) found that there are many assessments in education. One type of assessment is portfolio assessment.

Portfolio assessment is an authentic assessment (Darling-hammond & Snyder, 2000). It reflection

on the process and the worth of the learning itself, as well as student self-evaluation of their development and achievements (Rubenson, 2010). Through portfolios, teachers can assess not only students' academic abilities, but also their effort, reflection, and learning progress. Portfolio assessment allows teachers to collect student work on an ongoing basis so that student learning progress can be monitored over time (Nurhasan, 2020). This demonstrate that using portfolio assessment help students to enhance their ability to monitor the learning process.

According to (Davis, 2005) portfolio assessment has been shown to aid formative assessment, encourage student reflection, and provide useful documentation of student learning progress. In addition, this assessment gives students the opportunity to take greater responsibility for their education through participation in ongoing tasks and self-evaluation (Wang, 2023). These characteristics make portfolio assessment particularly relevant for English as a foreign language classes.

Effective teaching strategies also play an important role in encouraging student engagement in English as a foreign language (EFL) classes. These strategies reduce student anxiety, facilitate meaningful language use, and encourage active participation (Ariyanti et al., 2019). Teachers are expected to create learning activities that not only convey material but also encourage students to interact, practice the language, and become more confident in using English (Philp & Susan, 2016). In this situation, assessment techniques such as portfolio assessment are closely related to teaching strategies because the tasks in the portfolio show how learning is planned and carried out in the classroom.

Several previous studies have examined the application of portfolio assessment in English language learning, particularly in writing skills. (Wang, 2023; Wang & Jalilah, 2025) these studies show that portfolio assessment can help students develop their writing skills through a process of revision, reflection, and continuous feedback. Through portfolios, students can see the progress of their writing over time, making writing learning more meaningful.

However, most of these studies emphasize student learning outcomes, particularly improvements in writing skills, while studies on

teachers' perspectives on implementing portfolio assessment are still relatively limited. In addition, previous studies (Boumediene et al., 2016) have tended to focus on a single language skill, so the application of portfolio assessment as part of broader learning practices has not been widely explored. Therefore, the author attempts to fill this gap by exploring EFL teacher's perception on implementing portfolio assessment in the classroom.

Based on the condition, this study aims to determine how an EFL teacher implement portfolio assessment in the classroom. This study focuses on teacher's perception of the implementation of portfolio assessment in the English language learning process.

METHOD

This study used a qualitative approach with a case study design to gain an in-depth understanding of the implementation of portfolio assessment in EFL classrooms. The qualitative approach was chosen because it focuses on exploring the experiences, perceptions, and practices of teachers in a real learning context. Case studies allow the author to thoroughly examine something within a specific context.

The participant in this study was one English teacher at the high school level who had implemented portfolio assessment in the English learning process. The participant was selected purposely, considering that the teacher had direct and relevant experience with the implementation of portfolio assessment. This selection process aligns with the research's focus on exploring the teacher's practices and perceptions. Data was collected through in-depth interviews to explore teacher's perception, experience, and understanding of the implementation of portfolio assessment in English language learning.

Further, thematic analysis method was used to analyze the collected data. The analysis began with the transcription of the interview results and then reading the data repeatedly to understand the entire content. Next, the researcher grouped them into several themes related to the research subject.

RESULT AND DISCUSSION

This section presented and discussed the results of research based on thematic analysis of interview data with an English teacher. Two main topics

emerged: (1) Teacher's strategies in engaging students and (2) The implementation of portfolio assessment in the EFL classroom.

Teacher's Strategies In Engaging Students

The findings indicate that student engagement is an important factor in teaching practices. Teacher emphasizes the importance of creating an engaging learning environment and encouraging students to actively participate in English language activities. The teacher said that actively participating in English language activities helps students become more confident and helps them learn the language more easily. As the teacher stated;

"I provide engaging lessons and encourage students to actively use English so that they become accustomed to it and more confident."

Teachers' statement reflect a teaching approach that prioritizes the use of language as an important element in student engagement. These results show that teachers view confidence and language proficiency as the result of continuous practice, not just exposure to teaching materials. This perspective is in line with the idea of student-centered teaching strategies by (Ariyanti et al., 2019) which encourage students to actively participate in learning activities and use the target language in relevant contexts.

By creating engaging lessons and emphasizing active use of English, teachers strive to reduce student anxiety and create a supportive learning environment. This in line with study (Philp & Susan, 2016) that learning activities should involve students throughout the learning process and produce learning products that can be recorded and assessed over time. Therefore, teaching strategies and assessment practices are interrelated because portfolio assessment depends on how learning activities are designed to encourage active student engagement.

The Implementation of Portfolio Assessment In The EFL Classroom

The findings show that teachers most often use portfolio assessment as a way to monitor student learning progress over time. According to the teacher, portfolio assessment allows them to see improvements and learning outcomes beyond traditional measurable tests, as portfolios consist of assignments collected by students during English language learning. As also teacher stated;

"Portfolios allow us to see students' progress based on the assignments they complete during the learning process."

Findings from teachers' statements indicate that portfolio assessment is considered a formative and summative assessment that records students' learning progress on an ongoing basis. This in line with study by (Davis, 2005) which state that portfolio has been shown to aid formative assessment. The teacher also viewed portfolio assessment as a form of continuous assessment that supports monitoring of the learning process. This is in line with (Nurhasan, 2020) which state that portfolios were used not only to assign grades, but also to provide insight into students' progress.

However, the extent to which a portfolio can support students' learning depends on the types of tasks included. If portfolio contents consist primarily of similar assignments, the ability of portfolio assessment to capture diverse learning processes may be limited.

CONCLUSION

This study explored an English as a Foreign Language (EFL) teacher's perception on implementing portfolio assessment in the classroom, paying particular attention to the teaching strategies and assessment practices used to support student learning. The findings suggest that the teacher views portfolio assessment as a valuable tool for documenting students' progress over time. Rather than functioning solely as a grading mechanism, the teacher understands portfolio assessment as a formative process that provides insight into students' development throughout learning activities.

The portfolio primarily consisted of written assignments, which may not accurately reflect the various ways students engage with learning. This indicates that, although portfolio assessment has the potential to support different learning processes, its effectiveness may be limited when task design lacks variation. From a pedagogical perspective, this study highlight the importance of aligning teaching strategies with assessment practices. Portfolio assessment functions more effectively when integrated with diverse learning activities that encourage active participation and reflect students' learning processes more comprehensively. When designed thoughtfully,

portfolio tasks can provide richer evidence of student learning and support ongoing development in EFL classrooms.

In conclusion, this study advances our understanding of portfolio assessment from a teacher's perspective in an EFL context. Although the findings are based on a single case, they provide insight into how portfolio assessment is perceived and implemented in the classroom. Future research may explore portfolio assessment in different contexts or include multiple teachers to gain a more comprehensive understanding of its implementation and potential impact on student learning.

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