

AN ANALYSIS OF FORMATIVE ASSESSMENT IN TEACHING ENGLISH USED BY TEACHER

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Abstract: *The research is aimed at analyzing the process of implementing classroom assessment and conducting formative assessment in English as Foreign Language (EFL) at Islamic Junior High School. The approach of this study used qualitative research. One of the qualitative research designs applied in this study was the case study design. The data were collected through interviews, observations, and documentation to an English teacher, as well as some observed students. Methodological triangulations were used to validate the data collected, which was then analyzed qualitatively and reported descriptively. The findings revealed that there are three points related to this research; the teacher has already understood the concept of formative assessment, the teacher has already conducted the formative assessment in the EFL classroom, and the challenges faced by a teacher while conducting the formative assessment in the EFL classroom. The challenges were the teacher stated that due to the fact that she had to prepare for both an oral and written exam. It is quite difficult to get information regarding the current learning process. Making oral and written assessments as a consequence is one of the challenges students encounter in class. Then, the teacher acknowledges that creating evaluation criteria for both written and oral tests is challenging for her. Additionally, the teacher is unable to use the allotted time. toward the future introduction of more online English language online courses.*

Keywords: Assessment; Formative Assessment; Classroom Assessment

First Received:
(August 17, 2022)

Final Proof Received:
(September 28, 2022)

INTRODUCTION

Indonesia is a country that teaches English as a foreign language (EFL context). Although daily conversations in Indonesia mostly revolve around the requirements that must be met when applying for strategic positions at work in the country. English has grown in importance in many areas. The majority of documents representing are written in English; almost every field of life requires English, particularly when dealing with foreigners. As a result, education, culture, politics, and economics cannot be separated from English. English is widely acknowledged to be important for Indonesia, with the most frequently cited reason being that English is a global universal language. English is used not only in the global system, but also in medical science, construction, youth

development, master's degrees, Company, future technologies, financial services, computer science, and the tourist industry, among other things. As a consequence, English is the most fundamental and common language in the world, and it is taught in almost every school around the world.

Students must study four basic language skills in order to master English. There are several reasons why students should learn the four basic English language skills. Students should learn four basic languages in order to develop their own learning and language proficiency through verbal responses as they read, write, speak, listen, and learn in English for functional and impactful uses. Furthermore, learning four basic language skills is required because students communicate using more than one skill, as well as all skills have been understood continue providing the chance for learners to establish those same skills at the same time. Supposed to teach English in junior high school is expected to prepare students for a functional capacity and they are competent in oral and written communication in English to meet their daily needs. As a result, the authority must affect the learning mechanism.

Apart from the teacher, the most important aspect of the educational process is the curriculum. Curriculum can be used to become the basic concept in education and an indicator of educational success (Putra, 2021). Furthermore, the curriculum is a critical tool for realizing and achieving educational goals. A curriculum is a collection of plans and regulations that govern educational targets, components, and equipment. It may be the method used to guide the implementation of learning activities in order to achieve specific goals (Government Regulation (PP) No. 19/2005 Article 3). The process of developing the students' learning is consistent with the curriculum. Assessment is also one of the curriculum's study comes. As a consequence, assessment is required to determine the success of the curriculum.

Assessment is required to recognize and collect data about students in order to find a way to address needs and overcome barriers to learning (Ninomiya, 2016). According to Permendikbud No 81A (2013), teachers are required to use formative assessments as a method of assessing student competence that promotes learner autonomy and critical thinking as part of conceptual understanding. Throughout truth, many teachers proceed to favor conventional evaluation tools. It is clear across many summative forms of assessment in which teachers typically used correct answers tests rather than creating essays. Construction teachers' power to incorporate formative assessments has been one of the main initiatives including in teacher teaching in competency-based curriculum and outcome-based learning. And hence, teachers should use authentic assessment in the teaching and learning process to achieve the required mastery.

Classroom assessment would be any assessment for whom the primary goal in planning and evaluation is to promote students' learning (Black, 2003). Thereby, it varies

from assessment that is mainly used for responsibility, standings, or certification mastery. An assessment interaction could indeed aid learning if it provides information that can be used as feedback by students and faculty in analyzing themselves around us in order to modify the teaching and learning activities in which they would be involved. Whenever the proof is being used to make adjustments the educational tasks to achieve needs of all learners, such assessment would become 'standardized test.

A teacher evaluates students during the teaching and learning process by administering a test in the middle or at the end of the class. It is known as assessment, and it aims to determine whether students' mastery of taught material is successful or not. It could assume the shape of a fort-polio, demonstration, written test, free writing, true or untrue, etc. Teaching method necessarily involves assessment. Its goal is to learn about students' progress in mastering materials instructed by one's teaching staff. Assessment as a continuous process encompassing a much key terrain (Brown, 2004). Whenever the student responds to a question, makes a comment, or tries out a new word or framework, the teacher makes an assessment of the learner learning subconsciously.

According to (Brown, 2004), assessment should be completed meaningfully, with just an emphasis on accomplishment instead of defeat. Instead of trying to capture students off guard, it should allow them to demonstrate what they know. Those who have been assessing with their students' progress as classroom teachers, and the majority of their students should be capable of passing. Since this is not the circumstance, they must reconsider what occurred during the course. Assessment as "a process of gathering information regarding those we are engaged in, using methodical and significantly firmly planted guidelines" (Bachman, 2004). A score or a verbal description can be the outcome of an analysis process.

Furthermore, since it involves representing children's development, assessment is always representational and interpretive. Assessment implement influence how we perceive children, how they perceive themselves, but rather how those who start engaging in meaningful courses.

(Sukardi, 2008) explicates that while there are eight specifications that will be included in objective assessment before being used to assess students: (1) legitimate, (2) reliable, (3) objective, (4) stability, (5) various, (6) standard, (7) equitable, and (8) practical.

Assessment for learning could indeed represent useful for diagnosis, performance, or indeed competency objectives. The above article presents definitions of assessment and would then various kinds of assessment in order to discuss different aspects from each form of evaluation (Brown, 2004). Eventually, an outline of formative assessment's effects on English as foreign language learning and teaching will be provided. While students and several teachers consider assessment, they may recall the stress of final examinations. Students' faces usually fall when they remember having several exams in a few days, and

teachers become exhausted when they think about preparing and marking exams.

Whereas many teachers are preoccupied with state tests, it is important to remember that over the course of a year, teachers can incorporate numerous opportunity to evaluate how students are taught and use that data to generate significant improvements in guidance. Formative assessment refers to the diagnostic use of assessment to provide feedback to teachers and students throughout the course of instruction. In compared, summative assessment occurs after quite a teaching period and means creating a decision about the teaching that has took place; such as, by grading or scoring a test or paper.

Several teachers presently associate assessment with increased standardized test scores. However, there is a completely different type of assessment that has the potential to change both classroom instruction. What effective that use formative assessment looks like when it is used correctly, formative assessment could provide students and teachers with the knowledge those who really have to start moving discovering forward. Despite more than a century of exhortation and a substantial body of research on the subject, the notion that assessment and teaching have been mutually reinforcing activities remains firmly entrenched in teacher procedure. Instead, assessment is frequently viewed as a rival to classroom instruction, rather than as an essential component of having reached and having to learn.

Formative assessment enhances education performance in the classroom. Those who indicated that attempts to enhance formative assessment result in significant learning gains when comparing the average improvements in test scores of students involved in the advancement to the range of possible values found for usual groups of learners along the same test results (Boston, 2003). Formative assessment appears to benefit poorly students, even those with learning disabilities, more than other students. Formative assessment contributes to the expectation that all children can learn at high levels and breaks the process during which students attest poor achievement to an incapability thus becoming frustrated and actually investing in additional learning.

Feedback included in of classroom assessment assists learners in becoming conscious of any disparities among their intended outcome and their existing information, comprehension, or mastery, and directs them through activities needed to achieve the objective. The most beneficial type of feedback on tests and homework provides specific comments about errors as well as particular constructive criticism and motivates students to concentrate their interest conscientiously on the assignment instead of merely having the appropriate answer (Boston, 2003). This type of feedback may be especially beneficial to low-achieving students since it highlights that students can enhance through effort instead of being fated to underachievement due to an assumed lack of inherent capacity.

Based on preliminary research, the researcher found that the teacher already assess the student in the classroom. The researchers look into the process of learning

activities that have already done by the teacher. Some points that become more important things were the teacher gave a quiz at the beginning of the class, then gave some questions to the students related to the topic and give several test (task and homework). Furthermore, the researchers also found that the teacher gave the students' sheet of the previous test back and gave them a follow up of what they have already done in the last chapter, what they have achieved in the classroom related to the previous material. Hence, the teacher has done the assessment in the classroom as the standardize assessing in the learning process or at the end of the class. The teacher has assessed the students to look the students' achievement and the students' performance as long as the teaching process done. It can be concluded that assessment becomes one of important thing that should be done by the teacher in the classroom.

There has been several interesting developments in research which investigate about assessment in the classroom. Several studies have already indicated that the latter study defines different types of assessment, compares formative and classroom assessment, and identifies areas that require special consideration (Ketabi and Ketabi, 2014). Furthermore, the article indicated how it aimed to clarify output to formative assessment and its implementation, as well as provide a critical analysis of highly influential literary works on formative assessment (Dunn and Mulvenon, 2009). Another study about formative assessment in primary school English classrooms: a study focused of Pakistan's semi-government institution (Ahmed, Akhtar and Aslam, 2020). The assessment is used to connect formative assessment to other pedagogical initiatives, most notably cognitive acceleration and dynamic assessment, as well as some previous research on personality learning models and instructional discussion (Black and Wiliam, 2009). In fact, there have only been a few studies that look into the implementation of a set of formative assessments in EFL Classroom at Islamic Junior High School.

This is due to the researcher's intense focus on the use of formative assessment in Islamic Junior High School, as well as the researcher's linguistic descriptions of the many forms of formative assessment utilized by teachers while students are studying. This study also focuses on the teacher's knowledge about formative assessment, the knowledge that they have not applied about formative assessment, and strategies for teachers who do not fully understand about the formative assessment, the beginning with the different types of assessments, preparation for designing the test, how to assess it, and then give the feedback to students. This is precisely what motivates researchers to carry out this study.

Based on the explanation above, the research aimed at analyzing the process of implementation assessment in the classroom in Islamic Junior High School

LITERATURE REVIEW

Assessment

Assessment for learning is concerned with evaluating students' work and

comprehension in order for teachers to adjust and modify daily lesson plans and student practices (Lora, Rosidin and Distrik, 2020). Classroom assessment is usually concerned with improving learning and teaching. It is also referred to as 'formative assessment,' which (Black and Wiliam, 1998) defines as "all activities carried out by teachers and their students in assessing themselves, providing information to use as feedback to modify teaching and learning activities in which they are involved." Good assessment processes should have been encouraged by providing the needed oral and written feedback during the preparation and completion of student assignments, encouraging students' self-evaluation of their work with specific reference to stated criteria, and encouraging peer collaboration and feedback during the assignment process.

Formative Assessment

Summative assessment, commonly known as assessment of learning (AoL), and formative assessment, also known as assessment for learning (AfL), are the two main phenomena that make up assessment in the subject of education (Black and Wiliam, 2009). Summative assessments, which are typically given at the conclusion of a semester or term of study to evaluate whatever students have comprehended and how effectively they have already been conveyed, provide a final snapshot of students' academic achievement (Black and Harris, 2014). It places a strong emphasis on the final product and the results of the students' learning. There are often term final examinations, formal assessments, traditional exams, projects, etc.

Formative evaluation is used to identify the most relevant learning tactics, contexts, and content as well as to close achievement gaps between students and their individual learning goals (Good, 2011). This means that this formative evaluation is particularly helpful for determining whether or not the teacher's approaches, methods, and learning materials are effective in the classroom. Individuals can also evaluate how well learning goals and learning outcomes are being achieved.

Furthermore, In order to shape and advance a learner's competency, formative assessment looks at the quality of their replies to various pieces of work. Formative assessment, then, is a method of eliciting, evaluating, and leveraging student performance to act independently regarding the next stage in education (Black and Wiliam, 2009). It can be stated that formative assessment is an analysis that results in an interpretation, and then there will be feedback based on the outcomes that students come up with.

With the aim of accomplishing learning objectives, formative assessment is anticipated to use facilitation and associated pedagogies to aid learners in understanding the material of their subject/module and other topics (Black and Wiliam, 2009). Although the above discussion presents the formative and summative assessment procedures as two distinct goals for assessment, there is a great deal of overlap. These techniques' assessment criteria could be used to improve instruction and learning.

METHOD

The approach of this study used a qualitative research. One of the qualitative research designs applied in this study was case study design. This research is aimed at analyzing the process of implementation assessment in EFL classroom. The researchers apply a qualitative research design case study. The researchers collected the data through observation, interview and document analysis. The participant of this study was one of the English teachers of Islamic Junior High School. The researchers used triangulated to analyze the data. To analyze the data, *observation of the class*, the researchers observed an English teacher as a study informant to learn more about teachers and the context in which they teach. To facilitate analysis, extensive field notes were taken during class observation using the observation sheet. The findings of teacher observations are summarized in a narrative that describes in detail the level, type, and frequency of their formative assessment practice. Then, Conducted *an interview* with teachers and informal communication At the conclusion of the study, eighty-minute quasi interview questions with English teachers were conducted. Interviews are among the most significant sources of research-related information for case studies. The interview serves five major objectives: (a) collecting background information, (b) learning about their beliefs and understanding of teaching and learning concepts, (c) highlighting contextual elements that influence assessment decisions, (d) identifying and discussing theories of private practice assessment, and (e) attempting to address the goals and objectives of formative assessment practices and teachers' perceptions of the concept of steps in assessment. The researchers concluded the data information gained by using data triangulation to produce valid perspectives and conclusions based on the results of classroom observations, interview responses, and also seeing physical documents related to teacher learning material.

RESULTS AND DISCUSSION

Results

Based on an analysis of the results of formative assessment interviews with English teacher, it was discovered that English teacher had various understandings of formative assessment and several follow-up techniques. The main findings of this study regarding teacher' understanding of formative assessment and follow-up are briefly described in this section.

The teacher already has understanding about the concept of formative assessment

Formative assessment is primarily used by teachers during the teaching and learning process to design learning activities that will improve student achievement. As a result, teachers must have a thorough understanding and awareness of formative assessment in order to carry out their teaching and learning activities effectively and

efficiently in the classroom. The nature of formative assessment and the feedback provided to students is briefly discussed in this study to provide an overall view of teachers' awareness of formative assessment.

According to interviews with an English teacher who teaches at Islamic Junior High Schools, the above teacher has good understandings of formative assessment as well as varying views on the key targets of formative assessment. Researchers observed her understanding of formative assessment in his teaching ability during direct observations in the class.

"In my personal view, formative assessment is used to determine how well students understand the concept. This assessment is usually done at the end of each learning indicator. I generally conduct assessments at the end of the following indicator learning. My instructional primary objective is for learners to know the learning material and instead get high grades on academic experiences."

This statement demonstrates that the teacher is aware of formative purpose assessment, which is used to enhance and accomplish student's learning objectives. She realizes the fundamentals of formative assessment and the purpose of implementing formative assessment, although she would seem to still use formative assessment to assess students. This teacher also uses formative assessment results to improve learning, and formative assessment is done at the end of each learning indicator.

"I presume that asking them prompt questions is an effective way to encourage students to learn." In addition to giving me evidence of their ability, questioning may make them aware of the importance of learning."

The teacher assumed that asking a set of questions following learning activities was essential for raising students' learning awareness. She assumed that if the students were unable to answer the questions, they would learn more. The teacher also used questioning to determine the students' learning achievements. During the interviews, the teacher explained that she usually asked the students closed-ended and open-ended questions. The teacher demonstrated that her ability to assess students' achievement was still limited. This indicates that her awareness of formative assessment was also quite limited. She was, however, intending to empower learners to improve their academic performance.

Based on the data from the interviews, it was discovered that an English teacher at Islamic Junior High School who believes that formative assessment is used to track the progress of students. According to the assessment guidance of the 2013 curriculum, assessment for learning, particularly formative assessment, is a set of activities in assessing students that allows teachers to use information about the learners' environments to enhance their knowledge acquisition. Teachers in Indonesia engage in classroom instruction, which could be explained as assessment activities. According to the teacher, daily assessment is one of formative assessments, which are described as the

process of assessing the efficiency on student learning outcomes for the purpose of establishing improvement or enrichment programs based on the level of mastery of competencies and improving the learning process.

The research results indicated that teachers acknowledged how use formative assessment. The process of evaluating the learning process and learning outcomes by the teacher is carried out in several ways, one of which is by setting assessment objectives with reference to the prepared lesson plans.

The teacher has already conducted the formative assessment in learning activities of EFL classroom

Due to the implementation of the formative assessment, the teacher must take action. In fact, the follow-up action is required to make needed adjustments to the teaching - learning activities. The teacher explained how she used the formative assessment data to modify their teaching methods. They used the information to make their instructional strategies, specify the following, and learn material for a coming weeks lesson, she clarified. The participant explained that she changes her instructional methods to focus groups in students should be given more opportunities to discuss the lesson that those who did not understand. The students were actively encouraged to do more activities and develop their skills.

"I always provide a formative assessment at the end of each lesson topic." After performing the test, I am aware of the student's accomplishments. I have used the test results to improve my teaching and help students attain their learning objectives. Then, after I modify my style of teaching and develop my learning materials to be more contextual to the students' classroom environment," she says. I create the material from the easiest to the most difficult, as well as improved instructional material to assist me in teaching."

According to observation and interview, the teacher gave some kinds of formative assessment in EFL classroom. It can be classified into

Time sequence	Kinds of formative assessment
At the beginning of class	<ul style="list-style-type: none"> • A quiz
The process of learning in the class	<ul style="list-style-type: none"> • Open-ended questions • A task • Class work
At the end of the class	<ul style="list-style-type: none"> • Lesson ending test • Homework
Assessing for one chapter or more	<ul style="list-style-type: none"> • Daily text • Midterm test • Feedback

From the data above, researcher assumed that not only gave some kinds of formative assessment in the classroom, but teacher also performed their ability to provide accurate feedback on students' learning achievements. Appropriate feedback can significantly enhance students' eagerness to learn more and pique their interest in everything they need to learn. The teachers in the study occasionally provided feedback to the students after administering various types of formative assessments to provide them with information about their level of understanding.

Feedback, according to the teachers, is important for providing students to be aware of their abilities and inspiring them to improve further. They mostly gave oral feedback to the whole class or individual students rather than written feedback. On occasion, written feedback was given to students on their writing assignments. The students were asked to read aloud from the textbook during the reading task, and when they mispronounced the English words, the teacher tried to correct them immediately.

"Sure, feedback is required for students." I believe that providing feedback benefits both students and teachers. When students receive feedback on an individual basis, they are overjoyed. When providing feedback, I usually start by publicly informing my students about their progress in learning a specific topic, and then I go over each student's weaknesses and strengths individually."

The teacher provided positive written feedback to the students in this illustration. Teacher would have to provide positive feedback in order to encourage students to learn more and to be willing to do what the teachers suggest. Furthermore, the students would feel cared for by the teacher during their difficult learning opportunity. This is critical for more effective teaching and learning.

The teacher was using the formative assessment results to reevaluate her teaching preparedness, involved in developing instructional material, media, and strategy that better suited the students' needs. Following consideration of the formative assessment results, peer and group discussion were incorporated into learning activities as a follow-up action. In addition, exercises were given to the students to help them understand the lesson better. Homework should also be properly coordinated.

The results of the student interviews confirmed that some follow-up actions had already been captured by the teachers. The students indicated that their teachers identified them more exercises and sometimes required them to work in groups.

"Recently, my teachers appear to be more eager to teach us. She decided to give me a lot further exercises. She will occasionally demonstrate the responses to myself. She frequently inquires about my difficulties in studying English. While I was too shy to speak up in class, she asked me to come to her office and explain the lesson to me. "I like it because my friends have no idea what my troubles are."

According to this excerpt from the students' interviews, the students were very pleased that the teachers changed their teaching strategy. The students were relieved that

the teachers in their office could provide them with an extra lesson. The students found this to be a friendly way of learning, and they were not afraid of receiving negative feedback from their peers about their learning difficulties.

The teacher' challenges while conducting the formative assessment in EFL classroom

It was discovered that teachers faced a number of difficulties when implementing formative assessments in the classroom from the findings of the researchers' observations and interviews with English teachers who served as informants in this study. According to the teacher, routine activities up to 50% of class time. Instead of using formative assessment, their attention is directed toward creating interactive activities and tasks for students. The teacher claims that because she must prepare for two assessment; oral test and written test. It is very challenging to gather data regarding the ongoing learning process. Consequently, one of the difficulties in class is creating oral and written tests.

The teacher acknowledged that creating assessment rubrics for both written and oral exams was difficult for her. This presented another challenge. All skills are connected because junior secondary English education is integrated. Thus, when using formative assessment in the classroom, teachers encounter yet another difficulty. Teachers also struggle with applying the time allotted for formative assessment in class in a manner that is consistent with what has been planned in the lesson plans. For instance, the lesson plan only allots 10 minutes for the quiz, but in the classroom, the time allotted is increased. this is also the biggest challenge for teachers in classroom management.

Discussion

Formative assessment management is indeed not helpful in identifying students' barriers to learning, but it is also necessary for teachers to enhance their teaching designs so that learning activities can become more effective in enhancing students' skills and knowledge (Ayu, Sri and Saukah, 2020). The research reveals that teachers' comprehension of formative assessment had an influence on the ability to conduct formative assessment in their teaching practice. Teachers are required to be able to perform formative assessment in conformance with formative assessment principles and to carry out appropriate follow-up reforms to ensure the teaching - learning activities.

Formative assessment is used to gather information about appropriate learning content, context, and learning strategies, as well as to close gaps between students' current standing and the personalized learning goal (Good, 2011). Formative assessment notified teachers to any gaps between their desired goal and their current knowledge, understanding, or skill, and guides them through the actions required to accomplish the objective (Klimenko and Sleptsova, 2015). In addition, Formative approaches should indeed be viewed as a part of a larger framework whereby all group works with each

other to facilitate the learning process (Bennett, 2011). As a result, teachers must have a solid grasp of formative assessment in terms of planning activities.

Assessing on formative assessment for review throughout all educators in their particular matter division appeared distant to them. Improved formative practices can generate a large amount of data about students' progress, and it appears that a next step would be to record and accumulate this data in order to strengthen teachers' contributions to summative reporting (Black, 2003). However, it appeared that teachers were unable to capitalize on this potential for synergy. It was difficult to find any consistency in the recording and reporting practices. Some kept no record of homework, some recorded only that it was attempted, some marked but only recorded the mark in their own record book, some used peer assessment and possibly checked and recorded this. For those, a comprehensive record might include a record of homework outcomes, and furthermore final test scores, plus scores on less formal class tests, plus effort test scores judged by teachers. Another school designed the apps so that students can indeed join their own documents, inform them, and review their progress both autonomously and with their own teacher. Some said it was too difficult to review all of the data, so they just used the results of a terminal test to report to school administration, especially when the need arose at the end of the term when they did not have time to accumulate and analyze data.

Based on the findings, English teacher appeared to have a good understanding of formative assessment. The teacher had made significant changes to their teaching style, which encouraged students to work for comprehension rather than just passing final exams. She engages students with a variety of contextual learning activities to help them understand the material and contextualize it. However, the teacher continues to rely on daily assessment as a formative assessment. This is commonly referred to as "daily tests." This type of assessment may be used to assess students' abilities and understanding of a specific topic, or it may be used to assess the extent to which a student's ability to one indicator is studied. Teachers in this case still need to improve their understanding of the concept and process of formative assessment. Formative assessment is used to diagnose, predict, and evaluate teacher and student achievement (Black and William, 2009).

According to the findings of this study, teachers' understanding of formative assessment influences their teaching style. Teachers use formative assessment results to make adjustments to the teaching and learning process. The teacher understands the principles of formative assessment because they must constantly enhance their teaching methodologies to help students as major innovations emerge. When data has been used to make adjustments teaching and learning to students with special needs, assessment would become formative (Boston, 2003). Moreover, Formative assessment has also been used to describe assessments conducted during learning that encourage rather than make judgments or grade student achievement (Stiggins, 2005).

Based research data, some challenges faced by teacher in implementing formative assessment in EFL classroom were first, the teacher stated that due to the fact that she had to prepare for both an oral and written exam. It is quite difficult to get information regarding the current learning process. Making oral and written assessments as a consequence is one of the challenges students encounter in class. Second, the teacher acknowledges that creating evaluation criteria for both written and oral tests is challenging for her. Third, the teacher is unable to use the allotted time. For instance, the quiz's allotted time would be only 10 minutes, however in fact it takes more time.

The researcher asserts that this findings also supports the current theories or related studies because the results of this research are based on field observations. Incoming teachers will undoubtedly find this to be very beneficial in terms of their ability to prepare for exams in any course, particularly in studying English.

CONCLUSSION

According to the findings of this research, teachers' awareness of formative assessment has been good. The whole implication demonstrated that the teachers have been sufficiently knowledgeable regarding assessment through overall and formative assessment depending on the syllabus and lesson plan. The implementation of formative assessment in EFL classroom, the interview results revealed that teacher in Islamic Junior High School performed several of the approach in planning formative assessment instructional model. Nevertheless, the assessments instruments being used by teacher in the input process were always in the form of a question even though those who decided to give daily tests as the assessment for EFL and then in the process, the teacher gave both direct and indirect feedback to assess student engagement.

During the formative assessment process, teachers took remedial and enrichment actions as well as follow-up actions. Although the remedial and enrichment services provided were not specifically described or incorporated into the lesson plan. One teacher out of four provided re-teaching prior to the remedial given to students with a passing grade. However, some steps, such as preparing the assessment grid and conducting the quality of assessment, were skipped by teachers because they only supplied the questions paper for students in the daily test as assessment instruments, and the assessment rubric was not included in their lesson plan. The use of formative assessment results by teachers inferred that assessment results are indeed a crucial component of the teaching and learning activities.

The findings could provide input both for teachers and students to improve their professional techniques. Concerning the impediments, such as teachers' lack of assessment training, it was concluded that assessment training for teachers is critical. Despite the fact that the school had previously hosted a training session for teachers on the 2013 curriculum, the teachers still believe they were inadequate in the assessment.

Teachers should attend such a seminar, and they should be given opportunities to participate in assessment training so that they can learn how to give effective assessments and, more importantly, how to create appropriate assessment instruments.

Finally, this study draws the conclusion that instructors, particularly English teachers, require training on formative assessment design and implementation in the classroom.

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