EFL Teachers Perception of Formative Assessment in Islamic Senior High School In Indonesia

Muthia Hamidah
University of Bengkulu
muthiahamidah1453@gmail.com

Abstract

The formative assessment is the important point in teaching and learning process. The teachers need to measure the students" achievement in the classroom. Formative Assessment also serves the feedback from the students, so the teachers will realize how far students" development related to the materials that have been given by the teachers. This research aims to investigate the Islamic Senior High School teachers" perception and the implementation of Formative Assessment in the English Foreign Language (EFL) classroom. Qualitative research design is used in this research. Two experienced teachers from Islamic Senior High Schools in Bengkulu city and Sumatera Utara participated in this research. Semi Structured interview is used as the method in collecting the data. The result of this research shows that the participants have excellent understanding of formative assessment. There are several kinds of formative assessment that used by the teachers, such as: daily examination, quiz, asking question orally and the others. Teachers believe that this understanding will support the teachers" professionalism. Besides, formative assessment can help students to focus on the learning materials. In the practical setting, teachers use formative assessment in the classroom regularly.
Keywords: Formative Assessment, Perception

1. Introduction

In teaching English in the classroom, teachers conduct an assessment to collect information related students" performance in English skills. There are two types of assessment in the teaching and learning process, these are summative and formative assessment. Formative assessment becomes crucial point in language assessment (Le, 2017). It means that, formative assessment is important for teacher to assess their students" achievement. This form of assessment can help teacher in order to see the gap between each students, whether their understand or not related to the materials that have been given by teacher. Moreover, Karimi and Dowlatabadi (2014) states that Formative assessment can help teachers to prepare and evaluate materials for the next meeting. In the other hand, Ruiz-Primo & Furtak (2007) propose that formative assessment can recognize and investigate students" difficulties in the teaching and learning. Then, this result can help teachers to repair and revise the quality of teaching and learning to achieve that teaching goals. In line of this, Heritage (2008) explain that formative assessment is the process of gaining feedback in the academics process, it is also related to the method of teaching and learning process, then teacher will get the learning outcomes.

Nowadays, English teachers need to understand how to conduct formative assessment in the classroom. It has purpose as assessing and measuring students" performance about teaching ability. According to a research, English teachers need to understand formative assessment, even though a

number of teachers do not apply this assessment in a good way in the classroom. In a practical setting, Formative assessment is continuously carried out in the teaching and learning process. Indonesian teachers have a good understanding related to formative assessment, they always practice formative assessment in the classroom.

In fact, teachers" experience can influence teachers" ability in implementing formative assessment. In this case, Teachers" role in the teaching and learning process is very significant in order to giving the best feedback between teacher and students. One of the effective ways is using formative assessment strategy. This assessment process will influence by teachers" perspectives, for instance, in the USA, the high schools" teachers have different understanding related to formative assessment, meanwhile, teachers" in the turkey context have a positive perspective about formative assessment. In short, the researcher try to investigate teachers" perspective related formative assessment in the classroom specifically in an Indonesian context.

According to Lee & Coniam (2013) state that Formative assessment is rapidly recognized as essential by experts to language assessment. Formative assessment is usually talk about students" development and achievement of language skills. According to Black&William (2009) dan Rivai (2019), said that formative assessment is about instruction methodologies or approaches to meet educational standards and educational needs. In this case, formative assessment is a way or process to allow teachers to assess students" in numerical form. Besides that, Black&William (2005) said that, formative assessment is mechanism to better represent and set the stage for productive learning where the teachers provide constructive feedback for the students.

According to Lamprianou and Athanasiou (2009) they explain that if assessment is applied suitably it shows students learn in a manner that is meaningful and promote their motivation to learn. One of the functions of formative assessment is self-regulation. In the teaching and learning process, self-regulation is a tool that used to monitor and adjustment of learning approaches which including learning goals, teaching strategies, directing resources, and others.

In the English classroom, teachers play a key role in the implementation of formative assessment. Nasr, Bagheri & Sadighi (2020) state that in teaching and learning process, teachers show big focus for their learners. On the other hand, a study in Indonesia has performs that the English teachers sometimes has the lack of conducting and implementing formative assessment. In this case, Pohan (2018) said formative assessment can be identify through classroom observation and interview

Moreover, formative assessment is an essential part of the learning and teaching process which the teacher can measure the student"s achievement, but sometimes in the practical setting, the implementation strategies of formative assessment can be difficult. For instance, a study in Hongkong performs that English teachers are more measure about students" achievement in the classroom rather than preparing students for their future materials. Moreover, this research also identified the teachers in elementary school level implemented few strategies to prepare students for English writing

assessment by using mind-maps and brainstorming. Besides, they also use asking guiding questions to help the students writing. This research has the aim to help the students to giving guidance in building students‟ ability in writing English. So, from this research, the teacher can measure and assess their students‟ ability then the teachers giving feedback for their students. This fact supported by Jennings&Greenberg (2009) they state that Development of good relationship with their teacher makes students feel more confident and comfortable in their classroom. Previous studies prove that the students who make a positive relationship with their teachers can achieve a full grade higher than other students.

In teaching and learning process, there are several factors that can influence teaching approach, these are: teachers‟ belief, experience, perceptions and attitudes. In line of this, Covey (2004) said that there are many factors in teaching and learning process, for instance:” habits of mind”, or "the intersection of knowledge, skill and desire noting that these actions are neither international nor reflective. In the other hand, Smith and Skarbek (2013) points out the factor in teaching and learning process, they said that good teaching and learning depend on concrete experiences, observation, conceptualization and experimentation.”

In the other hand, Ahmad et al (2013) said that attitude is about cognitive ability which can give impact to the behaviors of a person or that teacher. This attitude can be positive or negative looks that shown by the people. Meanwhile, Tomolara and adebukola (2015) share the same sentiments by asserting that attitude is a mindset which influence a person‟s action and thinking. In short, Teachers‟ perception toward formative assessment is very important in teaching and learning process.

2. Methods

This research used qualitative approach. The aim of this study is to investigate the Islamic Secondary High School teachers‟ use of formative assessment in the teaching and learning process in the classroom. According to Creswell (2003) he states that qualitative research takes place in the natural setting and it is fundamentally interpretation. It is appropriate in this research, because this research interpreted the natural setting of teachers‟ perspective toward the implementation of formative assessment.

The participants of this research were two participants. They were a teacher in the Islamic Senior High school, Bengkulu and a teacher in the Islamic Senior High School in Medan, Indonesia. The researcher selected the participants based on their professional training, teaching experience and the qualification. These participants have followed several workshops that created by the educational institution. In the other hand, these two Islamic High Schools are selected because both of these teachers‟ have followed teaching assessment class in the university, English study program. It means that these teachers have knowledge related to the formative or summative assessment. Then, the participants have given the suitable information in this research. Moreover, the data have been

collected by using semi-structured interview technique from two different Islamic High Schools in Indonesia.

In this study, answer section and interview are the best ways to learn or explore the information from someone. It is supported by Kvlae (1996) he states that an interview is a dialogue that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the „described phenomena". In the other hand, Schostak (2006) explains that interviews are additional conversations to get in-depth information about a particular subject and topic. In this case, the researcher did the interview in the middle of a pandemic by WhatsApp application. This method is used in order to gather the information easily and effectively.

In this case, the researcher used semi- structured interviews with English teachers at Islamic Senior High School in Bengkulu city and Islamic Senior High School in North Sumatera, Medan, Indonesia. Interviews have been conducted to obtained accurate responses and information about the strategies used in formative assessment in the teaching and learning process in the classroom. In the other hand, the function of the interview process is easy to checking and gaining the information effectively and efficiently.

5 Questions about interview related EFL Teachers" perception of Formative Assessment – A study of Senior High School in Indonesia:

    a.   What is teachers" perception about formative assessment?

    b.   What is teachers" objectives of using formative assessment?

    c.   What is the benefit of formative Assessment based on teachers" perspective?

    d.   How the implementation strategies of formative assessment?

4. Result and Discussion

Result

4.1. Teachers perceptions

> "Formative assessment is very good for teacher, because it is an assessment that can be done by getting students" information about achievement in the learning process. Formative assessment is helpful for teacher".

From the above statement, it is clear teacher A had a good understanding related formative assessment. She believes that formative assessment can help teacher to assessing student"s achievement in the classroom.

"My perception of formative assessment is very important, because formative assessment is a method of assessing students that relies on process, so from this formative assessment we can know the progress of students" development in learning process. And then, teacher knows the gap between the students and teacher can monitor the progress of our students".

Teacher B also had a great understanding in the concept and development of formative assessment. She believes formative assessment can support teacher to monitor her students" development in teaching and learning. Not only this, she also think that formative assessment is important to see the gap between the each students.

The teachers" interview showed that both of teachers have excellent understanding about formative assessment. Teachers have the good understanding not only in the theory but also in the practice setting.

4.2. Teachers objectives of use formative assessment

"There are many goals of using formative assessment, one of them is teacher knows the achievement and development of children"s in the teaching and learning process. Teacher will know how far the progress of our students. Beside, formative assessment can provide feedback between teacher and students. For instance, teacher giving quiz, then students only can answer for half of the question. So the teacher know how the feedback for the next section. The teacher will know the achievements and the weaknesses or students. Moreover, it can improve the learning experience for students itself."

The above statement indicated that teacher A uses formative assessment had good perception related to objectives in using formative assessment. She believes that formative assessment is the good way to get feedback and evaluation for the next section of teaching and learning process.

"The purpose of teacher conducting formative assessment is to monitoring students achievement in teaching and learning process. The results of this formative assessment can be used as a reference for teacher to improve future learning. In addition, the teacher will get feedback from the students. Teacher can evaluate what students" need for the future, what the students want related how to learn and know the progress of students regularly."

It is showed that Teacher B had good perception related the objectives of use formative assessment. She states that formative assessment is one of the tool as teachers" reference to see the

students" improvement regularly. It is indicated that the teacher is a good teacher who know their students" development in the classroom.

4.3. Benefits of Formative Assessment

> There are some benefits of using formative assessment, for instance the existence of feedback, teacher will know the weakness points and strength of students" and teacher know the progress of students. Also formative assessment is very helpful for teachers to assess students" abilities in effectively and efficiently.

According to teacher A, formative assessment helps her to get feedback from the students, teacher now what are the strength and the weakness of students. It is very useful for teacher to get the information to assess their students" ability.

> "Teacher found several benefits related formative assessment for teachers:
> 1. Formative assessment can be used as a reference for improving students" achievement in the future, how the learning process is good and what we have to do for the future.
> 2. Formative assessment is also useful for reference to see the success of the learning methods used by teachers.
> 3. Within Formative assessment, teacher can find out the progress of student learning. Do they have the development in learning process?"

It is clear from the above statement that formative assessment can help teacher B to decide what are the activities that they can use to increase students" understanding. Also, it can be the references for teacher to implement the specific strategy to support students" achievement.

According to Lee (2017) he stated that formative assessment is crucial in language assessment. It means that, teachers need to conduct formative assessments in the classroom. Meanwhile Cauley & McMillan (2010) explained that the language academics are using this tool build to form higher selections on totally different tutorial activities and that they can make a positive higher understanding of students on materials in EFL classroom practices. So, this statement supported the crucial of FA implementation in the teaching and learning process. Through this Formative Assessment, teachers will know better about students" condition and students" difficulties. It is in line with statement from Karimi & Dowlatabadi (2014) they proposed that Formative assessment is the best tool to monitor the learning and teaching process which help a teacher to understand students" progress.

Discussion

4.4. Implementation Strategies of Formative Assessment

> "The implementation of formative assessment in the classroom: Giving motivation for students, explaining what good performance in English looks like, conducting reflection assessments for students. And doing dialogues with students during the learning process in the classroom."

Teacher An implements the formative assessment in several ways, such as providing motivation for students and doing dialogues with the students. It is indicated that teacher not only assess the students with number, but teacher also try to build the boundaries to students, so they can enjoy in the teaching and learning process.

> "Formative assessment is not only learning assessment or formative for learning, but formative assessment is also an assessment in learning or it can be said as formative as learning. So, the strategy can be applied when learning activities are in progress by observing our students, peer assessments, self-assessments or individual assessments, discussions, presentation and others."

Teacher B implements the formative assessment in good way. She realize that formative assessment is not only for learning assessment but the crucial one is formative as learning. It means that in the teaching and learning process, teacher can clarify if the students not understand yet about the material. And it will support students" enjoyment and their confidence.

Based on the teachers" statements above, the researchers found that both of the teachers did the formative assessment in several ways and one of them is doing dialogue with the students. This strategy will be effective in gaining teacher-students interaction. It is supported by Boas (2018) he stated that teacher can conduct an interview or dialogues or problem-solving activities in the EFL classroom. As in the interview, teacher can conduct peer-assessment, and performance in the classroom which enhance students" English skill. In short, teachers need to know several strategies to conduct formative assessment. Teacher have to make sure the students can follow the teaching and learning in the effectively and efficiently.

5. Conclusions and suggestion

The rsult of this research indicates that both of teachers have a great understanding related formative assessment. The teachers understand well if formative assessment becomes important point in the teaching-learning process. Besides, formative assessment is very useful in order to know students" achievement and students" difficulties in the teaching and learning process.

The goal of Teachers in conducting formative assessment is to evaluate students" weakness and their strengths in English learning to improving their English skill, for instance: speaking, writing, reading and listening. In the other hand, there are several feedback while teacher conducting formative assessment. First, students will be more motivated in the teaching and learning process. Second, teachers will find another strategy in teaching English, if there are several difficulties faced by the students, and the important part teachers will gain the information to arrange better teaching and learning for the next meeting.

Based on the result of EFL teachers" perception of formative assessment – a study of senior high school in Indonesia. The researcher point out the suggestion for the next researchers, the writer hopes that this paper could be used as a reference for them when they wish to conduct further research on the same topic. That is about teachers" perception of formative assessment.

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