

An EFL Teacher's Perspective Through The Implementation Of Formative Assessment

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Abstract

This research explored the perspectives of an English as a Foreign Language (EFL) teacher regarding the implementation of formative assessment in teaching-learning activities in the classroom. This research also identified the personal and contextual factors that influenced the teacher's perspectives. The subject of this research was a teacher from a junior high school in Balikpapan who had an undergraduate educational background, had completed a teaching certificate program, and had implemented formative assessment for more than two years. This research used a qualitative case study design as its approach. The data were gathered through semi-structured interviews, classroom observations, and document analysis. Methodological triangulation was used to validate the data by cross-checking the interview transcripts, observations, and document analysis results. The findings revealed that the EFL teacher was proactive in viewing formative assessment as an ongoing evaluation process and was aware of the importance of its function, which extended beyond an administrative requirement to helping students achieve learning objectives. This perspective was shaped by personal factors, such as the teacher's educational background, beliefs, and attitudes, as well as contextual factors, including the school environment, working conditions, and students' characteristics.

Keywords: Perspective, EFL Teachers, Formative Assessment, Case Study, Kurikulum Merdeka

1. Introduction

Assessment plays an essential role in the educational process because it provides information about students' learning progress and achievement. In educational practice, assessment is defined as a systematic process of gathering and interpreting evidence to evaluate the quality of students' achievement (Biggs, 2003). Assessment also serves as a bridge between learning objectives, instructional content, and teaching strategies. Through assessment, teachers are able to monitor whether learning activities have achieved the intended educational goals (Mulyasa, 2014). Therefore, assessment should be conducted continuously to identify students' strengths and weaknesses, evaluate learning progress, and support teachers in improving instructional strategies (Wojtczak, 2002). However, the implementation of assessment is often influenced by teachers' educational backgrounds, C assessment in improving students' achievement, limited research has specifically explored teachers' perspectives on the implementation of formative assessment in Indonesian junior high school EFL contexts. Most previous studies have focused on students' outcomes rather than on teachers' experiences, beliefs, and contextual challenges in applying formative assessment practices. As a result, there is still limited understanding of how teachers perceive

formative assessment and how personal and contextual factors influence its implementation in classroom practices.

To address this gap, this study explores EFL teachers' perspectives regarding the implementation of formative assessment in classroom teaching and learning activities. This study also identifies the personal and contextual factors that influence teachers' perspectives toward formative assessment implementation. By examining teachers' lived experiences, this study attempts to bridge the gap between the theoretical concept of formative assessment and its practical implementation in EFL classrooms.

The novelty of this study lies in its focus on the interaction between teachers' perspectives and the practical realities of implementing formative assessment in an Indonesian junior high school context. Unlike previous studies that mainly emphasized students' achievement, this research highlights teachers' beliefs, attitudes, educational backgrounds, working conditions, and students' characteristics as important factors influencing formative assessment practices. The findings of this study are expected to contribute to the development of more effective formative assessment practices and provide insights for teachers, schools, and educational stakeholders in improving teaching and learning processes in EFL classrooms.

2. Literature Review

2.1 Formative Assessment in EFL Context

Formative assessment has become an important component in modern language education because it supports continuous monitoring of students' learning progress during instruction. Unlike summative assessment, which focuses on evaluating students' achievement at the end of a learning period, formative assessment emphasizes ongoing feedback, instructional adjustment, and student engagement throughout the learning process (Black & Wiliam, 1998). Through formative assessment, teachers can identify students' strengths and learning difficulties before final evaluation occurs. In English as a Foreign Language (EFL) classrooms, formative assessment is highly relevant because language learning requires continuous interaction, feedback, and practice. According to Brown (2000), language learning becomes meaningful when students actively participate in the learning process and receive opportunities to improve their performance through feedback and interaction. Similarly, Shepard (2005) states that formative assessment promotes active learning because students become more aware of their learning progress and instructional expectations.

Formative assessment may be implemented through various classroom activities, including questioning techniques, classroom discussions, peer assessment, self-assessment, quizzes, oral feedback, reflective journals, and digital learning platforms. Heritage (2010) explains that effective formative assessment helps teachers make informed instructional decisions while simultaneously encouraging students to become active participants in their learning. In EFL settings, formative assessment not only evaluates linguistic competence but also develops students' confidence and classroom participation.

Recent developments in educational technology have further expanded formative assessment practices. Digital platforms such as Quizizz, Kahoot, Google Forms, and Wordwall allow teachers to provide immediate feedback and monitor students' understanding in real time. Hattie and Timperley (2007) emphasize that immediate feedback significantly contributes to students' academic achievement because students can quickly identify mistakes

and improve their performance. In addition, digital formative assessment tools increase classroom engagement by creating interactive and student-centered learning environments. The implementation of formative assessment also aligns with the principles of Kurikulum Merdeka in Indonesia. The curriculum emphasizes differentiated instruction, active learning, and continuous reflection during the teaching-learning process (Ministry of Education, Culture, Research, and Technology of Indonesia, 2022). Therefore, formative assessment plays an important role in helping teachers adapt instruction according to students' needs and classroom conditions.

2.2 Teachers' Perspectives on Formative Assessment

Teachers' perspectives strongly influence how formative assessment is implemented in classroom practice. Borg (2003) explains that teachers' beliefs, experiences, and pedagogical knowledge shape instructional decision-making and classroom behavior. Teachers who perceive formative assessment positively are generally more likely to implement feedback-oriented instruction and adaptive teaching strategies. Several studies have explored teachers' perspectives regarding formative assessment in EFL contexts. Wijaya (2022) found that Indonesian EFL teachers viewed formative assessment as an effective strategy for improving students' writing abilities and promoting more holistic learning experiences. Similarly, Sulastini (2022) reported that teachers generally demonstrated positive attitudes toward formative assessment, although some misconceptions regarding its implementation remained evident. Teachers recognized that formative assessment supports classroom interaction, identifies learning difficulties, and improves instructional effectiveness.

Research conducted by Nadhifa et al. (2023) also revealed that teachers perceived formative assessment as an important tool for monitoring students' progress and improving classroom instruction. However, the study found inconsistencies between teachers' conceptual understanding and actual classroom implementation. Likewise, Muniandy et al. (2025) reported that although teachers demonstrated positive attitudes toward formative assessment, many still faced challenges in integrating formative assessment consistently into daily instruction. In addition, Vygotsky's (1978) sociocultural theory supports the implementation of formative assessment because learning occurs through interaction, scaffolding, and social feedback. Through formative assessment, teachers provide scaffolding that helps students gradually improve their understanding and language performance. This indicates that formative assessment is closely related to student-centered learning and collaborative classroom interaction.

2.3 Factors Influencing Formative Assessment Implementation

The implementation of formative assessment is influenced by multiple personal and contextual factors. Personal factors include teachers' educational background, professional training, teaching experience, digital literacy, and pedagogical beliefs. Teachers who possess strong assessment literacy and participate in professional development programs are generally more confident in implementing formative assessment strategies effectively. McMillan (2007) states that teachers' beliefs about learning and assessment significantly affect classroom assessment practices. Teachers who view assessment as a tool for learning improvement are more likely to provide constructive feedback and involve students actively in assessment

activities. Furthermore, professional learning communities and collaborative teacher organizations may strengthen teachers' understanding of formative assessment implementation.

Previous studies have highlighted the importance of professional support in shaping teachers' perspectives. Hanefar et al. (2022) found that teacher collaboration and institutional support positively influenced formative assessment implementation in higher education settings. Similarly, professional communities such as MGMP and Komunitas Belajar in Indonesia provide opportunities for teachers to exchange ideas, discuss instructional challenges, and improve pedagogical competence. Contextual factors also play a major role in determining the effectiveness of formative assessment implementation. These factors include classroom size, infrastructure, internet access, administrative workload, curriculum demands, and student characteristics. Large classroom sizes may reduce teachers' ability to provide individualized feedback, while limited instructional time and administrative pressure may encourage teachers to prioritize curriculum completion over formative learning processes.

Research by Poole (2016) identified resistance toward innovative assessment practices and institutional expectations as barriers to formative assessment implementation in bilingual schools in China. Similarly, Martos-Garcia et al. (2017) reported that some students viewed formative assessment as demanding because it required continuous participation and active engagement during classroom activities. Student characteristics also influence formative assessment practices. Students' motivation, classroom participation, confidence, and emotional responses affect teachers' instructional decisions. Bloom (1968) explains that feedback and corrective instruction are essential components for improving learning mastery. Therefore, teachers often adjust assessment strategies based on students' responses and classroom conditions to create supportive learning environments.

Furthermore, the increasing use of educational technology has transformed formative assessment practices. Digital platforms allow teachers to gather classroom data quickly and efficiently while maintaining student engagement. However, successful implementation depends on teachers' technological competence and the availability of school infrastructure. Teachers with higher digital literacy are generally more capable of integrating technology into formative assessment activities effectively.

Previous studies have extensively investigated teachers' perspectives, attitudes, and challenges regarding formative assessment implementation in different educational contexts. However, limited studies specifically examine EFL teachers' perspectives on formative assessment implementation within the context of Kurikulum Merdeka in East Kalimantan, particularly at the junior high school level. Most previous studies focused primarily on teachers' general perceptions or implementation barriers without deeply examining how personal beliefs, professional experiences, institutional support, and classroom realities interact to shape formative assessment practices. In addition, limited research has combined interview, observation, and document analysis to explore how teachers' stated beliefs align with actual classroom implementation.

Therefore, this study aims to investigate an EFL teacher's perspectives toward formative assessment and the factors influencing its implementation in a junior high school context in Balikpapan, East Kalimantan. By exploring both personal and contextual factors through

qualitative case study methods, this research seeks to contribute a deeper understanding of formative assessment practices within Indonesian EFL classrooms under Kurikulum Merdeka.

3. Methods

3.1 Research Design

This study employed a qualitative case study design to explore an EFL teacher's perspectives toward formative assessment and the factors influencing its implementation in classroom practice. Qualitative research is appropriate for investigating participants' experiences, beliefs, and interpretations within their natural settings (Creswell & Poth, 2018). A case study approach was specifically selected because it allows an in-depth investigation of a particular phenomenon within a bounded context (Yin, 2018). In this study, the bounded case focused on one English teacher implementing formative assessment in a junior high school classroom under the Kurikulum Merdeka framework.

The qualitative case study design enabled the researcher to gain detailed understanding regarding how formative assessment was perceived and implemented in everyday teaching activities. This approach also provided opportunities to examine the interaction between personal beliefs, contextual conditions, and instructional practices in authentic classroom settings.

3.2 Participant

The participant of this study was one EFL teacher from a junior high school in Balikpapan. The participant was selected using purposive sampling because the teacher had direct experience implementing formative assessment in English language teaching and was willing to participate in the study. According to Creswell (2012), purposive sampling allows researchers to select participants who can provide rich and relevant information regarding the research topic. The participant was also actively involved in professional teacher development programs such as MGMP (Musyawarah Guru Mata Pelajaran) and Komunitas Belajar, which contributed to her understanding of formative assessment practices under Kurikulum Merdeka.

3.3 Data Collection Techniques

To obtain comprehensive and credible data, this study employed three data collection techniques: semi-structured interviews, classroom observation, and document analysis. The use of multiple data sources allowed the researcher to conduct data triangulation and strengthen the trustworthiness of the findings (Denzin, 1978).

a. Semi-Structured Interview

Semi-structured interviews were conducted to explore the teacher's perspectives, beliefs, experiences, and challenges regarding formative assessment implementation. According to Ary et al. (2010), interviews enable researchers to collect detailed information directly from participants' viewpoints and experiences. The interview questions were prepared based on the research objectives and relevant theories regarding formative assessment and teacher perspectives. However, the semi-structured format allowed flexibility for follow-up questions and clarification during the interview process. The interviews were conducted in Bahasa Indonesia and English depending on the participant's preference to ensure clarity and comfort

during communication. All interview sessions were audio-recorded using a mobile recording application and later transcribed verbatim for analysis.

b. Classroom Observation

Classroom observation was conducted to examine how the teacher implemented formative assessment practices during actual teaching and learning activities. Observation also served as a triangulation technique to compare the teacher's stated perspectives with classroom practices. The researcher used an observation checklist and field notes during classroom observation. The checklist focused on formative assessment indicators such as questioning techniques, feedback provision, classroom interaction, student engagement, and instructional adjustment. Field notes were used to capture contextual information, classroom atmosphere, and unanticipated events during the lesson. The observations were conducted during English lessons involving classroom discussions, digital formative assessment activities, and project-based learning tasks.

c. Document Analysis

Document analysis was conducted to support the interview and observation data. The analyzed documents included lesson plans (Modul Ajar), students' assignments, assessment records, worksheets, and formative assessment materials used by the teacher during instruction. According to Bowen (2009), document analysis helps researchers identify patterns, instructional strategies, and contextual information relevant to the research topic. In this study, document analysis was used to examine how formative assessment strategies were planned and integrated into classroom instruction.

3.4 Data Analysis

The collected data were analyzed using thematic analysis. Thematic analysis is a qualitative analytical method used to identify, organize, and interpret patterns or themes within data (Braun & Clarke, 2006). The analysis process involved several stages: data familiarization, coding process, theme development, interpretation. To ensure the credibility and trustworthiness of the findings, this study employed data triangulation by combining interviews, classroom observations, and document analysis. According to Denzin (1978), triangulation strengthens research validity by comparing information obtained from multiple sources. In addition, prolonged engagement with the data and repeated review of transcripts and field notes were conducted to improve analytical accuracy. The researcher also maintained consistency between research objectives, data collection, and data interpretation throughout the study process.

4. Result

This study investigated an EFL teacher's perspectives toward formative assessment and the factors influencing its implementation in an English classroom at a junior high school in Balikpapan. The findings were obtained from semi-structured interviews, classroom observations, and document analysis. The findings revealed that the teacher viewed formative assessment as a continuous process used to monitor students' understanding, provide feedback, and improve instructional strategies during classroom activities. The teacher believed that formative assessment was not only used to measure students' achievement, but also to support students' learning progress and classroom engagement. According to the

participant, formative assessment helped students become more active, confident, and involved in the learning process.

The study also found that the teacher implemented formative assessment through various classroom activities such as questioning, classroom discussions, quizzes, oral feedback, worksheets, and digital learning platforms including Wordwall and Quizizz. Observation data showed that the teacher frequently adjusted instructional strategies based on students' classroom responses and learning difficulties. Immediate feedback and instructional scaffolding were provided to help students improve their understanding during the lesson.

Furthermore, the findings indicated that the teacher demonstrated positive beliefs toward formative assessment. The teacher considered formative assessment as a student-centered approach that encouraged learning transparency and continuous improvement. The participant emphasized that students' responses, participation, and confidence became important indicators in evaluating the effectiveness of classroom instruction.

Several factors were found to influence the teacher's perspectives and implementation of formative assessment. Personal factors included educational background, professional training, teaching experience, and pedagogical beliefs. Participation in professional communities such as MGMP and Komunitas Belajar helped strengthen the teacher's understanding of formative assessment practices.

Contextual factors also influenced classroom implementation. School support, internet access, classroom facilities, and digital technology assisted the teacher in conducting formative assessment activities effectively. However, the teacher also experienced challenges related to large class sizes, administrative workload, and curriculum demands. These conditions sometimes limited the teacher's ability to provide individualized feedback to all students.

To overcome these challenges, the teacher integrated digital assessment platforms and maintained instructional flexibility during classroom activities. The teacher adjusted teaching strategies based on students' needs and classroom situations to ensure that formative assessment remained supportive and engaging for students.

Overall, the findings suggest that formative assessment played an important role in supporting student engagement, instructional adjustment, and continuous feedback in the EFL classroom. The implementation of formative assessment was influenced by both personal and contextual factors that shaped the teacher's instructional decisions and classroom practices.

5. Discussion

The findings of this study showed how the teacher implemented formative assessment and why it became an important part of the teaching and learning process in the EFL classroom. The teacher viewed formative assessment as a continuous activity that helped monitor students' understanding, provide feedback, and improve classroom instruction. This finding supports Black and Wiliam (1998), who explain that formative assessment functions as an ongoing process used to improve both teaching and learning activities.

The study revealed how formative assessment was implemented through questioning, classroom discussions, quizzes, oral feedback, worksheets, and digital platforms such as Wordwall and Quizizz. These activities allowed the teacher to check students' understanding during the lesson and make immediate instructional adjustments when students experienced

difficulties. The use of digital formative assessment also helped the teacher collect learning data more efficiently and maintain student engagement during classroom activities. This finding is consistent with Hattie and Timperley (2007), who emphasize that immediate feedback improves students' learning achievement and participation.

The findings also explained why the teacher preferred formative assessment in classroom practice. The teacher believed that formative assessment encouraged students to become more active, confident, and responsible for their learning progress. Students who received continuous feedback appeared more engaged during classroom activities because they understood their strengths and weaknesses. This finding aligns with Shepard (2005), who states that formative assessment promotes active learning and helps students become more aware of their learning progress.

Furthermore, the study demonstrated how the teacher adjusted instructional strategies based on students' classroom responses. Observation data showed that the teacher provided scaffolding, clarification, and additional explanation when students struggled with classroom tasks. The teacher also modified learning activities according to students' participation and understanding. This indicates that formative assessment was not merely used for grading purposes but also for improving instructional effectiveness. This finding reflects Vygotsky's (1978) sociocultural theory, which emphasizes the importance of scaffolding and interaction in supporting students' learning development.

The findings additionally revealed why teachers' beliefs and professional experiences influenced formative assessment implementation. The participant's educational background, teaching experience, and participation in MGMP and Komunitas Belajar strengthened her understanding of formative assessment practices. Professional learning communities helped the teacher develop instructional strategies and improve assessment literacy. This finding supports Borg (2003), who argues that teachers' beliefs and experiences strongly shape classroom practices and pedagogical decisions.

In addition, the study explained how contextual factors affected formative assessment implementation in the classroom. Supportive facilities such as internet access, projectors, and digital platforms helped the teacher conduct formative assessment more effectively. However, challenges such as large classroom sizes, administrative workload, and curriculum demands limited the teacher's ability to provide individualized feedback to all students. These findings are similar to Hanefar et al. (2022), who found that workload and classroom conditions often become barriers to effective formative assessment implementation.

The findings further showed why instructional flexibility became important in implementing formative assessment. Instead of strictly following the lesson plan, the teacher adjusted learning activities based on students' needs and classroom situations. This flexibility allowed the teacher to maintain a supportive learning environment while ensuring that students understood the lesson objectives. The implementation reflects the principles of Kurikulum Merdeka, which emphasize student-centered learning and adaptive instruction (Ministry of Education, Culture, Research, and Technology of Indonesia, 2022).

Overall, this study demonstrated how formative assessment was implemented through interactive and feedback-oriented classroom activities and why it became essential for supporting student engagement, instructional improvement, and learning flexibility in the EFL classroom. The implementation of formative assessment was influenced by the interaction

between teachers' beliefs, professional experiences, school support, and students' classroom responses.

6. Conclusion

This study explored an EFL teacher's perspectives toward formative assessment and the factors influencing its implementation in an English classroom at a junior high school in Balikpapan. The findings showed that the teacher viewed formative assessment as a continuous process used to monitor students' understanding, provide feedback, and improve classroom instruction. The teacher believed that formative assessment not only measured students' achievement but also supported students' engagement, confidence, and learning progress during classroom activities.

The study also revealed how formative assessment was implemented through various strategies such as questioning, classroom discussions, oral feedback, worksheets, and digital platforms, including Wordwall and Quizizz. These strategies helped the teacher gather information about students' learning progress and make instructional adjustments based on classroom needs. The use of digital formative assessment also increased student participation and classroom interaction.

Furthermore, the findings demonstrated that both personal and contextual factors influenced formative assessment implementation. Personal factors included the teacher's educational background, professional training, teaching experience, and pedagogical beliefs. Meanwhile, contextual factors included school facilities, internet access, classroom size, administrative workload, and student characteristics. Although the teacher experienced several challenges, instructional flexibility and the use of digital technology helped maintain effective formative assessment practices in the classroom.

Overall, this study concludes that formative assessment plays an important role in supporting student-centered learning, instructional improvement, and classroom engagement in the EFL context. The findings also suggest that successful formative assessment implementation depends on the interaction between teachers' beliefs, professional competence, classroom conditions, and institutional support. Therefore, teachers and schools should continue developing supportive learning environments and professional development opportunities to strengthen formative assessment practices in English language teaching.

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