

ABSTRACT

Vegah, 2021: Teachers' Perception on E-Portfolio as Authentic Assessment to Assess Indonesian EFL Students' Reading Skill: Post-Covid 19 Pandemic Contexts. A paper. English Education Department, Faculty of Tarbiyah, and Teacher Training. State Islamic University of Sunan Gunung Djati Bandung.

An e-portfolio is used as an authentic assessment. In Indonesia, this begins to be used in learning activities when the mode of teaching changed from offline to online learning. Therefore, this study aims to: (1) find out the teachers' perception on assessing EFL students' reading skill through e-portfolio authentic assessment. (2) investigate e-portfolio authentic assessment applied by the teacher to assess EFL students' reading skill.

The study used a qualitative method with a case study that involved 3 teachers selected purposively from different schools located in West Java, Indonesia. The data collecting techniques were data analysis, questionnaire, and interview.

The research results show that the teachers perceived that e-portfolio assessment provides benefits for teachers and students in (a) making learning effective for students, and (b) providing clear criteria for assessment that makes assessment easier to be done. For students, they found the use of e-portfolio interesting, because e-portfolio brings new things for students both in learning and doing assignments. Regarding the implementation of e-portfolio, the teacher considered that e-portfolio can control students to be interactive and communicative in terms of competencies and assessment.

In conclusion, e-portfolio can be applied in assessment, teaching, and learning. Moreover, this activity is recommended for the teacher to be applied in assessing students' reading skill but the teacher needs to explain first what an e-portfolio is before using an e-portfolio.

Keywords: *Authentic Assessment, E-Portfolio, Covid 19 Pandemic, Online Learning, Reading Skill, Perceptions.*