

## ABSTRACT

**Syaifurrokhman, Muhammad Ibnu., 1192040070., (2025). Exploring EFL Lecturers' Alternative Assessment techniques in Listening Class (A Descriptive Qualitative Research at State Islamic University Sunan Gunung Djati Bandung)**

This study investigates the use of alternative assessment techniques in enhancing students' listening skills in EFL classrooms and explores the primary challenges faced by lecturers in their implementation. Two EFL lecturers at a private university were selected as participants. Data were collected through questionnaires and semi-structured interviews, and analyzed qualitatively. The findings reveal that both lecturers employ a range of alternative assessments, including peer assessment, self-assessment, performance-based tasks, portfolios, projects, listening logs, reflective journals, oral presentations, and in-class observation, though with varying levels of frequency and preference. These methods were found to encourage learner autonomy, foster critical reflection, and provide more holistic insights into students' listening competence compared to traditional testing. However, the study also identifies several challenges, such as students' limited vocabulary, lack of confidence, subjective peer evaluation, and technical difficulties in managing assessment time and resources. To address these challenges, lecturers rely on clear rubrics, explicit guidelines, continuous feedback, and motivational strategies. Overall, this research highlights that alternative assessments not only complement traditional evaluation but also serve as effective tools to improve students' listening performance in EFL contexts.

**Keywords:** alternative assessment, listening skills, EFL, peer assessment, self-assessment, performance-based tasks, portfolio, project, listening logs, reflective journal, oral presentation, in-class observation