

**AN ANALYSIS OF THE PROCESS IMPLEMENTATION OF
FORMATIVE ASSESSMENT IN TEACHING LEARNING ENGLISH AT
SMA MUHAMMADIYAH PK KOTTABARAT SURAKARTA IN
ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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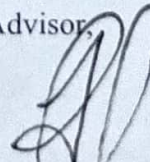
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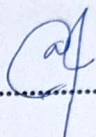
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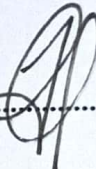
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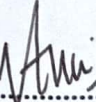
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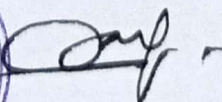
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DEDICATION

This thesis dedicated to:

1. Allah SWT
2. The Prophet Muhammad SAW
3. My beloved parents
4. My beloved big family
5. My Almamater Raden Mas Said State Islamic University of Surakarta

MOTTO

Allah will not change the condition of a people until they change themselves.

(Qs. Ar-Rad : 11)

If you are grateful I will surely give you more.

(Qs. Ibrahim : 7)

Love yourself first.

(Lucille Ball)

PRONOUNCEMENT

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I herenby sincerely state that the thesis titled

“An Analysis of The Process Implementation of Formative Assessment in Teaching Learning English at SMA Muhammadiyah PK KottaBarat Surakarta in Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and reffered in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, November 2022

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day judgment, God all mightly, for all blessing and mercies so the researcher was able to finish this thesis entitled *An Analysis of The Process Implementation of Formative Assessment in Teaching Learning English at SMA Muhammadiyah PK KottaBarat Surakarta in Academic Year 2022/2023*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect and hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, November 29th 2022
The Researcher

Kiki Amelia

TABLE OF CONTENTS

ADVISOR’S SHEET.....	i
RATIFICATION	ii
DEDICATION.....	iii
MOTTO.....	iv
PRONOUNCEMENT.....	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems.....	7
C. Limitation of the Problems	7
D. Formulation of the Problems	8
E. Objectives of the Study	8
F. Benefits of the Study	9

G. Definition of Key Terms	9
CHAPTER II	11
LITERATURE REVIEW	11
A. Theoretical Review	11
1. Assessment	11
2. Formative Assessment	13
3. Teaching and Learning English	24
B. Previous Related Studies	26
CHAPTER III	32
RESEARCH METHODOLOGY	32
A. Research Design	32
B. Research Setting	33
C. Research Subject	33
D. Data and Source of the Data	34
E. Techniques of Collecting the Data	35
F. Research Instruments	36
G. Trustworthiness of the Data	40
H. Techniques of Analyzing the Data	42
CHAPTER IV	46
RESEARCH FINDINGS AND DISCUSSION	46

A. Research Findings	46
B. Discussion.....	63
CHAPTER V	72
CONCLUSIONS AND SUGGESTIONS.....	72
A. Conclusions.....	72
B. Suggestions	75
BIBLIOGRAPHY.....	77
APPENDICES	83

LIST OF TABLES

Table 2.1	Difference of Assessment and Test	12
Table 2.2	Similarities and differences	30
Table 3.1	Research Schedule	33
Table 3.2	Observation Blueprint of Process Implementing Formative Assessment	37
Table 3.3	Observation Blueprint of Strategies to Manage Challenges in Formative Assessment	38
Table 3.4	Interview Blueprint of the Process Implementing Formative Assessment	39
Table 3.5	Interview Blueprint of Strategies to Manage Challenges in Formative Assessment	40

LIST OF APPENDICES

Apendix 1	Research Subjects	83
Apendix 2	Observation results	85
Apendix 3	Interview transcription	96
Apendix 4	Documentation results	103
Apendix 5	Photograps	106
Apendix 6	Research Permit	108

ABSTRACT

Kiki Amelia. 2022. *An Analysis of The Process Implementation of Formative Assessment in Teaching Learning English at SMA Muhammadiyah PK KottaBarat Surakarta in Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Language Faculty.

This research focuses on the process implementation of formative assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta in academic year 2022/2023. The purpose of this research is to describe how the process implementation of formative assessment in teaching learning English and to describe teacher strategies to manage challenges in implementing formative assessment at SMA Muhammadiyah PK KottaBarat Surakarta in academic year 2022/2023.

This research using qualitative research and the researcher as the instrument. The subjects of this research are two English teachers at the tenth and eleventh grade of SMA Muhammadiyah PK KottaBarat Surakarta. This research collects the data by using observation, interview and documentation. For the first objective, researcher using theory by Bell & Cowie (2002) regarding with the process implementation of formative assessment. For the second objective, researcher using theory by Wiliam & Thompson (2008) regarding the strategies to manage the challenge in fomative assessment.

The result of this research is a found out about three stages of process implementing formative assessment by theory Bell & Cowie (2002). There were eliciting information, interpreting of information and acting the information. Teachers have been implementing those stage, but in implementing formative assessment there are any several challenges that faced by teachers. The challenges were crowded class, teacher have not applied technology too much in delivering formative assessment, teacher's internal factor (teachers still can not manage schedule), most female students do not want to show themselves even though they understand, it is different with male students who dominated the class to show their existance. From that, teachers have several strategies to manage all challenges. There are clarifying and sharing learning intentions and criteria for success, engineering effective classroom discussions, questions, and learning tasks, providing feedback that moves learners forward, activating students as instructional resources for one another, activating students as the owners of their own learning.

Keywords: *Implementation, Assessment, Formative Assessment, Teaching Learning English*

CHAPTER I

INTRODUCTION

A. Background of the Study

A teacher would generally conduct an assessment in the classroom to gather information about the students' performance. In recent years, as educational reforms have gotten more comprehensive, assessment discourse and teachers' assessment literacy have grown in relevance and impact in both existing and developing educational systems across the world (Chan, 2021). In Indonesia, The Ministry of Education and Cultures stipulates that starting from 2013/2014 academic year, the government has made curriculum changes as a perfection of the 2006 KTSP Curriculum, namely by enacting a new curriculum called the 2013 Curriculum (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2013). In the 2013 curriculum, curriculum components, learning processes, and assessment of learning processes and outcomes are important and interrelated components in carrying out learning activities. But recently, The Ministry of Education and Cultures designed a new curriculum called Merdeka Curriculum.

In the 2013 curriculum the assessment included an important aspect developed from the previous curriculum (Setiadi, 2016). Assessment in 2013 curriculum more emphasize the assessment process rather than outcomes score. And now the curriculum is being refined again in a

Merdeka curriculum where the assessment in the classroom refers more to process standards and assessment standards (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2022). The assessment process includes aspects of attitudes, knowledge, and skills. Therefore, an assessment guideline is needed that provides a focus of attention. Assessment guideline given the focus of attention are: assessment is directed to measure the achievement of basic competencies in KI-3 and KI-4, assessment using reference criteria, the planned system is a continuous assessment system, the assessment results are analyzed to determine follow-up, the assessment system must be adjusted to the learning experience of students taken in the learning process (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2019).

Learning was programmed to pay attention to the process rather than the results alone and involves the learner to the experience one of which is implementing in learning English. In the process of teaching and learning english, the students learn some subjects which specialize in bilingual teaching. They are writing and spoken English, pronunciation, linguistic, phonetic, grammar, also vocabularies. One of the ways teachers help students to understand the material in teaching learning English can be done by providing tests and feedback in each material that has been studied. The provision of feedback aims to find out and provide information to students regarding the extent of understanding the material that has been studied. All of them need the curriculum for the role in

examining and assessment (Bratchell, 1972). Teachers' assessments of students' learning, their comments, peer feedback, and students' self-assessment all play a part in mediating students' learning and knowledge development (Lee, 2017).

In a Merdeka curriculum, learning assessment is expect to measure aspects that should be measured and holistic. Assessments can be both formative and summative. Formative assessment used to evaluate how someone is learning material throught a course, summative assessment used to evaluate how much someone has learner throught a course (final evaluation at course's end). Process assessment that can be done in the learning process is by carrying out a formative assessment. Formative assessment is getting crucial role in language assessment (Lee, 2017). It is the most effective method of assessing the learning and teaching process, and it enables a teacher in comprehending students' progression. Teachers typically use it to gather information on their students' knowledge of the topics and ideas. It also assists teachers in better understanding the learning needs of their students, helping teachers to prepare better materials for their students (Akter et al., 2020). That is why, formative assessment are commonly called as assessment for learning.

Formative assessment is one of kind assessment who is needing feedback in the process of learning. Formative assessment conducted from first meeting until summative assessment (Bell & Cowie, 2002). Assessment for learning provides feedback and facilitates students to

conduct self-assessments to monitor developments while improving the learning and teaching process. Feedback made at the end of learning, in the form of grades and descriptions in the report card, does not provide an opportunity for students to improve their learning process during teaching and learning activities. Therefore, feedback should not only be done at the end of the learning process, but also during the learning process. Feedback given as part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal (Sadler, 1998).

Formative assessments can be done formally as well as informally. Informal formative assessments are common, such as spontaneous question-and-answer processes, and responding to answers during classroom learning. In reality, formal formative assessments are still rarely carried out in schools. One of the reasons for not implementing formal formative assessments in schools is time constraints. Teachers are more concerned with delivering materials to pursue semester exam targets. Therefore, a formal formative assessment model is needed that can be used effectively and is not time-consuming (Bagus et al., 2016). The application of appropriate assessments will make learning activities run according to the objectives of the current curriculum.

The researcher is interested to conduct this study at SMA Muhammadiyah PK Kottabarat Surakarta. The researcher chooses SMA

Muhammadiyah PK Kottabarat Surakarta because SMA Muhammadiyah PK Kottabarat Surakarta have required to do formative assessment in process of teaching learning English. Some of young English teachers doing the formative assessment in process of teaching learning English and they have some obstacles when did formative assessment. Teachers have an obligation from the school to always carry out a formal formative assessment at the end of each month to be used as an additional grade for final exam (PAT) or mid-semester exam (PTS). Therefore, to carry out a formal formative assessment at the end of the month, teachers will usually prepare a formal formative assessment by conducting an informal formative assessment on daily teaching learning English. As this study, the researcher wants to know the process implementing formative assessment and how do English teachers manage the challenges when implementing formative assessment at SMA Muhammadiyah PK Kottabarat Surakarta in teaching learning English.

There were previous studies related with the implementing formative assessment before this research was conducted. The first is research conducted by Siti Nur Fajrianti (2021) entitle “Analysis of the Implementation of Formative at State Madrasah Tsanawiyah in South Jakarta”. This objectives of the research was to analyze the implementation formative assessment before and during distance learning in Science Class at all of MTs Negeri in Jakarta. The findings of the reasearch was the using of descriptive quantitative approach with a survey

method. The data was conducted by the purposive sampling technique. The results of this research indicate that teachers have implemented formative assessment in the form of tests well, with an average score before distance learning 75,78, while during distance learning 75,00 (Fajrianti, 2021). Another previous research was conducted by Ummubisma Palra (2022) entitle “Analysis of Teachers’ Challenge in Online English Learning Assessment”. This research was applied a qualitative descriptive design. The findings of the research was showed that any three kinds of online English assessment in Pinrang regency. They are knowledge assessment, skill assessment, and student’s attitude assessment. The difference of online assessment and offline assessment were the interaction, place, media, and the way to take and give the student’s assessment. The result of this study showed the English teacher face some challenge in online English learning assessment such as students behavior, students’ less understanding of material, facilities problems and scoring system (Palra, 2022).

From the some previous research above, the researcher think that’s not enough only to explore process implementing and teachers’ challenges in implementing formative assessment, but the researcher also want to explore how the English teacher manage the challenges at process of implementing formative assessment. Almost all the previous studies conduct in more than one school but this study will conduct in one specific school. It will make this study different from the other study.

Based on explanation above, the researcher will conduct a research entitle **“AN ANALYSIS OF THE PROCESS IMPLEMENTATION OF FORMATIVE ASSESSMENT IN TEACHING LEARNING ENGLISH AT SMA MUHAMMADIYAH PK KOTTABARAT SURAKARTA IN ACADEMIC YEAR 2022/2023”**.

B. Identification of the Problems

Based on pre-research at SMA Muhammadiyah PK KottaBarat Surakarta on 21st of July, 2022. The researcher can conclude those are:

1. The assessment in the 2013 curriculum has developed being refined again in a Merdeka curriculum where the assessment in the classroom refers more to process standards and assessment standards.
2. Assessment in Merdeka curriculum are aimed at formative (learning process).
3. Teachers have several obstacles in applying formative assessment.
4. Assessment is not only to determine the standard of achievement or importance of grades, but rather to help learners to find a better way of learning on each material or competency learned.

C. Limitation of the Problems

The focus of the research is to know how do the process of formative assessment implemented by English teacher and how do the English teacher manage the challenges that faced when implementing formative

assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta especially when conducted informal assessment in reading and writing to prepare formal assessment in the end of month.

D. Formulation of the Problems

Based on the background of the problem which has been described above, this study is formulated as follows:

1. How do the process implementation of formative assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta in academic year 2022/2023?
2. What are teacher strategies to manage challenges in implementing formative assessment at SMA Muhammadiyah PK KottaBarat Surakarta in academic year 2022/2023?

E. Objectives of the Study

Based on the formulation of the problems above, the objectives of this study are as follows:

1. To describe stages of process formative assessment implemented by English teacher in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta in academic year 2022/2023.
2. To describe teacher strategies to manage challenges in implementing formative assessment at SMA Muhammadiyah PK KottaBarat Surakarta in academic year 2022/2023.

F. Benefits of the Study

The expected benefits in this study are:

1. For Headmaster

The results of this study can provide information related to the process implementation of formative assessment in teaching learning English.

2. For Teacher

The results of this study can provide information and evaluation related to the process implementation of formative assessments in teaching learning English that have been developed by teachers.

3. For Researchers

The result of this study can be source information related the process implementation of formative assessment in teaching learning English that have been developed by teachers.

G. Definition of Key Terms

1. Implementation

Implementation is an action or implementation of a plan that has been carefully prepared and detailed. Implementation is usually carried out after the planning is already considered perfect (Setiawan, 2013).

2. Assessment

In education, the term assessment refers to the wide variety of methods or tools that teachers use to evaluate, measure, and document

the academic readiness, learning progress, skill acquisition, or educational needs of students (Roseni & Noti, 2020).

3. Formative Assessment

Formative assessment is the kind of programme evaluation that have targeted at facilitating programme improvement, and the purpose of formative evaluation was to provide feedback and correctives at each stage in the teaching-learning process (Bennett, 2011).

4. Teaching and Learning English

Teaching is a process that transforms information and encourages independent learning in pupils. To assist students learn and become better learners, teachers engage in a variety of complicated actions, mechanisms, stimuli, and responses (Chambers & Gregory, 2006). Learning is the transformation of knowledge acquisition into the act of creating and maintaining a relationship with a certain area.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Assessment

a. Definition of Assessment and Test

According to Bachman & Kunnan (2005), assessment is a methodical and significantly grounded process of gathering knowledge about something that we are interested in. A score or a verbal description might be the outcome of an evaluation method. All types of processes used to analyze persons. According to Huhta, as reported by Spolsky & Hult (2008) the kinds of assessment for example informal observations, self-assessments, quizzes, interviews, tests. Every session, teachers evaluate their students. Testing, on the other hand, is a method of doing evaluation that is technically related with fixed time and processes (Bell & Cowie, 2001).

Assessment can be defined as the use of various measurement technique to determine the extent to which learners' programme to which the learner exposed. An assessment might be include a test but also include a methods such as observation, interview, behaviours, monitoring, etc. Test is one of form of assessment. All test are assessment, but not all assessment are test (Ajayi, 2018).

Below are table for distinguishing assessment and test:

Table 2.1 Difference of Assessment and Test

Assessment	Test
Assessment is on going process aimed to understanding and improving student learning (Lovely Professional University, 2012)	Test designed to measure quality, ability skill or knowledge with given standard (Adom et al., 2020).
Informal and formal assessment, formative and summative assessment (H. D. Brown, 2003)	Standardized test, diagnostic tests, and teacher made test (Skinner in (Adom et al., 2020))
Process oriented (Ajayi, 2018)	Product oriented (Ajayi, 2018)

Based on the explanation above, it can be conclude that assessment is on going process that assess student in a wider domain. In other hand, test is one of method of assessment. Test have periodic time and more administrative. It can be done at the end of a lesson (product oriented) whereas assessment is on going process and flexible or any time when the students learning. So, the researcher take the assessment for this study because assessment is on going process that assess student in a wider domain. Assessment is the process of gathering information and data to improving students learning. assessment result information relative to an objective or goal. Assessment provide feedback for improvement the students.

2. Formative Assessment

a. Definition of Formative Assessment

According Black & William (1998) formative assessment is a procedure for providing feedback and assistance to teachers and students during teaching so that they may change current instruction and learning to improve students' accomplishment of specified educational goals (Black & Wiliam, 1998). Formative assessment is the short-term collecting and application of evidence to guide learning. It occurs within a module and is intended to provide feedback to influence future development, whereas summative evaluation summarizes a student's achievements at the conclusion. Formative assessment is about improving, thus feedback is essential; summative evaluation is about determining, and it is overemphasized in favor of true learning. According to the Open University, formative assessment is assessment for learning, whereas summative evaluation is assessment of learning. Formative assessment has been regarded as the journey rather than the outcome (Higgins et al., 2010).

According to Bell and Cowie (2001) formative assessment has been acknowledged by teachers and researchers as a crucial factor in performing learning activities for enhancing student learning effectiveness. It is a type of evaluation that is integrated into the interaction between teachers and students for the purpose

of providing feedback to them in traditional inclass instruction (Bell & Cowie, 2001).

b. Principles of Formative Assessment

According to (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2019), there are any some number of principles for implementing formative assessments include:

- 1) Formative assessment integrated with ongoing learning activities;
- 2) Involve learners in their implementation (e.g. through self-assessment, peer-to-peer assessment, and metacognitive reflection on the learning process);
- 3) Not only to the advancement of mastery of the realm of attitudes, knowledge, and skills, but also learning motivation, attitudes towards learning, learning styles, and cooperation in the learning process.

c. The Purpose of Formative Assessment

Educational assessment is the process of documenting knowledge, skill, attitudes, and beliefs, generally in quantitative terms. Individual learners, learning communities (classes, workshops, or other structured groups of learners), institutions, or the educational system as a whole (also called as granularity) can

all be assessed. The ultimate goal of educational assessment procedures is determined by practitioners' and academics' theoretical frameworks, assumptions, and ideas about the nature of the human mind, the creation of information, and the learning process.

As documented in the case studies of Bell and Cowie (2001), the teacher said that formative assessment serves several purposes. They discovered that the two primary aims of formative assessment were to inform students' learning and to inform teachers. Monitoring the students' progress, learning, or understandings during the teaching and learning process was one of the goals for supporting their learning. The purposes to support learning also included giving feedback to students about what learning was valued in the classroom, giving legitimacy to the students' scientifically acceptable ideas, supporting long- or short-term goals, and finding out whether an activity or task was "working." (Bell & Cowie, 2001).

The purposes to support teaching (mentioned by the teachers) at Bell and Cowie (2001) included:

- 1) Planning in the current lesson and unit;
- 2) Planning for future teaching;
- 3) Knowing when to input new ideas and when to move on to the next topic;

- 4) Knowing when to introduce an activity to maintain interest and motivation;
- 5) Evaluating the actions taken in previous formative assessments and teaching activities;
- 6) Finding out if the students had understood or not;
- 7) Providing information to report to students, caregivers, and the school;
- 8) Providing assessment information additional to the quantitative marks on achievement in reporting.

d. Process of Formative Assessment

According to Bell & Cowie (2002) there are any three stages process of formative assessment, they are:

- 1) Eliciting information

The strategies used need to be able to gather information on the outcomes of student learning, as well as to gather the transient and ephemeral information which is produced during the process of learning. Teacher gather a large amount of diverse information on the student learning during informal interactions with them. They do this while observing, listening to and questioning students during whole class, small group and individual discussions and practical work. They also gather information by looking at written work. For example, Sutton

(1995) suggested that teacher gather information during informal interactions over three week cycles and that during the fourth week they explicitly target those students about whom they know little (Sutton & Fall, 1995).

Development of new strategies to gather assessment information increase in recent years. They aim to stimulate focus for communication between teachers and students. The new strategies include, concept maps, portfolio, peer assessment, self-assessment, and dialogue between the teacher and the students during self-assessment process. Teacher have also found that students' commitment to learning was strengthened when the students took more responsibility, in collaboration with the teacher, for monitoring their own progress, evaluating their own strengths and weakness and devising strategies for improving their learning (Bell & Cowie, 2002).

2) Interpreting the information

The second stage in the formative assessment process is the interpretation of information. At this stage, teachers quickly process the assessment data that has been obtained. Although the processing of formative assessment information will be more accurate if carried out formally, the processing of such data is generally informal, usually does not require formal

technical analysis. Teachers can spontaneously 'process it in the brain' and then do interpretation in that time

To be able to interpret information properly, teachers need to understand the expected competency achievements from each assessment carried out. Teachers need to establish scoring guidelines for each assessment conducted. The scoring guidelines contain an overview of what aspects are expected to be obtained from the assessment carried out and the quality of student achievements from the observation results. The scoring guidelines on formative assessments are more flexible and must already be understood directly by teachers so that teachers do not need to hold the scoring guidelines at the time the formative assessment is carried out in the classroom.

At this stage the teacher makes a number of conclusions on several questions, including:

- a. In general, students have mastered the material / competence in general;
- b. Whether all learners have mastered the material well;
- c. Which materials have been mastered and which have not been mastered properly;
- d. Anyone who has mastered the material and who has not mastered the material well;

- e. What has caused a number of children to not have mastered the material well.

To conclude how well the learners have achieved progress (mastering competencies), teachers generally compare the mastery that the learners have achieved with the criterion-referenced formative assessment. Nonetheless, there are a number of teachers who compare it to the student-referenced formative assessment. To be able to provide feedback and appropriate action, teachers can use both approaches.

3) Acting on the information

The third stage in the formative assessment process is the taking of actions based on the results of the interpretation of assessment information. At this stage, the teacher provides feedback which includes notification about the level of mastery of the learners, which materials have been mastered, which have not, and how to follow up the learning.

The most important part of this stage is to carry out learning activities to students facilitated by teachers. They are students whose mastery has not met the criteria set before or whose efficacy is not optimal. The teacher performs the action (intervention) directly (spontaneously) or it can be postponed. Actions can occur at the class, group, or individual level.

e. The Challenges and How to Manage Formative Assessment

During the implementation of formative assessment, the process may not always run well. It means that the English teachers face any challenges in doing the process. Here are the challenges in assessing students' progress in formative assessment and the key strategies to manage formative assessment by (William & Thompson, 2008) :

1) Clarifying and sharing learning intentions and criteria for success

Low achievement is often the result of students failing to understand what teachers require of them (Black & William, 1998). Many teachers address this issue by posting the state standard or learning objective in a prominent place at the start of the lesson, but such an approach is rarely successful because the standards are not written in student-friendly language.

Teachers in our various projects have explored many ways of making their learning objectives and their criteria for success transparent to students. One common method involves circulating work samples that a previous class completed, in view of prompting a discussion about quality.

2) Engineering effective classroom discussions, questions, and learning tasks

Many teachers spend a considerable proportion of their instructional time in whole-class discussion or question-and-answer sessions, but these sessions tend to rehearse existing knowledge rather than create new knowledge for students. Moreover, teachers generally listen for the “correct” answer instead of listening for what they can learn about the students' thinking.

As a result of this focus, teachers have become aware of the need to carefully plan the questions that they use in class. Many of our teachers now spend more time planning instruction than grading student work, a practice that emphasizes the shift from quality control to quality assurance. By thinking more carefully about the questions they ask in class, teachers can check on students' understanding while the students are still in the class rather than after they have left, as is the case with grading.

3) Providing feedback that moves learners forward

After the lesson, of course, comes grading. The problem with giving a student a grade and a supportive comment is that these practices don't cause further learning. Before they began thinking about assessment for learning,

none of the teachers with whom we worked believed that their students spent as long considering teacher feedback as it had taken the teachers to provide that feedback. Indeed, the research shows that when students receive a grade and a comment, they ignore the comment. The first thing they look at is the grade, and the second thing they look at is their neighbor's grade.

To be effective, feedback needs to cause thinking. Grades don't do that. Scores don't do that. And comments like "Good job" don't do that either. What *does* cause thinking is a comment that addresses what the student needs to do to improve, linked to rubrics where appropriate. Of course, it's difficult to give insightful comments when the assignment asked for 20 calculations or 20 historical dates, but even in these cases, feedback can cause thinking. For example, one approach that many of our teachers have found productive is to say to a student, "Five of these 20 answers are incorrect. Find them and fix them!"

- 4) Activating students as instructional resources for one another

Getting students started with self-assessment can be challenging. Peer assessment and feedback can be an important part of effective instruction. Students who get

feedback are not the only beneficiaries. Students who give feedback also benefit, sometimes more than the recipients. As they assess the work of a peer, they are forced to engage in understanding the rubric, but in the context of someone else's work, which is less emotionally charged. Also, students often communicate more effectively with one another than the teacher does, and the recipients of the feedback tend to be more engaged when the feedback comes from a peer. When the teacher gives feedback, students often just “sit there and take it” until the ordeal is over.

Using peer and self-assessment techniques frees up teacher time to plan better instruction or work more intensively with small groups of students. It's also a highly effective teaching strategy. One cautionary note is in order, however. In our view, students should not be giving another student a grade that will be reported to parents or administrators. Peer assessment should be focused on improvement, not on grading.

5) Activating students as the owners of their own learning

Developing assessment for learning in one's classroom involves altering the implicit contract between teacher and students by creating shared responsibility for

learning. Students also take ownership of their learning when they assess their own work, using agreed-on criteria for success. Teachers can provide students with a rubric written in student-friendly language, or the class can develop the rubric with the teacher's guidance. The teachers we have worked with report that students' self-assessments are generally accurate, and students say that assessing their own work helped them understand the material in a new way.

The “main key” is that evidence about student learning is used to adjust instruction to better meet student needs—in other words that teaching is *adaptive* to the student’s learning needs (William & Thompson, 2008).

3. Teaching and Learning English

Teaching is a challenging endeavor. It involves both the instructor and the student. It involves some of the following: the instructor may instruct by words or deeds, or she may use books, illustrations, experiments, and more. One of the distinctive goals of teaching is to increase one's students' capacity for learning, thinking, making decisions, and evaluating. Any instruction must involve more than simply taking notes; it must be connected to the students' reality through the use of computers, the internet, video, and games. The teacher makes decisions on curriculum development, the optimal

teaching strategy, and assessing and communicating student success (assessment and reporting) (Hughes, 2007).

Teachers should have an ability to make decision in teaching and learning that requires knowledge as follows; develop the skill, ability to assessing, and meeting the students learning needs, reflection, and build personal capacity. Based on Brown (2000), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in study, providing a knowledge, or make the students understand. Teaching is guiding and facilitating the learning, enabling the students to learn, and setting the condition of classroom learning (D. Brown, 2000).

Learning is when the individuals whether do so alone or in company with person or online. Some of the learning was person to person; some was in a group and some in personal. The students encourages in qualities as curiosity, creative thinking, and the capacity of the reflection (Hughes, 2007). English language learning would have a positive impact on learner creativity. Learning is acquiring the knowledge of a subject of the skills by study, experience, or instruction.

A relatively permanent change in behavior tendency and the result of reinforced practice also called as learning (D. Brown, 2000). Learning can be meaningful if; learner have a meaningful learning, which relate to new thing with knowledge that they already know, the

learning task is meaningful to learner. To learn English effectively, the teacher should highlight the importance of affect, linguistic knowledge, language skills, and learning strategies

B. Previous Related Studies

The researcher presented five previous studies related to implementation of formative assessment to prove the novelty of this research.

The first previous study is the research thesis conducted by Siti Nur Fajrianti entitle Analysis of the Implementation of Formative at State Madrasah Tsanawiyah in South Jakarta. This research has purposes to describe the implementation of formative assessment in Islamic Junior High State School at South Jakarta. In collecting the data, this research uses descriptive quantitative approach with a survey method. The sampling technique was purposive sampling, and the sample was all science teachers who teach at Islamic Junior High State School at South Jakarta. The instrument used was a questionnaire filled out through a google form and a teacher interview blueprint. Quantitative data analysis techniques in the form of questionnaire results, categorized based on the assessment criteria with five categories namely, very good, good, enough, less, and failed.. Qualitative data from teachers interviews. The results of this research indicate that teachers have implemented formative assessment in the form of tests well, with an average score before distance learning 75,78, while during distance learning 75,00 (Fajrianti, 2021).

The second previous study is the research thesis conducted Umi Novitasari entitle An Analysis of Using Online Assessment in Teaching Learning English in The Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020. This study aimed to identify kinds of online assessment implemented by English teachers and analyze the students perception of using online assessment in Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020. In this study, the researcher use descriptive qualitative method. The researcher collected the data by questionnaire, interview and documentation. The data of interview were obtained from 3 English teachers and the students of 10 Science Class. The data of interview were obtained from 10 Science Class of SMA Muhammadiyah 2 Surakarta. The result indicated that all of English teachers have implemented variatif online assessment through Google Form, Google Classroom, Edmodo, Quizzes and Instagram. There are advantages, disadvantages, challenges face by the teacher applied online assessment. For example, confused design the right assessment, control the student, get bad internet connection, so on. Meanwhile, the students have positive and negative perception toward the implementation of online assessment. The positive perception showed that the student enjoyed the online assessment, obtained feedback immediately, flexible, time saving, effective, more confident in doing online assessment. However, the student also had negative perception such as need internet data, less motivation, unfocus, cheating, need a longer time. Based on the

research findings, some recommendation for the teacher, future researcher and institution are finally presented (Novitasari, 2021).

The third previous study is the research disertation conducted by Ummubisma Palra entitle Analysis of Teachers' Challenge in Online English Learning Assessment. This study aims to describe the kinds of online english learning assessment and the challenges of english teachers in online learning assessment. This research applied interviews and documentation. The findings showed that there are three kinds of online english assessment in Pinrang regency. There are knowledge assessment, skill assessment, and students attitude assessment. The online and offline assessment was similar. The difference was the interaction, place, media, and the way to take and give the students task because all the process through online. In online learning assessment the most challenging was students' honestly, responsibility, creativity, and collaboration. The result of this research also showed the English teacher face some challenge on online English learning assessment such as students' behavior, students' less understanding of material, facilities problems and scoring system (Palra, 2022).

Next previous study is the research conducted by Baden Agus, Sentot Kusairi, and Sutarman which entitle Development of Model of Computer Aided Formal Formative Assessment on The Rotational Dynamics of Matter. The research objective is to produce a product that is a model of computer aided formal formative assessment on the rotational

dynamics of matter, as well as measure the feasibility of a formal model of computer-aided formative assessment through the validation test. This study uses research design and development. Type of research data includes quantitative data such as ratings and feedback validator students based on Likert scale, as well as qualitative data in the form of comments and suggestions provided by the validator. The results of the quantitative data analysis showed that the resulting product included in either category so that it does not require a significant revision. Based on qualitative data, the product has been revised based on the comments and suggestions validator. Products produced already is feasible but still requires further research and development, and trials are repeated so that more can be used in the rotational dynamics of learning materials (Bagus et al., 2016).

The fifth research is the research conducted by Hari Setiadi which entitle The Implementation of Assessment in 2013 Curriculum. The objectives of this study are to: (1) describe the implementation of assessment in the 2013 Curriculum; (2) identify obstacles and successes in the implementation of assessments in the 2013 Curriculum, (3) provide recommendations to the Government in taking policies for implementing assessments in the 2013 Curriculum. The data analyzed by descriptive quantitative and qualitative. The results of the study are divided into three stages, namely: (1) planning, it is recommended to the government to conduct socialization and training on making grids first and then making the questions, not the other way around, as well as training in the analysis

of assessment instruments and making rubrics for description questions; (2) implementation, it is recommended to the government to simplify the assessment guidelines in the 2013 Curriculum, conduct socialization and training on attitude competency assessment, for the elementary school level it is necessary to provide training in assessment techniques on thematic learning, and guide teachers to carry out instrument analysis activities and revision of question items; (3) reporting, it is recommended that policymakers review the use of the 1-4 value range on knowledge and skills assessment (Setiadi, 2016).

Tabel 2.2 Similarities and differences

Researcher	Research titles	Similarities	Differences
Siti Nur Fajrianti (2021)	Analysis of the Implementation of Formative at State Madrasah Tsanawiyah in South Jakarta	Aims to describe the implementation of formative assessment.	The focus time on the research are before and during online learning.
Umi Novitasari (2021)	An Analysis of Using Online Assessment in Teaching Learning English in The Tenth Grade of SMA Muhammadiyah 2 Surakarta in Academic Year 2019/2020	The subject is the tenth grade and aims to describe the analysis of using online assessment in teaching learning English.	Describe assessment widely not specific formative or summative.
Ummubisma Palra (2022)	Analysis of Teachers' Challenge in Online English Learning Assessment	Aims to describe the kinds of online english learning assessment	Describe the challenges of english teachers in online learning assessment not include the process of

			implementing teaching and learning English.
Baden Agus, Sentot Kusairi, and Sutarman (2016)	Development of Model of Computer Aided Formal Formative Assessment on The Rotational Dynamics of Matter	Describe positive effect of computer aided formal formative assessment	The type of research data is quantitative data.
Hari Setiadi (2016)	The Implementation of Assessment in 2013 Curriculum	Describe the important process teaching and learning in 2013 curriculum.	Describe assessment widely.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied qualitative research. According to Creswell (2014) qualitative research is a method of investigating and comprehending the meaning that individuals or groups ascribe to a social or human issue (Creswell, 2014). Only by concentrating on the meanings that events have for the persons involved can academics gain a better understanding of human behavior. So, in qualitative research, you must consider not only what individuals do, but also how they think and feel, and try to comprehend their reality. Qualitative research attempts to make sense or interpret the phenomena. In qualitative approach which is present and convey not only numerical data form but explain the meaning and representative of the data in written text. According to Donald Ary (2010) researchers in qualitative research do not begin a study with hypotheses since they do not know how naturally occurring events will develop or what variables may be relevant (Ary et al., 2010).

Qualitative research can be carried out into several stages. The first is to determine the problem to be raised. The problem can be in the form of habits, socio-cultural, or phenomena that can be observed directly. After that, we can continue by compiling questions, and it is necessary to take steps such as restrictions on the setting and researchers, appearance,

mentioning the relationship between the researchers, the field and the amount of study time (Moleong, 2010).

B. Research Setting

1. Place of the Research

The research took place in SMA Muhammadiyah PK KottaBarat Surakarta. It is located at Jalan Pleret Raya, Sumber, Banjarsari, Surakarta, Central Java.

2. Time of the Research

Table 3.1 Research Schedule

No	Activities	Time																			
		July 2022				Aug 2022				Sep 2022				Oct 2022				Nov 2022			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre-research	■	■	■																	
2.	Writing Proposal				■	■	■	■	■	■	■										
3.	Proposal Examination											■									
4.	Conducting Research												■	■	■	■	■	■			
5.	Analyze the Result														■	■	■	■	■	■	
6.	Munaqosyah																				■

C. Research Subject

The characteristic, quality, or value being studied is one that has a set of variables that will be examined and from which inferences will be

made (Sugiyono, 2013). The research subject in this study uses purposive sampling. The purposive sampling are two English teachers on implementing formative assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta namely Mr. RG and Mrs. IZN who are teaching in the tenth and eleventh grade.

D. Data and Source of the Data

According to the form of the study, the data in this study are the descriptive data in the form of word. Lofland in Moleong (2006) stated that the main sources of the data in qualitative research are words and actions, and other things are as the additional data such as document and others (Moleong, 2006). The source of data in this research is informant, events and documents.

1. Informant

Informant is a person who provides in the information or answer from the interview. The data provided must be relevant and valid to the research being conducted. The informants in this study were English teachers at SMA Muhammadiyah PK KottaBarat Surakarta in the academic years 2022/2023.

2. Event

The event in this study is the process implementation of formative assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta.

3. Documents

In this study, documents are written data that relate and support the process implementation of formative assessment.

E. Techniques of Collecting the Data

1. Observation

Observation is one of the fundamental methods in obtaining the data in a research (Ary et al., 2010). Observation is made in research to obtain data relating to research. Observation activities in the form of direct observation of the events studied. In this research, the researcher conducted observation in 10 IPA 3 and 11 IPS grade at SMA Muhammadiyah PK KottaBarat Surakarta in academic year 2022/2023. Observations aimed to carry out stages of process implementation of formative assessment. During class observations, the researcher observed how students and teachers interacted in implementing formative assessment.

2. Interview

The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify

observations. The qualitative interview is typically more probing and open ended and less structured than the interview used in quantitative research but varies considerably in the way it is conducted (Ary et al., 2010).

The researcher was used structured interview to get information from interviewees based of the theories guidelines used. The first theory that researcher used was theory by Bell & Cowie (2002) regarding the process implementation of formative assessment to answer research problem number one, and used theory by Wiliam & Thompson (2008) regarding the strategies that teacher used to manage the challenges in implementing formative assessment.

3. Documentation

Document is one of qualitative data by viewing and analyzing the documents created from subject of the research. In data collection, documentation serves as a reinforcement of other data, namely observations and interviews. The documentation was made to strengthen the data related to process implementing formative assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta. The document are going to compile assignments that teachers given in informal formative assessment.

F. Research Instruments

A research instrument is a key to conduct the qualitative research. To easier of collecting the data, the researcher needs guidelines for

example a blueprint observation sheet and interview sheet that will be presented as follows:

1. Observation Sheet

The observation sheet aimed to make easier in compile the data that is related with the process implementing of formative assessment in teaching and learning English. Below, there are two observation sheet. The first observation sheet is referred from theory of Bell and Cowie (2002) regarding with the process implementing formative assessment in teaching learning English, to find out the data how is the teacher implementing formative assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta. For the second observation sheet is referred from theory of Wiliam & Thompson (2008) regarding with the key strategies of formative assessment to find out the strategies to manage the challenges in implementing formative assessment in taching and learning English.

Table 3.2 Observation Blueprint of Process Implementing Formative Assessment

No	Theory process formative assessment (Bell & Cowie, 2002)	Indicators	Yes	No	Explanation
1	Eliciting information	It is the stage to teachers gather information on the outcomes of student learning, as well as to gather the transient			

		and ephemeral information which is produced during the process of learning			
2	Interpretation of information	It is the stage to teachers quickly process the assessment data that has been obtained			
3	Acting the information	It is the stage to teachers taking of actions based on the results of the interpretation of assessment information			

Table 3.3 Observation Blueprint of Strategies to Manage Challenges in Formative Assessment

No	Theory	Indicators	Finding
1	According to Wiliam & Thompson (2008) formative assessment can be conceptualized as consisting of five key strategies to manage the challenge in formative assessment.	<ul style="list-style-type: none"> a. Clarifying and sharing learning intentions and criteria for success. b. Engineering effective classroom discussions, questions, and learning tasks. c. Providing feedback that moves learners forward. d. Activating students as instructional resources for one another. e. Activating students as the owners of their own learning. 	

2. The interview blueprint

Below, there are two kinds of interview blueprints. The first interview sheet is referred from theory of Bell and Cowie (2002) regarding with the process implementing formative assessment in teaching learning English, to find out the data how is the teacher implementing formative assessment in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta. For the second interview sheet is referred from theory of Wiliam & Thompson (2008) regarding with the key strategies of formative assessment to find out the strategies to manage the challenges in implementing formative assessment in taching and learning English.

Table 3.4 Interview Blueprint of the Process Implementing Formative Assessment

No	Theory process formative assessment (Bell & Cowie, 2002)	Indicators
1	Eliciting information	It is the stage to teachers gather information on the outcomes of student learning, as well as to gather the transient and ephemeral information which is produced during the process of learning
2	Interpretation of information	It is the stage to teachers quickly process the assessment data that has been obtained
3	Acting the information	It is the stage to teachers taking of actions based on the results of the interpretation of assessment information

Tabel 3.5 Interview Blueprint of the Strategies to Manage Challenges in Formative Assessment

No	Theory	Indicators	Finding
1	According to Wiliam & Thompson (2008) formative assessment can be conceptualized as consisting of five key strategies to manage the challenge in formative assessment.	<ul style="list-style-type: none"> a. Clarifying and sharing learning intentions and criteria for success. b. Engineering effective classroom discussions, questions, and learning tasks. c. Providing feedback that moves learners forward. d. Activating students as instructional resources for one another. e. Activating students as the owners of their own learning. 	

3. Documents Checking

In the collecting the data researcher need a guideline to do a documentation that is document checking. Documents checking used to check which documents are going to collect in this research. In this data, researcher was collected documents related with the process implementing formative assessment in teaching learning English like the students formative assignments and activity in the text book.

G. Trustworthiness of the Data

To get the valid and credible data, researcher used the triangulation technique. Triangulation is a method used to determine the location of a fixed point based on the laws of trigonometry. These laws state that if one side and two angles of a triangle are known, the other two sides and angle of that triangle can be calculated. There are four types of triangulation originally identified by Denzin in the 1970s (Denzin, 1978):

1. Data triangulation

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

2. Methods triangulation

Method triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programmes, locations, populations, etc.

3. Investigator triangulation

Investigator triangulation is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of

the findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analysing study data.

4. Theory triangulation

Theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns.

In this study, the researcher used method triangulation because this research did two techniques in collecting data (observation and interview) its potential to expose unique differences or meaningful information that may have remained undiscovered with the use of only one approach or data collection technique in the study. The researcher compared the of the result observation and interview, so from comparison the researcher can use the triangulation method to test the credibility of the data.

H. Techniques of Analyzing the Data

Qualitative data analysis is a process of searching and arranging the data and taken from the observation, interview, and documentation. According Miles and Haberman (Miles et al., 1994 : 8-9) qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification:

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data *stronger*. (We stay away from *data reduction* as a term because that implies we're weakening or losing something in the process.)

As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over, until a final report is completed.

2. Data display

The displays discussed and illustrated include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis that the display suggests may be useful.

Designing displays—deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be

entered in the cells are analytic activities (designing displays also has clear *data condensation* implications).

In this research, the researcher uses four number of coding to indicate which kind of data sources in finding. For example:

I.1/19-10-22/P1/T1

I : Data source

1 : List of question

19-10-22 : The date of collection

P1 : Process in formative assessment (Eliciting information).

T1 : Subject

Explanation:

Process formative assessment	Subject
P1 : Eliciting information	T1 : Mr. RG
P2 : Interpretation of information	T2 : Mrs. IZN
P3 : Acting the information	S.10 : Student/s of 10 IPA 3
Data Source	S.11 : Student/s of 11 IPS
I : Interview	
I.1 : The first interview question	
I.2 : The second interview question	
O : Observation	

D : Documentation

D.1 : The first documentation

D.2 : The second documentation

3. Verification

Verified are also Conclusions as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability that is, their validity. Otherwise, we are left with interesting stories about what happened but of unknown truth and utility.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher collects the data through observation and interview. The researcher did observation at October 19th 2022 and October 20th 2022 at 10 IPA 3 and 11 IPS of SMA Muhammadiyah PK KottaBarat Surakarta. The interview was conducted to two English teachers at SMA Muhammadiyah PK KottaBarat Surakarta (10th and 11th grades teacher) on October 20th 2022 and November 01st 2022.

1. The Process Implementation of Formative Assessment in Teaching Learning English

The researcher used observation and interview to find out the research question number one. Those interview questions and observation points were based on theory Bell and Cowie (2002) about the process implementation formative assessment in teaching learning English. The interview was conducted by structured interviews. In this case, the researcher conducted the interview with English teachers because the researcher intended to gain the data about process implementation of formative assessment that teacher used in teaching learning English at SMA Muhammadiyah PK KottaBarat Surakarta. As presented as follows, transcription of observation have been displayed and supported by the transcription of interview which was served as the description:

a. Eliciting information

Based on observation results, researcher found the first stage process implementation of formative assessment. Below, researcher would like to display some utterances of observation result as follows:

Table 4.1 Eliciting Information observation result

Observation Data Finding	Context
<p>Code: O/19-10-22/P1/T1</p> <p><i>“Do you still remember the past material in the Chapter III that you studied with PLP Students?”</i></p> <p><i>“Simple past tense, question tag”</i></p> <p><i>“so last week we did studied the material about question tag. Do you still remember the function of use question tag? What is purpose of question tag?”</i></p> <p><i>“asking for information to people”</i></p>	<p>Teacher did dialogue with students before did formative assessment.</p> <p>Teacher gave some questions related the material have taught last meeting.</p>
<p>Code: O/20-10-22/P1/T2</p> <p><i>“Ok kemarin ada tugas dari mas mbaknya ya, sudah dikerjakan? Lihat dibuku halaman 16, sudah dikerjakan?”</i></p> <p><i>“Beberapa ust”</i></p>	<p>Teacher asked the students whether the students have finished doing their assignment before or not.</p>

Based on observation result, there is dialogue between teachers and students before implementing formative assessment.

Teachers gave some questions related their past meeting and the students give their respon what they remembered and knew.

Reinforced by responses from interview result, researcher asked first question “What are you doing in stage eliciting information in implementing formative assessment?”. For this question, interviewees gave some respond as follows:

Table 4.2 Eliciting information interview transcription

Interview Data Finding	Context
<p>Code: I.1/20-10-22/P1/T1 <i>“biasanya pada awal pembelajaran saya tanya apakah mereka masih ingat dengan materi pertemuan lalu”</i></p>	<p>Teacher asked students about the last material have been taught.</p>
<p>Code: I.1/01-11-22/P1/T2 <i>“Tanya dulu apa masih ada tugas dari minggu lalu yang belum clear”</i></p>	<p>Teacher asked students whether there are still assignments from last week that are not clear.</p>

The responses from the interview, teacher usually asked the students about last material or last assignment before implementing formative assessment.

The second question was “Before implementing formative assessment, what do yo know about the purpose of formative assessment?”. Below was the responses from the interviewees:

Table 4.3 Eliciting information interview transcription

Interview Data Finding	Context
<p>Code: I.2/20-10-22/P1/T1 <i>“Tentu saja untuk mengetes penyerapan siswa, penyerapan terhadap materi kemudian juga keberhasilan guru menyampaikan materi kepada siswa.”</i></p>	<p>Teacher have a good understanding about the purpose of formative assessment.</p>
<p>Code: I.2/01-11-22/P1/T2 <i>“Untuk mengukur kemampuan siswa atau cakupannya itu seberapa.”</i></p>	

Based on statements of teachers, they have good understanding about purpose of formative assessment. T1 has perception that formative assessment has purpose to gain how far students understanding material and to measure teachers' success in delivering material. T2 has perception that formative assessment has purpose to measure a student's ability.

The third question was “What are supporting factors that caused you to do formative assessment?”

Table 4.4 Eliciting information interview transcription

Interview Data Finding	Context
<p>Code: I.3/20-10-22/P1/T1 <i>“tes formatif sudah menjadi rangkaian kegiatan pembelajaran.”</i></p> <p>Code: I.3/01-11-22/P1/T2</p>	<p>Teacher conducted formative assessment because it is a part of learning.</p>

<i>“memang sudah menjadi proses pembelajaran tanya jawab sehari-hari”</i>	
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Based on statements of teachers, supporting factors that caused teachers did formative assessment because it is a part of learning.

These observation result and interview transcription can be concluded that teachers did eliciting information in process implementing of formative assessment at SMA Muhammadiyah PK KottaBarat Surakarta teachers usually ask students regarding about their knowledge about last material to gain information how far students understand the last material. Beside that teacher’s understanding about formative assessment is good and the supporting factor conducted formative assessment because formative assessment is the part of learning.

b. Interpretation of information

Based on observation results, researcher found the second stage process implementation of formative assessment. Below, researcher would like to display some utterances of observation result as follows:

Table 4.5 Interpretation of information observation result

Observation Data Finding	Context
Code: O/19-10-22/P2/T1 <i>“Now open the text book and open</i>	Teacher was conducted formative assessment

<p><i>page sixty two teman-teman. Now we are going to have Vocabulary Activities.”</i></p> <p>Code: O/20-10-22/P2/T2</p> <p><i>“Sampai 20 sudah belum? Nanti kita Try In nya bab ini”</i></p> <p><i>“Ok 10 menit dikerjakan dulu ya”</i></p> <p><i>“Belum ust, iya ust”</i></p>	<p>from activity in text book.</p> <p>Teacher was conducted formative assessment from the unfinished assignment at the last meeting. Teacher also gave an information that the material will use to formal formative assessment.</p>
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Based on observation results, the teacher did interpretation of information with gave a task to students. The teacher was conducted formative assessment from the activity in text book and the unfinished assignment at the last meeting. Teacher also gave an information that the material will use to formal assessment in the end of month.

Reinforced by the interview results, researcher asked first question related interpretation of information “How do you conduct interpreting the information? Are grades important?”. Below was the responses from the interviewees:

Table 4.6 Interpretation of information interview transcription

Interview Data Finding	Context
<p>Code: I.1/20-10-22/P2/T1</p> <p><i>“Tidak saya nilai pada pembelajaran</i></p>	<p>In interpretation of information, the teacher</p>

<p><i>biasanya. Kalau saat ini saya kurang apa ya... tidak terlalu menarik mengambil nilai banyak-banyak, Soalnya di sekolahan ini yang terpenting nilai PTS sama nilai Try In.”</i></p> <p><i>“lebih ke proses dinikmati saja pada pembelajaran biasanya.”</i></p> <p>Code: I.1/01-11-22/P2/T2</p> <p><i>“dalam proses tanya jawab dengan modul itu tidak dinilai tapi yang Try In yang dinilai. Jadi Try In itu menggunakan aplikasi ZYA dari sekolah nanti guru tinggal upload pilihan ganda sekian atau essaynya sekian. Nanti pilihan gandanya akan otomatis ternilai oleh aplikasi tapi kalau essaynya tetep koreksinya manual”</i></p>	<p>not give grade to informal formative assessment. Student’s grade took on Try In activity (formal formative assessment at the last week in every month. The teacher prefer conducted formative assessment for process learning.</p>
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Based on interview transcription, the teacher has not give grade to informal formative assessment. Student’s grade took on Try In activity (formal formative assessment at the last week in every month. The teacher prefer conducted formative assessment for part of teaching learning than formative assessment for grading.

The second question was “When do you conduct formative assessment?”

Table 4.7 Interpretation of information interview transcription

Interview Data Finding	Context
<p>Code: I.2/20-10-22/P2/T1 <i>“Setiap pertemuan ada”</i> <i>“Jadi bukunya itu sekarang materi bahasa inggris itu sangat sedikit.”</i> <i>“bukunya itu isinya hanya activity-activity saja”</i></p> <p>Code: I.2/01-11-22/P2/T2 <i>“Setiap hari ada ya, maksudnya ya mungkin ga tertulis ya ini ngerjain ini atau ini, tapi kadang penilaiannya itu dari psikomotor sikapnya siswa.”</i></p>	<p>Teacher conduct formative assessment in every meeting because now the English text book less of material and the content of the book were just test activity.</p> <p>Teacher also conducted attitude assessment beside of written assessment for formative assessment.</p>

The responses from the interview, teacher conducted formative assessment in every meeting because now the English text books less of material and the content of the book were just test activity. Teacher also conducted attitude assessment beside of written assessment for formative assessment.

The third question was “In the comparison between students who have not and have mastered the material, what do you usually do?”. Below was the responses from the interviewees:

Table 4.8 Interpretation of information interview transcription

Interview Data Finding	Context
<p>Code: I.3/20-10-22/P2/T1 <i>“Tentu saja dari penilaian formatif dari buku itu biasanya saya tanya</i></p>	<p>Teacher looked at the answer, reason and</p>

<p><i>satu persatu. Nah dari jawabannya kan kelihatan pertama dia ngerjain sendiri atau ngga itu sudah menjadi sinyal kalau dia paham materi atau tidak. Kemudian bagaimana dia menjawab, ketika dia menjawab biasanya saya tanyakan alasannya jawabannya kok bisa menjawab seperti itu. Kalau dia bisa menjawab sendiri berarti dia paham materinya.”</i></p> <p>Code: I.3/01-11-22/P2/T2</p> <p><i>“dari proses tanya jawab kan sudah kelihatan”</i></p> <p><i>“Oh yang ini sudah kelihatan dari raut muka dari dia aktif tidak menjawabnya walaupun belum sepenuhnya menggunakan bahasa Inggris”</i></p>	<p>gesture of students to compare between students who have and have not mastered the material at question and answer the activity.</p>
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The responses from the interview, teacher showed that they looked at the answer, reason and gesture of students to compare between students who have and have not mastered the material at question and answer the activity.

These observation results and interview transcriptions can be conclude that in stage interpretation of information teacher conducted formative assessment in every meeting from the activity in text book and the unfinished assignment at the last meeting. the teacher not give grade to informal formative assessment. Student’s

grade took on Try In activity (formal formative assessment at the last week in every month. The teacher prefer conducted formative assessment for process learning than formative assessment for grading. Teacher looked at the answer, reason and gesture of students to compare between students who have and have not mastered the material at question and answer the activity.

c. Acting the information

Based on observation results, researcher found the third stage process implementation of formative assessment. Below, researcher would like to display some utterances of observation result as follows:

Table 4.9 Acting the information observation results

Observation Data Finding	Context
<p>Code: O/19-10-22/P3/T1 <i>“kita bahas sebentar saja masih 9 menit ya. Start at the number 1. Coba dibaca dan dijawab mas Denis!”</i></p>	<p>Teachers and students did question and answer the task that given by teachers.</p>
<p>Code: O/19-10-22/P3/S.10 <i>“A situation in which a government has the rights to carry out police...”</i></p>	
<p>Code: O/20-10-22/P3/T2 <i>“Sudah?? Yok kita lihat diparagraf 1. Jadi ini masalahnya tentang apa?”</i></p>	
<p>Code: O/20-10-22/P3/S.11 <i>“makanan”</i></p>	

Based on observation results, teachers and students in stage acting the information did question and answer the task that given by teacher in stage interpretation of information.

Reinforced by interview transcriptions, research found some teacher’s statements related with observation results. The first question was “What is acting on the information that you usually do?”. The results of interviews are as follows:

Table 4.10 Acting the information interview transcription

Interview Data Finding	Context
<p>Code: I.1/20-10-22/P3/T1 <i>“Langsung kegiatan tanya jawab dan pembahasan.”</i></p> <p>Code: I.1/01-11-22/P3/T2 <i>“Tanya jawab langsung.”</i></p>	<p>Teacher told that they did question and answer of the task in acting on the information.</p>

Based on interview transcription, teachers told that they did question and answer of the task in stage acting on the information before. Regarding of the statement, researcher asked the second question “What are information that you give in acting on the information/feedback?”. Below the results of interview:

Table 4.11 Acting the information interview transcription

Interview Data Finding	Context
<p>Code: I.2/20-10-22/P3/T1 <i>“Ketika siswa menjawab pertanyaan dengan benar pasti saya apresiasi, kemudian saya jelaskan ulang karena pasti ada beberapa anak yang</i></p>	<p>Teacher gave appreciation to students if they are saying the right answer. Teacher also gave description</p>

<p><i>“mungkin jawabnya salah atau belum paham seperti itu.”</i></p> <p>Code: I.2/01-11-22/P3/T2</p> <p><i>“kita yang seringnya langsung tanya jawab, kalau saat Try In itu langsung nilai keluar langsung laporan kepada orang tua.”</i></p>	<p>why the answer be right one.</p> <p>In formal formative assessment, the feedback is score automatically in school application.</p>
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Based on interview results in action the information, teachers gave appreciation students if they are saying the right answer and teacher also gave some description why the answer be right answer. Beside informal formative assessment, in formal assessment the action is score that automatically stated in school application.

These observation results and interview transcriptions can be conclude that in stage action the information teachers and students usually did question, answer and discussion the task that given in stage interpretation of information before.

2. Teacher Strategies to Manage Challenges in Implementing Formative Assessment

To get the data of the second research question about how the English teachers manage the challenges when implementing formative assessment, the researcher conducted interview and comparing with observation results to find the challenges and strategies to manage the challenges. All of interviews and observation datas regarding with

challenges and strategies used by teacher in implementing formative assessment will be displayed as follows:

The first thing, researcher asked teachers with question “What are challenge in implementing formative assessment?”. The following are responses from several interviewees:

Table 4.12 Challenges in formative assessment interview transcription

Interview Data Finding	Context
<p>Code: I/20-10-22/T1</p> <p><i>“challengesnya itu saat kelas suasananya ramai”</i></p> <p><i>“guru belum terlalu mengaplikasikan teknologi dalam menyampaikan tes formatifnya jadi mungkin dampaknya anak-anak kurang bersemangat”</i></p>	<p>-Crowded class</p> <p>-Teachers have not applied technology too much in delivering formative assessment.</p>
<p>Code: I/01-11-22/T2</p> <p><i>“Kalau saya terus terang dari diri saya sendiri. Kayak tidak cukup waktu untuk ini, buat itu”</i></p> <p><i>“Untuk membagi waktunya itu saya agak susah kecuali kalau Try In kan sudah tertata rapi, tapi kalau worksheet saya sendiri ini itu untuk besok itu hanya beberapa yang sesuai target”</i></p> <p><i>“Di sini juga rata-rata kelasnya gaada yang bisa diam, tapi ya</i></p>	<p>-Teacher’s internal factor</p> <p>-still can not manage schedule</p> <p>-crowded class</p> <p>-most female students do not want to show themselves even though they understand, it is different with male students who dominate the class to show their</p>

<p><i>memang seperti itu”</i></p> <p><i>“kebanyakan yang perempuan tidak mau menonjolkan dirinya walaupun dia paham, lain dengan laki-laki yang dia sangat mendominasi kelas dengan ramai itu untuk menunjukkan eksistensinya dikelas”</i></p>	<p>existence.</p>
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Based on interview transcription, the challenges that usually face by English teacher are crowded class, teacher have not applied technology too much in delivering formative assessment, teacher’s internal factor (still can not manage schedule), most female students do not want to show themselves even though they understand, it is different with male students who dominated the class to show their existence.

Reinforced by observation results, researcher found several utterances regarding challenges in implementing formative assessment. The observation results can be displayed as follows:

Table 4.13 Challenges in formative assessment observation results

Observation Data Finding	Context
<p>Code: O/19-10-22/T1/S.10</p> <p><i>“[DUA PULUH MENIT MENERJAKAN]</i></p> <p><i>[WHISPERING]</i></p> <p><i>T: Tunggu dulu tunggu dulu, kita bahas sebentar saja masih 9 menit ya. Start at the number 1. Coba dibaca dan dijawab mas Denis</i></p>	<p>Crowded class</p>

<p><i>S: A situation in which a government has the rights to carry out police...”</i></p> <p>Code: O/20-10-22/T2/S.11</p> <p><i>“T: Kemarin sudah sama mas mbak PLP ya</i></p> <p><i>S: [ramai] Ssssstt..</i></p> <p><i>T: Halooo</i></p> <p><i>S: Ssssstt..”</i></p> <p><i>“T: [mengambil hp untuk memperlihatkan bentuk grape fruit]</i></p> <p><i>S: Oooo jeruk premium hahaha</i></p> <p><i>T: Jadi dalamnya lebih orens ya, bukan buah anggur”</i></p> <p><i>“T: Ya. Nomer 6 main idea. Ada yang bingung? [Reihan ramai] Reihan 7?”</i></p>	<p>-Crowded class</p> <p>-Teacher still used Handphone to give example to students</p> <p>-Male students more made crowded in class.</p>
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Based observation result, class situation often crowded especially male students, and the teacher still used handphone to give example to students not used LCD.

The last question was “What are your strategies to manage the challenge in implementing formative assessment?”. The responses of interview can be displayed as follows:

Table 4.14 Strategies to manage challenge interview transcription

Interview Data Finding	Context
<p>Code: I/20-10-22/T1</p> <p><i>“Kalau saat gaduh itu paling saya dekati aja, dan kemudian saya kan sering muter-muter kelas untuk</i></p>	<p>Teacher rolled the class if class on crowded situation.</p> <p>Teacher activated 1 or 2</p>

<p><i>membuat anak-anak khususnya yang di pojokan itu mendengarkan. Saya juga biasanya menghafali dalam kelas itu ada 1 atau 2 anak yang bahasa inggrisnya bagus saya jadikan contoh untuk teman-teman dan untuk menjawab soal biasanya saya awalkan untuk memicu teman-temannya yang lain seperti itu. Jadi saya sendiri pengennya setelah PPG ini, pengennya pengen menggunakan beberapa aplikasi website gitu kayak kahoot seperti itu untuk tes-tes formatif itu. Jadi tidak melulu dari buku.”</i></p>	<p>student to be role model to another. Teacher want to use technology regarding teaching and learning after PPG</p>
<p>Code: I/01-11-22/T2 “saya harus mendisiplinkan diri” “Kalau untuk kelas ramai itu biasanya mereka bisa diem saat saya kasih listening mereka itu diem. Saya terus terang juga untuk kelas ini saya juga masih meraba, siapa sih yang menonjol.”</p>	<p>Teacher tried to be dicipline. Teacher used listening activity. Teacher tried to memorize students who can be role model to another.</p>

Based on interview transcription, the teacher’s strategies to manage the challenges are teacher rolled the class if class on crowded situation, teacher activated 1 or 2 student to be role model to another, teacher want to use technology regarding teaching and

learning after PPG and teacher tried to be discipline in manage schedule.

Reinforced by observation results, the interview found several utterances or activity represented teacher’s strategies to manage the challenges in implementing formative assessment. The observation results can be displayed as follows:

Table 4.15 Strategies to manage challenge observation results

Observation Data Finding	Context
<p>Code: O/19-10-22/T1/S.10 <i>“Coba mbak please read! [menunjuk siswi di pojok]”</i> <i>“T: Betul sekali. So now, we are going to have vocabulary activities and open your text book [Rooring on class mengecek keberadaan text book para siswa].”</i></p>	<p>Teacher appointed one student to answer a question. Teacher sometimes roll the class.</p>
<p>Code: O/20-10-22/T2/S.11 <i>“Ada yang bingung? [Reihan ramai] Reihan 7?”</i></p>	<p>Teacher appointed one student to answer a question because he was made crowded in class.</p>

From the observation results, teacher appointed one student to answer a question if they can be a role model to each other or teacher can also appointed one student to answer a question if they were just made a crowded in the class.

From interview transcriptions and observation results can be concluded that the challenges that usually faced by teachers are crowded class, teacher have not applied technology too much in

delivering formative assessment, teacher's internal factor (still can not manage schedule), most female students do not want to show themselves even though they understand, it is different with male students who dominated the class to show their existence.

From some of the findings of the data above, the researcher can conclude that the strategies used by teachers in manage challenges in implementing formative assessment are teacher rolled the class if class on crowded situation, teacher activated 1 or 2 student to be role model to another (teacher appointed one student to answer a question if they can be a role model to each other or teacher can also appointed one student to answer a question if they were just made a crowded in the class), teacher want to use technology regarding teaching and learning after Teacher Profession Education (PPG) and teacher tried to be dicipline in manage schedule.

B. Discussion

In this section, the researcher will discuss the process implementing of formative assessment that have been found previously. The researcher will discuss one by one the sub-chapters in more detail. As in the finding sub-chapter, the discussion sub-chapter will also be divided into 2 sub-discussions. The first sub-discussion is related to stages of process formative assessment implemented by English teacher in teaching

learning English, while the second is related to teacher strategies to manage challenges in implementing formative assessment.

1. Stages of Process Formative Assessment Implemented by English Teacher in Teaching Learning English

Based on theory from Bell & Cowie (2002) there are any three stages process of formative assessment, there are eliciting information, interpreting of information and acting the information. Researcher have been found three of those process of formative assessment at SMA Muhammadiyah PK KottaBarat Surakarta in teaching learning English. Those process will be discussed as follows:

a. Eliciting Information

The stage used need to be able to gather information on the outcomes of student learning, as well as to gather the transient and ephemeral information which is produced during the process of learning (Bell & Cowie, 2002). Based on research finding, in first stage of process formative assessment teachers usually have a dialogue with students regarding about their knowledge about last material. It aim to stimulate focus for communication between teachers and students. Teacher do this while observing, listening to and questioning students. In the use of eliciting techniques, teachers use several types questions. The questions consist yes/no questions, closed questions and open questions (Mandasari et al.,

2019). In its use teachers use all types. They also gather information by looking at written works.

Teacher have also found that students' commitment to learning was strengthened when the students took more responsibility, in collaboration with the teacher, for monitoring their own progress, evaluating their own strengths and weakness and devising strategies for improving their learning (Bell & Cowie, 2002). Beside that teacher's understanding about formative assessment is good and the supporting factor conducted formative assessment because formative assessment is the part of process learning. Formative assessment integrated with ongoing learning activities (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2019). Formative assessment has been regarded as the journey rather than the outcome (Higgins et al., 2010).

b. Interpreting of Information

The second stage in the formative assessment process is the interpretation of information. At this stage, teachers quickly process the assessment data that has been obtained (Bell & Cowie, 2002). Teacher obtained formative assessment in every meeting from the activity in text book and the unfinished assignment at the last meeting. The teacher not give grade to informal formative assessment. Student's grade will taking on Try In activity (formal formative assessment at the last week in every month. The teacher

prefer conducted formative assessment for process learning than formative assessment for grading.

At this stage the teacher makes a number of conclusions on several questions, including in general, students have mastered the material / competence in general, whether all learners have mastered the material well, which materials have been mastered and which have not been mastered properly, anyone who has mastered the material and who has not mastered the material well, what has caused a number of children to not have mastered the material well (Bell & Cowie, 2002). In findings teacher looked at the answer, reason and gesture of students to compare between students who have and have not mastered the material at question and answer the activity and teacher also looked at score Try In (Formal formative assessment) in the last week every month.

c. Acting the Information

At this stage, the teacher provides feedback which includes notification about the level of mastery of the learners, which materials have been mastered, which have not, and how to follow up the learning. The most important part of this stage is to carry out learning activities to students facilitated by teachers (Bell & Cowie, 2002). In the finding, researcher found that teachers and students usually did question, answer and discussion the task that given in stage interpretation of information before facilitated by

teachers. Bellow is one example of dialogue about discussion between teachers and students:

[Code: O/20-10-22/P3/T2]

“Sudah?? Yok kita lihat diparagraf 1. Jadi ini masalahnya tentang apa?”

[Code: O/20-10-22/P3/S.11]

“makanan”

On this example dialogue, students can answer what teacher asked regarding the task even teacher do not give a long description about the text. It showed that students have been mastered topic the material.

2. Teacher Strategies to Manage Challenges in Implementing Formative Assessment

In this section, researcher used the theory from Wiliam and Thompson (2008) about the key strategies to manage formative assessment.

Based on the finding that present previously, researcher will be discussed then classified the strategies used by teacher to manage challenges in implementing formative assessment into this theory of the key strategies to manage formative assessment by Wiliam and Thompson (2008):

Theory	Indicators
According to Wiliam & Thompson (2008) formative assessment	a. Clarifying and sharing learning intentions and criteria for success. b. Engineering effective classroom

<p>can be conceptualized as consisting of five key strategies to manage the challenge in formative assessment.</p>	<p>discussions, questions, and learning tasks.</p> <ul style="list-style-type: none"> c. Providing feedback that moves learners forward. d. Activating students as instructional resources for one another. e. Activating students as the owners of their own learning.
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In the findings, the strategies that used by teachers to manage the challenges in implementing are teacher rolled the class if class on crowded situation, teacher activated 1 or 2 student to be role model to another, teacher want to use technology regarding teaching and learning after Teacher Profession Education (PPG), teacher tried to be dicipline, teacher used method listening activity, teacher tried to memorize students who can be role model to another.

It can be discuss with the theory 5 key strategies to manage formative assessment by (Wiliam & Thompson, 2008), those are can be describe as follows:

a. Clarifying and sharing learning intentions and criteria for success

Low achievement is often the result of students failing to understand what teachers require of them (Black & Wiliam, 1998). Many teachers address this issue by posting the state standard or learning objective in a prominent place at the start of the lesson, but such an approach is rarely successful because the standards are not written in student-friendly language (Wiliam & Thompson, 2008). In findings, teachers gave attention students that materials

which did they learn will exists in Try In activity. From this, we know that clarifying and sharing learning intentions in informal formative assessment is to achieve success for Try In Activity.

b. Engineering effective classroom discussions, questions, and learning tasks

Teachers have become aware of the need to carefully plan the questions that they use in class. Many of our teachers now spend more time planning instruction than grading student work, a practice that emphasizes the shift from quality control to quality assurance. By thinking more carefully about the questions they ask in class, teachers can check on students' understanding while the students are still in the class rather than after they have left, as is the case with grading (William & Thompson, 2008). In finding, researcher found that teacher often conducted question and answer activity in teaching and learning process. Besides that teacher want to use technology regarding teaching and learning after Teacher Profession Education (PPG). Teacher also tried to be dicipline and continued to learn more several method to make teaching learning process more attractive.

c. Providing feedback that moves learners forward

The problem with giving a student a grade and a supportive comment is that these practices don't cause further learning. Before they began thinking about assessment for learning, none of

the teachers with whom we worked believed that their students spent as long considering teacher feedback as it had taken the teachers to provide that feedback. Indeed, the research shows that when students receive a grade and a comment, they ignore the comment. The first thing they look at is the grade, and the second thing they look at is their neighbor's grade.

In giving feedback is not always give grade to students and regarding in formative assessment teachers more focus on process of learning. Formative assessment exist to monitor progress and motivate students to continue learning. They provide the opportunity for teachers to adjust their instruction to meet the emergent need of their students, and for students to understand the steps that lead toward mastering skill (Bennett, 2011).

d. Activating students as instructional resources for one another

In findings, every meeting teachers usually give a time to students to work the task themselves, then did question and answer activity by appoint one by one students to answer the assessment. It made teachers know who students have mastered the material or not. Getting students started with self-assessment can be challenging. Peer assessment and feedback can be an important part of effective instruction. Students who get feedback are not the only beneficiaries. Students who give feedback also benefit, sometimes more than the recipients. As they assess the work of a

peer, they are forced to engage in understanding the rubric, but in the context of someone else's work, which is less emotionally charged. Also, students often communicate more effectively with one another than the teacher does, and the recipients of the feedback tend to be more engaged when the feedback comes from a peer (William & Thompson, 2008).

e. **Activating students as the owners of their own learning**

Developing assessment for learning in one's classroom involves altering the implicit contract between teacher and students by creating shared responsibility for learning. Students also take ownership of their learning when they assess their own work, using agreed-on criteria for success. Teachers can provide students with a rubric written in student-friendly language, or the class can develop the rubric with the teacher's guidance. The teachers we have worked with report that students' self-assessments are generally accurate, and students say that assessing their own work helped them understand the material in a new way (William & Thompson, 2008). This strategies is not yet do by teacher. The teacher still developing their teaching skill with follow Teacher Profession Education (PPG) program to study more method of teaching learning English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this research, researcher want to describe how the process implementation of fomative assessment in teaching learning English and how the English teachers manage the challenge when implementing formative assessment. The subjects of this research was two English teachers at SMA Muhammadiyah PK KottaBarat Surakarta in academic years 2022/2023. The data was collected by using observation, interview, and documentation. After collected the data, researcher classified to display, to discuss, and finally could be drawn a conclusion as follows,

1. The Process Implementation of Formative Assessment in Teaching Learning English at SMA Muhammadiyah PK KottaBarat Surakarta in The Academic Year 2022/2023

The implementation of process implementing formative assessment based on findings were three stages of formative assessment. There were eliciting information, interpreting of information and acting the information.

The first stage is eliciting information. The stage used to be able to gather information on the outcomes of students have been learning before. Based on research findings teachers usually have a dialogue with students regarding about their knowledge about last material. It aim to stimulate focus for communication between teachers and

students. Teacher do this while observing, listening to and questioning students. In the use of eliciting techniques, teachers use several types questions. The questions consist yes/no questions, closed questions and open questions. In its use teachers use all types. They also gather information by looking at written works.

The second stage is interpreting information. At this stage, teachers quickly process the assessment data that has been obtained (Bell & Cowie, 2002). After teachers do this while observing, listening to and questioning students and after teachers knew students have been mastering the material before teacher then did formative assessment. Teacher obtained formative assessment in every meeting from the activity in text book and the unfinished assignment at the last meeting. The third stage is acting the information. Teachers were provided feedback for formative assessment that given in interpreting information. The most important part of this stage is to carry out learning activities to students facilitated by teachers. In findings, researcher found that teachers and students did question, answer and discussion the assessment one by one students facilitated by teachers. The formative assessment both about reading comprehension, historical recount text and analytical exposition text. Reading and writing have a literacy connection. The input skill is reading which students read many texts and then teachers gives assessments to them. Their output is they can improve writing skill. Students were learnt

vocabularies, many ideas of texts so they can write their own thoughts, opinions, ideas, or imagination in next formative assessment.

2. Teacher Strategies to Manage challenges in Implementing Formative Assessment

Teachers have several strategies to manage all challenges. There first is clarifying and sharing learning intentions and criteria for success. In findings, teachers gave attention students that materials which did they learn will exists in Try In activity. From this, we know that clarifying and sharing learning intentions in informal formative assessment is to achieve success for Try In Activity. Then engineering effective classroom discussions, questions, and learning tasks. researcher found that teacher often conducted question and answer activity in teaching and learning process. Besides that teacher want to use technology regarding teaching and learning after Teacher Profession Education (PPG). Teacher also tried to be dicipline and continued to learn more several method to make teaching learning process more attractive.

Third, providing feedback that moves learners forward. In giving feedback is not always give grade to students and regarding in formative assessment teachers more focus on process of learning. Formative assessment exist to monitor progress and motivate students to continue learning. They provide the opportunity for teachers to adjust their instruction to meet the emergent need of their students, and

for students to understand the steps that lead toward mastering skill. Then, activating students as instructional resources for one another. In every meeting teachers usually give a time to students to work the task themselves, then did question and answer activity by appoint one by one students to answer the assessment. Last is activating students as the owners of their own learning. This strategies is not yet do by teacher but it is on going process did by teachers. The teacher still developing their teaching skill with follow Teacher Profession Education (PPG) program to study more method of teaching learning English.

B. Suggestions

Based on the results of the research, researcher expect some suggestion as follows:

1. For English Teacher

Formative assessment is the process oriented activity, so English teacher have to develop their creativity. English teacher have to develop their question for formative assessment not just from text book or homework modul. It can be use various technology in a recent years, so that formative assessment can do more fun and students more enthusiastic.

2. For The Students

When teaching learning proces, it is better listen what the teacher saying. Getting used to solving several question will make it easy for you to face Try In, mid-semester exam (PTS) or final exam (PAT).

3. For The Headmaster

The headmaster maybe able to more facilitate teacher to develop technology application for conduct formative assessment. It makes the teacher and students easier to conduct teaching learning process in class.

4. For The Other Researcher

Researcher suggest that this research can facilitate the other researcher to develop more research topic related process of formative assessment.

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APPENDIX 1

Research Subjects

RESEARCH SUBJECTS

1. Code : RG
Gender : Male
Age : About 30 years old
Degree : S1
Class : 10 dan 11 MIPA
Teaching English : 5 years
2. Code : IZN
Gender : Female
Age : About 30 years old
Degree : S1
Class : 11 IPS and 12
Teaching English : 6 years

APPENDIX 2

Observation Result

OBSERVATION TRANSCRIPT DAY 1

**Wednesday, 19th October, 2022 SMA Muhammadiyah PK KottaBarat
Surakarta**

Teacher : RG

Class : 10 MIPA 3

Material : Historical Recount text

Duration : 35 minutes

T = Teacher

S = Students

Result:

T: Assalamu'alaikum Warahmatullahi Wabarakatuh

S: Waalaikumsalam Warahmatullahi Wabarakatuh

T: Good morning, everyone. How are you today?

S: Good morning. I'am fine

T: OK mas mbak semuanya in today meeting, we are going to continue discuss our chapter. Do you still remember the past material in the Chapter III that you studied with PLP Students?

S: [Whispering]

T: Ada yang masih ingat materi kita dipertemuan lalu apa di Chapter III? Materi kita apa sih di pertemuan lalu?

S: Simple Past tense, Question tag

T: Lebih tepatnya teman-teman, materi kita minggu lalu tentang Historical Recount Text. And last week teman-teman semuanya mempelajari apa?

S: Simple past tense dan juga Question tag

T: so last week we did studied the material about Question tag. Do you still remember the function of used question tag? What is purpose of question tag?

S: [WHISPERING]

T: ada yang tau tidak sih fungsi dari question tag?

S: asking for information to people

T: OK good! Jadi untuk asking for something ya teman-teman. Ada yang suka ngegame tidak disini?

S: Denis

T: OK. Denis won the mobile legends competition last week, didn't he? Jadi denis memenangkan kompetisi mobile legend minggu lalu, iyakah dia? Jadi gitu contohnya question tag menanyakan tentang sesuatu. Is there any question for our material? Or any the others material selain question tag yang teman-teman pelajari bersama PLP Students kemarin?

S: Simple past tense

T: OK. What is the used of Simple Past Tense

S: Menyatakan aktifitas atau peristiwa yang sudah terlaksana

T: Ya betul sekali. Jadi, to talk about past activity ta teman-teman. Jadi, untuk menyatakan kejadian lampau. OK mas mbak semuanya, for today lesson we are going to continue our material dan kita tidak akan melanjutkan membahas Question tag atau Simple Past Tense ya teman-teman. Nah untuk hari ini apa kalian membawa text book?

S: Bawa

T: Now open the text book and open page sixty two teman-teman. Now we are going to have Vocabulary Activities. Kita akan ada kegiatan vocabulary. Vocabulary itu apa? Apa Mas Raka Vocabulary itu?

S: Kosa kata

T: Betul sekali. So now, we are going to have vocabulary activities and open your text book [Roolling on class mengecek keberadaan text book para siswa]. Jadi di chapter III semua materi tentang historical recount text ya. Teks untuk menceritakan kejadian masa lalu and then the topic of this chapter is about Pandemic, still about pandemic. For today meeting, the vocabulary activity is still about pandemic, so you can look from the activities sixteen. Coba dilihat activities sixteen ya on page sixty two. There are ten words related to covid-19. Ada sepuluh kata ya disitu mas mbak yang berhubungan dengan covid-19. Ada physical distancing, ada isolation, epidemic, and the task is you have to connect. Teman-teman harus mencocokkan the words in the box with the correct definition. Tetapi sebelumnya ada kata yang susah tidak di dalam box tersebut teman-teman?

S: Ada, incubation itu apa?

T: Incubation itu ketika virus masuk ke tubuh kita sampai kita terserang penyakitnya. Ada lagi?

S: Epidemic

T: Epidemic itu apabila suatu penyakit hanya menyerang daerah tersebut. Contohnya penyakit tersebut hanya menyerang di daerah Klodran tapi di daerah sekitarnya tidak kena itu namanya epidemic tapi kalau pandemic itu menyeluruh ya mungkin menyerang seluruh negara atau dunia. Coba temen-temen bisa dicocokkan ya words in the box with the correct definition.

[DUA PULUH MENIT MENGERJAKAN]

[WHISPERING]

T: Tunggu dulu tunggu dulu, kita bahas sebentar saja masih 9 menit ya. Start at the number 1. Coba dibaca dan dijawab mas Denis

S: A situation in which a government has the rights to carry out police...

T: policies

S: policies that some activities are not permitted, to protect the safety of its citizens

T: Artinya apa a situation in which situasi dimana a government apa mas denis?

S: Pemerintahan

T: Pemerintahan has the right artinya apa right mbak? [menunjuk salah satu siswi]

S: wewenang

T: wewenang to carry out police untuk menjalankan kebijakan that some activities are not permitted bahwa segala aktivitas tidak diizinkan to protect the safety of its citizens untuk melindungi keamanan warga negaranya. Kira-kira ini definisi apa?

S: Physical distancing?

T: No, ada yang lainnya?

S: State of emergency

T: State of emergency jadi keadaan darurat yang dirilis by the goverment ya mas mbak semuanya to protect the safety of its citizens. Oke number 2 mbak luzma coba dibaca!

S: A device that helps the breathing process when patients can't breathe well on their own because of the Carbon dioxide in the blood which can lead to organ damage, ventilator.

T: Ventilator. Ok good. A device that helps the breathing process when patients can't breathe jadi sebuah alat yang membantu breathing process. Jadi to pay attention to pronounce breathing and breathe, jadi kalau untuk breathing dibacanya jadi i ya mas mbak, tapi kalau breathe bacanya tetap e seperti itu. Nomer 3 mas adi.

S: The act of physical space between people to keep them from spreading illness, at least 2 meters from other people to reduce the risk of catching the virus, physical distancing.

T: Ok good, physical distancing correct mas. Jadi the act of physical space jarak fisik people to keep them from spreading illness untuk menjaga mereka dari penularan penyakit namanya physical distancing. Coba mbak please read! [menunjuk siswi di pojok]

S: The worldwide outbreak of a new disease such as a new influenza virus, pandemic.

T: Ok good, the number 4 is pandemic. Number 5 coba mas tafsin.

S: when more cases of a health condition occur than expected in a certain area or region, but it does not spread to further areas, epidemic.

[whispering]

T: Ok good, epidemic. Temen-temen ya disitu ada satu kata in a certain area or region jadi di area tertentu, but it does not spread to further areas tapi tidak menyebar di beda area itu namanya epidemic. Ok number six mbak!

S: A condition where a person is instructed to stay at home or in the hospital, depending on how sick the person is with the purpose of keeping sick people from infecting other people, isolation

T: OK, isolation. A condition where a person is instructed to stay at home or in the hospital. Isolation artinya isolasi. Mas afkan selanjutnya!

S: A form of protection from an infectious disease that may occur when the population becomes immune, either because they've been recovered from illness or because they've been vaccinated, antibody

T: Kurang tepat

S: HAHAA [laughing at afkan]

T: Kurang tepat ya, kira-kira nomer 7 apa ini?

S: Herd immunity

T: Herd immunity ya, jadi perlindungan dari penyakit menular ketika masyarakatnya sudah kebal, karena mereka sudah banyak yang sembuh dan di vaksin itu namanya herd immunity. Number 8 mbak [menunjuk siswi barisan depan]

S: A protective blood protein produced by the immune system in response to the presence of an invader (pathogen), such as virus or bacteria, antibody

T: Iya antibody bener ya. Nomer 9 mbak [menunjuk siswi barisan belakang]

S: One of the effective ways of protecting people against harmful diseases before it contracting them, by using the body's natural defenses to build resistance to spesific infections and makes the immune system stronger, vaccine

T: Vaccine bener ya. Nomer sepuluh jadi tinggal sisa apa itu?

S: Incubation

T: Incubation bener ya. Ok mas mbak semuanya time is out, thank you very much for your attention today, tommorow we will going to have a english class and for tommorow we will going to continue to discuss our term material recents chapter is about historical recount text. Materinya masih sama ya besuk ya, historical recount text. Ok lets close meeting today by reciting hamdalah together..

S: Alhamdulillahibil alamin

T: See you tommorow, wassalamu'alaikum wr. wb

S: Waalaikumsalam wr wb

OBSERVATION TRANSCRIPT DAY 2

**Thursday, 20th October, 2022 SMA Muhammadiyah PK KottaBarat
Surakarta**

Teacher : IZN

Class : 11 IPS

Material : Analytical Exposition Text

Duration : 70 minutes

T = Teacher

S = Students

Result:

T: Assalamu'alaikum Wr Wb

S: Waalaikumsalam Wr Wb

T: Lets start our meeting today with reciting basmallah together

S: Bismillahirrahmanirahim

T: How's life everybody?

S: YESSS

T: How's life???

S: lifee, HAHAHAHA [laughing each other]

T: How's life itu apa sih?

S: Tempat tinggal, ust

T: How's life itu gimana kabarmu, gimana kabare

S: Ooo, Khoir Hahahahaha

T: Kemarin sudah sama mas mbak PLP ya

S: [ramai] Ssssstt..

T: Halooo

S: Ssssttt..

T: Nanti minggu depan ulangan ya

S: Satu bulan shooting trus ust sama mas mbak PLP

T: Apa iya. Ok kemarin ada tugas dari mas mbaknya ya, sudah dikerjakan? Lihat dibuku halaman 16, sudah dikerjakan?

S: Beberapa ust

T: Sampai 20 sudah belum? Nanti kita Try In nya bab ini

S: Belum ust, iya ust

T: Ok 10 menit dikerjakan dulu ya

[10 menit mengerjakan. Siswa lari-lari bertanya teman]

T: [Ramai] Sudah dibahas ya, silahkan kembali ke tempat duduk masing-masing. Kita lihat teks, teks 1 untuk nomer 1-4 ya. Sebelumnya pertemuan kemarin analytical exposition itu teks yang seperti apa?

S: Yang berupa argumen

T: Apa lagi?

S: Untuk pendukung penulis

T: Ya bener. Biar setuju sama penulis. Bisa pro atau kontra ya bukan gabungan dari pro dan kontra. Kalau gabungan nanti jadi hortatory exposition

S: [Ramai].... Sssstttt, dengarkan ustadzah dulu itu hlo

T: Sudah?? Yok kita lihat diparagraf 1. Jadi ini masalahnya tentang apa?

S: Makanan

T: Iya, makanan yang apa?

S: Food Hahaha

T: Makanan yang kalian sukai ya. Disitu menyebabkan penyakit jantung bukan penyakit hati ya. Kalo organ hati namanya apa?

S: Heart

T: heart kalau di organ tubuh itu bukan hati ya tapi jantung. Sedangkan hati tadi apa?

S: liver

T: iya liver, kalau ginjal?

S: kidney

T: iya bener kidney. Ok jadi diparagraf satu dijelaskan pengawet makanan menyebabkan bla.. bla.. blaa... ada yang belum dipahami dari teks itu? Kayaknya udah ya

S: paham

T: di dalam kandungannya ada magnesium zinc potasium, di dalam makanan-makanan itu. Kemarin udah tiga? Itu di baris 5 paragraf 3 ada kata milder options such as mushrooms and corn. Mild itu artinya apa?

S: yang ringan

T: ya mild itu ringan, jadi kalau milder lebih ringan. Seperti mushroom atau jagung. Kalau yang sweet ada buah-buahan seperti grapefruit. Sudah pernah makan grapefruits?

S: Belum

T: Grapefruits itu buah apa?

S: Anggur

T: hayo grapefruits itu buah apa?

S: Kelengkeng

T: [menulis di white board] Anggur itu adalah grape dan kalau pake fruit beda lagi

S: belimbing

T: kok belimbing to

S: Anggur-angguran

T: Aku belum pernah makan sih, jadi grapefruit itu seperti oranges tapi di dalamnya itu agak oranges lagi

S: Jeruk mandari ust

T: [mengambil hp untuk memperlihatkan bentuk grape fruit]

S: Oooo jeruk premium hahaha

T: Jadi dalamnya lebih orens ya, bukan buah anggur

S: [ramai] Ssssttt...

T: paragraf 3 sudah, paragraf 4 ada yang ditanyakan? Diparagraf 4 ada kata artichokes, artinya apa itu?

S: gatau

T: artichokes adalah jenis sayuran [brosing di hp]. Kayak gini ya..

S: ooo... sawi to ust

[Ada siswa yang tertidur]

T: Farid sama Rehan malah tilem. Lanjut ya, langsung nomer 1. ... adalah

S: A

T: Bener. 2...

S: B

T: Sekarang kolestrol tidak hanya mengenai yang tua saja ya, yang mudapun bisa terkena kolestrol

S: iya ust

T: karena apa?

S: Makanan ust

T: ya makanan, pola makan. Karena makanan yang instan yang gurih itu sangat enak dan ga ribet ya. Nomer 3?

S: D

T: Ya yang D. Jadi mereka karena sudah tau tadi manfaat sayur dan buah, diharapkan para pembaca memakan sayur dan buah di keseharian mereka. Nomer 4 perspektif itu apa?

S: Sudut pandang

T: ya sudut pandang atau point of view. Analogi jadi di apakan?

S: Dirasakan [malik ramai]

T: Malik.. yok dari Malik aja, nomer 5 apa malik?

S: A

T: Dibaca dulu coba aku pengen denger suaramu

S: What is the main idea of the second paragraph? A. Technology promotes greater discoveries.

T: Ya. Nomer 6 main idea. Ada yang bingung? [Reihan ramai] Reihan 7?

S: How can a company reduce its production cost? D. Use an advanced program to plan its business.

T: Ya. Reduce itu nambah atau mengurangi?

S: kurang

T: Ya mengurangi. Sinonimnya reduce apa aja? Biasanya keluar ini nanti

S: decrease

T: ya ada yang lain?

S: Lose

T: Ya bisa. Kalau lawan katanya ada?

S: increase, improve, maximize

T: [menulis di white board untuk note] Coba pojokan nomer 8!

S: D. To persuade readers about the importance of technology in industries

T: Kalau yang C to entertain itu teks apa?

S: Narrative ust

T: Ya, benar. Kalau to describe?

S: Descriptive text ust

T: Kalau to retell? Kelas X

S: Recount

T: Lanjut ke teks tentang COD. Surge itu apa? Katanya ada di paragraf terakhir.

S: Tiba-tiba banyak

T: Surge itu seperti kenaikan dalam COD. Nah ini ada due to. Due to itu apa?

S: Dua apa miss

T: Due to itu sama artinya dengan because of. Kita bahas bedanya because dan because of

S: Because lebih spesifik ust?

T: Because itu diikuti dengan sentence, kalau because of diikuti dengan noun. Contohnya: I couldn't go there because I was sick, I couldn't go there because of my sickness. Sampai sini sudah paham?

S: Paham ust

T: Ok kita sudahi pembelajaran hari ini. Jangan lupa minggu depan Try In ya materinya bab ini.

S: Baik ust

T: Kita akhiri kelas hari ini dengan hamdallah bersama-sama

S: Alhamdulillahirobilalamin

T: Wassalamu'alaikum wr wb

S: Waalaikumsalam wr wb

APPENDIX 3
Interview Transcripts

Subject identity:

Name : RG

Time : October 20th 2022

Duration : 20 minutes

Interview Transcription:

Me : What are you doing in stage eliciting information in implementing formative assessment?

RG : Seperti yang mbak lihat kemarin ya, biasanya pada awal pembelajaran saya tanya apakah mereka masih ingat dengan materi pertemuan lalu dan sedikit review untuk lebih memahami materi yang telah diajarkan.

Me : Before implementing formative assessment, what do you know about the purpose of formative assessment?

RG : Tujuannya tentu saja untuk mengetes penyerapan siswa, penyerapan terhadap materi kemudian juga keberhasilan guru menyampaikan materi kepada siswa.

Me : What are supporting factors that cause you to do formative assessment?

RG : Faktor pendukungnya yaitu karena tes formatif sudah menjadi rangkaian kegiatan pembelajaran seperti setelah kita menyampaikan materi kemudian dan lain-lain pasti ditutup dengan beberapa kegiatan-kegiatan salah satunya tes formatif itu. Tentu saja untuk mengetes kemampuan siswa karena hal tersebut sudah menjadi rangkaian kegiatan belajar.

Me : How do you conduct interpreting the information? Are grades important?

RG : Tidak saya nilai pada pembelajaran biasanya. Kalau saat ini saya kurang apa ya... tidak terlalu menarik mengambil nilai banyak-banyak. Soalnya di sekolahan ini yang terpenting nilai PTS sama nilai Try In, nilai ulangan bulanan kan namanya Try In digital. Jadi setiap bulan itu ada ulangan itu namanya Try In, kemudian per 3 bulan itu ada PTS kemudian 3 bulan lagi itu ada PAS atau yang akhir tahun itu namanya PAT seperti itu. Jadi untuk mengambil nilai harian itu saya jarang sekali, dari nilai tes-tes tadi sudah cukup untuk mengukur kemampuan siswa seberapa gitu. Jadi lebih ke proses dinikmati saja pada pembelajaran biasanya.

Me : When do you conduct formative assessment?

RG : Setiap pertemuan ada. Jadi bukunya itu sekarang materi bahasa Inggris itu sangat sedikit. Berdasarkan genre based, berdasarkan teks untuk materi sekarang itu. Jadi kalau dibuka bukunya itu isinya hanya activity-activity saja, isinya hanya tes-tes itu saja di dalamnya itu.

Me : In the comparison between students who have not and have mastered the material, what do you usually do?

RG : Tentu saja dari penilaian formatif dari buku itu biasanya saya tanya satu persatu. Nah dari jawabannya kan kelihatan pertama dia ngerjain sendiri atau ngga itu sudah menjadi sinyal kalau dia paham materi atau tidak. Kemudian bagaimana dia menjawab, ketika dia menjawab biasanya saya tanyakan alasannya jawabannya kok bisa menjawab seperti itu. Kalau dia bisa menjawab sendiri berarti dia paham materinya.

Me : What is acting on the information that you usually do?

RG : Langsung kegiatan tanya jawab dan pembahasan.

Me : What are information that you give in acting on the information/feedback?

RG : Ketika siswa menjawab pertanyaan dengan benar pasti saya apresiasi, kemudian saya jelaskan ulang karena pasti ada beberapa anak yang mungkin jawabnya salah atau belum paham seperti itu.

Me : What are challenge in implementing formative assessment?

RG : Mungkin challengesnya itu saat kelas suasananya ramai trus itu sih penghambatnya, kalau yang lain mungkin tidak ada hambatan. Untuk saat ini karena mungkin penghambatnya dari guru ya. Mungkin karena guru belum terlalu mengaplikasikan teknologi dalam menyampaikan tes formatifnya jadi mungkin dampaknya anak-anak kurang bersemangat. Menurut saya ya itu, faktornya dari gurunya sih. Me : What are your strategies to manage the challenge in implementing formative assessment?

RG : Hambatannya tadi murid ramai, jadi kalau di sini itu memang karakteristiknya itu kelas berbeda-beda ya mbak. Kalau saat gaduh itu paling saya dekati aja, dan kemudian saya kan sering muter-muter kelas untuk membuat anak-

anak khususnya yang di pojokan itu mendengarkan. Saya juga biasanya menghafali dalam kelas itu ada 1 atau 2 anak yang bahasa inggrisnya bagus saya jadikan contoh untuk teman-teman dan untuk menjawab soal biasanya saya awalkan untuk memicu teman-temannya yang lain seperti itu. Jadi saya sendiri pengennya setelah PPG ini, pengennya pengen menggunakan beberapa aplikasi website gitu kayak kahoot seperti itu untuk tes-tes formatif itu. Jadi tidak melulu dari buku. Dulu pas masih pembelajaran online masa pandemi menggunakan teknologi google form kan itu, menurut saya untuk sekarang pembelajaran offline ini kurang relevan di lakukan dikelas dan kurang menarik juga untuk anak-anak. Jadi sementara tes formatif dilakukan dari modul text book itu karena belum belajar memakai website-website itu.

Subject identity:

Name : IZN

Time : November 01ST 2022

Duration : 25 minutes

Interview Transcription:

Me : What are you doing in stage eliciting information in implementing formative assessment?

IZN : Review materi pertemuan lalu, jika sudah baru dilanjutkan dengan materi selanjutnya.

Me : Before implementing formative assessment, what do you know about the purpose of formative assessment?

IZN : Kalau sumatif kan untuk semuanya, kalau formatif itu ya kalau biasanya bab ini sudah selesai atau materi ini udah selesai gitu biasanya memang kami teskan. Tapi kalau biasanya kami itu modelnya buat kelas XI yang masih pakai K-13 itu sebenarnya kalau kita ada ulangan harian gitu ada istilahnya sendiri namanya Try In. Try in biasanyadiadakan sebulan sekali kalau tidak ada PTS PAS atau PAT. Nah Try In ini isinya satu bab jadi sebenarnya kayak ulangan harian tapi dia terorganisir. Hampir seperti sumatif pelaksanaannya tapi pertanyaannya

lebih sedikit, waktunya juga lebih pendek. Tujuannya tes formatif untuk mengukur kemampuan siswa atau cakupannya itu seberapa.

Me : What are supporting factors that cause you to do formative assessment?

IZN : Untuk informal memang sudah rangkaian belajar tanya jawab sehari-hari ya dan juga ada yang formal dan dinilai larena sebenarnya itu dari sekolah sudah ada programnya tes formatif formal Try In itu kadang ada remidi atau ngga saya kasih pengayaan aja biar untuk menambah nilai.

Me : How do you conduct interpreting the information? Are grades important?

IZN : Selain menggunakan modul, suatu saat itu saya pernah menggunakan model worksheet dari saya gitu. Memang dalam proses tanya jawab dengan modul itu tidak dinilai tapi yang Try In yang dinilai. Jadi Try In itu menggunakan aplikasi ZYA dari sekolah nanti guru tinggal upload pilihan ganda sekian atau essaynya sekian. Nanti pilihan gandanya akan otomatis ternilai oleh aplikasi tapi kalau essaynya tetep koreksinya manual. Dan nanti nilai Try In dimasukkan kedalam sheet excel. Pedoman pen skor annya pun dari kurikulum, jadi pilihan gandanya biasanya sudah ada ketentuannya gitu. Contohnya pilihan ganda benar 1 salah 0 trus kalau essaynya juga sudah ada ketentuan misal hanya boleh 3 nanti sudah ada bobotnya masing-masing pernomor.

Me : When do you conduct formative assessment?

IZN : Setiap hari ada ya, maksudnya ya mungkin ga tertulis ya ini ngerjain ini atau ini, tapi kadang penilaiannya itu dari psikomotor sikapnya siswa. Tapi untuk seperti model wawancara tes formatif lisan itu saya belum pernah.

Me : In the comparison between students who have not and have mastered the material, what do you usually do?

IZN : Selain dari nilai Try In itu dari proses tanya jawab kan sudah kelihatan apalagi saat pembelajaran offline begini. Oh yang ini sudah kelihatan dari raut muka dari dia aktif tidak menjawabnya walaupun belum sepenuhnya menggunakan bahasa Inggris. Saya pernah mencoba 80% pakai bahasa Inggris 20% bahasa Indonesia tapi tidak masuk di anak ternyata. Bahasa Inggris hanya digunakan saat baca teks seperti itu.

Me : What is acting on the information that you usually do?

IZN : Tanya jawab langsung.

Me : What are information that you give in acting on the information/feedback?

IZN : Untuk feedback kesiswa kalau kita yang seringnya langsung tanya jawab, kalau saat Try In itu langsung nilai keluar langsung laporan kepada orang tua. Jadi perbulan itu ada laporan orang tua mbak, laporan progress belajarnya, nilai-nilai Try In nya seperti apa, selain itu juga laporan kegiatannya yang sudah dilakukan apa yang akan dilakukan apa terus hambatan siswa apa dalam belajar mengajar seperti itu.

Me : What are challenge in implementing formative assessment?

IZN : Kalau saya terus terang dari diri saya sendiri. Kayak tidak cukup waktu untuk ini, buat itu dan memang kalau bisa dibilang kelas di sekolahan ini itu sedikit ya mbak beda dari sekolah negeri tapi sebenarnya bebannya sama saja dari sekolah negeri. Saya mengajarnya sedikit tapi ada tugas lain di luar itu yang memang harus dikerjakan. Jadi bukan kesiswanya hambatannya tapi lebih ke diri gurunya. Untuk membagi waktunya itu saya agak susah kecuali kalau Try In kan sudah tertata rapi, tapi kalau worksheet saya sendiri ini itu untuk besok itu hanya beberapa yang sesuai target. Ini juga muridnya kan setiap tahun semakin bertambah tapi gurunya masih terbatas ya, tapi ya bisa dilihat juga sekarang materi bahasa Inggris juga semakin menyusut ya. Sepekan kan Cuma 2 jam an ya, tapi di sekolah ini dijadikan 4 kali pertemuan. Di sini juga rata-rata kelasnya gaada yang bisa diam, tapi ya memang seperti itu. Sebenarnya mereka paham kayak kemarin kan ada yang Ssssstt kek gitu, sebenarnya mereka paham bahwa suara saya dan suara mereka itu kalah karena saya hanya 1 dan mereka ber 31. Tapi ya itu masih jadi PR saya juga untuk mereka juga mau aktif di kelas, karena kebanyakan yang perempuan tidak mau menonjolkan dirinya walaupun dia paham, lain dengan laki-laki yang dia sangat mendominasi kelas dengan ramai itu untuk menunjukkan eksistensinya dikelas.

Me : What are your strategies to manage the challenge in implementing formative assessment?

IZN : Ya memang dari diri saya sendiri yang artinya saya harus mendisiplinkan diri. Saya dulu awal-awal memang lebih semangat menschedule, seperti oh habis ini saya harus adakan ulangan tapi semakin kesini semakin banyak tugasnya. Saya kan juga di kelas 12, juga wali kelas juga di kelas 12. Jadi nanti harus rekap untuk orangtua, laporan bulanan dan ya begitulah. Kalau untuk kelas ramai itu biasanya mereka bisa diem saat saya kasih listening mereka itu diem. Saya terus terang juga untuk kelas ini saya juga masih meraba, siapa sih yang menonjol. Seperti itu kan anak perempuan yang dia tidak mau terlihat gitu, jadi yang lebih mendominasi kelas itu anak laki-laki. Tapi kan kalau anak laki-laki itu kan medium core tengah-tengahan. Saya lihat itu anak perempuan kalau mau menjawab itu masih malu-malu belum pede. Tapi memang biasanya perkelas itu ada yang menonjol dan mampu di jadikan pedoman untuk yang lain. Ya memang saya baru ketemu mereka tahun ini dan merekapun tidak begitu aktif jadi saya masih meraba ini namanya siapa, ini siapa gitu saya masih bertanya-tanya.

APPENDIX 4

Documentation Results

APPENDIX 5

Photographs

Observation



Interview



APPENDIX 6
Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-4313/Un 20/F V/PP 00.9/10/2022

11 Oktober 2022

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMA Muhammadiyah PK KottaBarat Surakarta
di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : KIKI AMELIA
NIM : 183221311
Program Studi : Pendidikan Bahasa Inggris
Semester : 9
Judul Skripsi : AN ANALYSIS OF THE PROCESS IMPLEMENTATION OF FORMATIVE ASSESSMENT IN TEACHING LEARNING ENGLISH AT SMA MUHAMMADIYAH PK KOTTABARAT SURAKARTA IN ACADEMIC YEAR 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin. Adapun waktu penelitian pada tanggal 17 Oktober 2022 sampai tanggal 15 November 2022. Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

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NIP. 19710403 199803 1 005