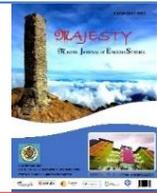




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The Effect of formative assessment on students' grades in learning English

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ABSTRACT

Objective: Assessment is an important for learning and teaching and is an important component for further development if they use the right approach. This research focuses on how formative evaluation can be an important contributor to the encouragement of students to learn English as a kind of favorable evaluation. **Method:** This study explores the results of formative assessments through questionnaires for 24 students and 5 for teachers, in the SMA 1 Alla-Enrekang, where English is taught as a foreign language. **Result:** It is assumed that formative assessment has a major influence on what students learn and how the teacher validates. **Discussion:** Formative assessment can help teachers anticipate initial concerns for student disparity in the development of learning. Therefore, this assessment method cannot accurately assess the frequency of student acquisition, because it varies from one teacher to another and subjects with other subjects.

INTRODUCTION

The most annoying aspect of a teacher in teaching is dealing with unmotivated students. Most teachers prefer to have a group of students who struggle, rather than a group of students who are strong but unmotivated. Unmotivated students are situations where a person is reluctant to learn actively in the learning process (Purnama et al., 2020), reluctance to understand and analyze subject matter, reluctance to read material and

unwillingness to find solutions to subject matter (Sukmawati & Karmila, 2016). The problem is, this reluctance can arise due to concepts or considerations of unwanted learning or lack of initiative in learning activities. Meador (2019) states that lazy students can be interpreted as students who have the intellectual ability to excel but never realize their potential because they choose not to do the work needed to maximize their abilities.

Rapid development in the era of globalization requires a communicative

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approach that must be implemented as a language teaching method. Teachers must be trained to position English teaching in communicative speech, provide students with space and help them use English, especially in communications in real life.

English is a high-status language in Indonesia, because in high schools, all schools and all majors in colleges and universities in Indonesia it is a core subject. In addition, English language proficiency is defined as more requirements for work and higher education (Johnson & Irujo, 2001; Pasassung, 2003; Swart, de Graaff, Onstenk, & Knezic, 2018).

Learning English in schools is currently teacher-centered, grammatically oriented and dependent on textbooks or school curricula. Methods of dialogue, reading, structure, and memorization are methods that are very often and favored by English teachers at school (Cahyo, Rijalul, Muslim, Rahman, & Pratolo, 2019). However, this method is not effective because it is not supported by a language laboratory so students are not familiar with native speakers spoken.

Based on anecdotal evidence, teachers at SMAN 1 Alla-Enrekang several students who always fail to complete and collect assignments, especially English subject. The average value of students (68.7%) did not meet the expectations of the KKM score of 7.5 and only had average language skills. He participates in class discussions and group work on other subjects, but almost never finishes assignments in English subjects. The teacher has tried various variations of learning activities and even met his parents several times and tried to take action to solve the problem. However, it proved ineffective in changing its character. In addition, students work at a much slower speed than their peers.

Evaluating parenting (Ismail, Busa, & Tini, 2018) also is the most important thing for a teacher before labeling it as a lazy student. It is also important that they never open their labels to the public. This can have a negative impact that will affect the psychological throughout life. Teachers must always encourage their students and teach the skills needed to overcome their obstacles and maximize their potential (Meador, 2019).

It is used to adapt and change the applicable teaching and learning strategies when the information obtained from this is useful and building (Black, Harrison, Lee, Marshall, & Wiliam, 2003). Several previous studies have found techniques in designing learning and assessment. As the findings of (Pellegrino, 2001) that this appraisal has an important role to play in providing information for students, teachers, administrators and policy makers in decision-making, in particular school principals. Likewise, historically according to (Loyd & Koenig, 2008), assessment may have more influence on student behavior and performance than on teaching. Assessment is still the most important factor for formal education and can hinder positive aspects of the curriculum and the learning process if this is not properly handled. (Johnson & Irujo, 2001; Loyd & Koenig, 2008).

Using assessment as an English learning tool is very important. The National Research Council (NRC, 2001) states that assessment and learning are two sides of the same coin when students make decisions that they need to learn from this assessment (Radford, 2014). Thus, English teachers should not see assessment as mere assessment (Black et al., 2003), but as an aid to stimulate and involve students in the learning process (Hidi & Harackiewicz, 2000). This stimulation can occur when

students get acquainted with their previous mistakes (Gibbs & Simpson, 2005) and are guided to avoid these mistakes in their learning in the future.

In order to understand the idea of formative evaluation, it is important to examine this general evaluation further. Assessment is characterized as the process by which information on students in response to education tasks is collected, interpreted and documented. (Lambert & Lines, 2013). Formative assessment is one of several factors that contribute as an instrument that is useful in improving student learning (Pla-Campas, Arumí-Prat, Senye-Mir, & Ramírez, (2016); Frunza (2014). First, students are open to their shortcomings and problems and speak to their teachers and colleagues (Black et al., 2003). Second, they can be motivated to learn to better understand and appreciate their skills (Knight, 2001). Third, formative assessment promotes a competitive learning environment and develops student attitudes to learning, as its primary aim is to enable students to understand their level of learning. (Hatziapostolou & Paraskakis, 2010).

Formative assessment in English as a foreign language has several important objectives. Ainsworth (2006) puts forward the following objectives for formative assessment: 1. to inspire students to participate more in learning. 2. To help students develop a positive attitude to the subject. 3. Assess the quality of the learning method 5. Identify whether students have mastered certain concepts or skills according to standards.

In general, in foreign language learning, student motivation has two main functions: instrumental (extrinsic) and integrated (intrinsic). Instrumental motivation often is motivated by external movements such as job creation or social recognition, while

integrated motivation is focused on the desire of students to learn a certain subject. In SMA Negeri 1 Alla, students learn English for instrumental purposes, more precisely; schools can adversely affect the performance and abilities of their languages Therefore, adopting formative assessments can contribute to solving this problem. Saragih & Utami (2020) found that informal assessment contributes to an intrinsic motivation that in turn encourages and helps students to participate more in learning.

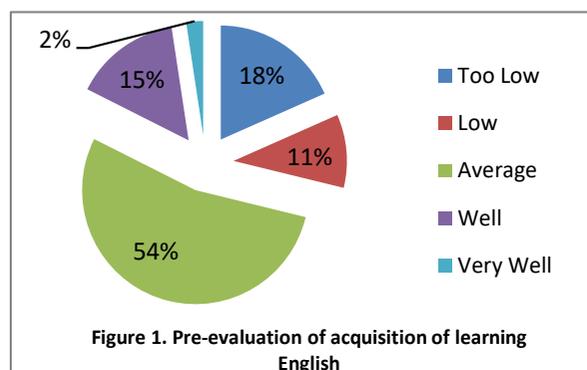
The main objective of this study was to investigate the perceptions of teachers and students about the types of assessments applied in teaching English to students. It is estimated that there are different opinions among participants and discrepancies between what is considered helpful and what is used in the practice of assessment and feedback in learning English. Hence, Therefore, these variables are stated in two specific questions: (1) what are the students view of formative assessment technique? (2) what are the teacher perceptions toward feedback content of formative assessment be seen as constructive tools in teaching English?

2. METHODOLOGY

2.1. Sample (survey)

The overall objective of this analysis is to describe the educational method of students and teachers to learn English constructively. The survey questionnaire attempts to collect some facts and views from the practical point of view of the respondents with respect to the notion of formative evaluation. The researchers decided to focus their studies on learning English. The student survey was conducted in the XI grade of Mathematics and Natural

Sciences (Mathematics and Science). Students who responded to the survey (figure 1) recorded 125 respondents anonymously.



Data analysis shows that 54% of grade XI (MIPA) students in the Alla-Enrekang SMAN 1 surveyed (pre-evaluation) correspond to an average level that reflects the absence of effective formative assessment and is used as a concept for the acquisition of learning English as a language good stranger. While 17% have gained a little basic knowledge of the concepts taught. In addition, it was found that around 29% of students did not get the basic elements in their learning situation.

For all students to be allowed to succeed, students must believe that they are in control of their success and if they work hard, they can achieve success. For this reason researchers use formative assessment practices by sorting out students who do not obtain basic concepts in learning English. Based on the survey results there were 38 (29%) students (as samples) who needed serious attention in English lessons. Students will be treated by providing a classroom environment where students want to be successful. They will be involved in assessing, tracking and setting goals for their learning. Formative assessment is used to record students' achievement and lack of motivation in

learning English. In addition, there were 5 teachers (as samples) who brought English subjects involved in this study.

2.2. Procedure

Our expectation as researchers can empower students and increase their motivation in learning English through the use of formative assessment components. To achieve the project objectives, the following key elements and learning processes in this study were required: (1) Provide English language learning in accordance with the students' language standards; (2) provide an assessment to check student progress (Fig. 1); (3) ask students to keep a portfolio of progress in English lessons; (4) provide feedback on student performance and teaching adaptation to meet their needs; and (5) Provide intervention time at all times to re-teach skills to students who have not met the standards.

To assess the effects of the intervention, researchers used the pre-post test to test students' understanding of their skills in learning English. Similarly, to see the effectiveness of using formative assessment, researchers use pre and post surveys. This survey will determine attitudes about the progress of students' abilities in learning English. In addition, researchers will enter student data folders as a tool for students to monitor progress and set goals.

A *Planning table* was the tool used to record the formative assessment activities that were implemented in each subject, and to list each activity according to its impact on the learning-to-learn, communication, digital and specific skills that the research was designed to study (Fig. 1 and Appendix).

Innovative Formative Assessment Activities

Name: _____	Researcher: _____
Date: 2/20/2018	Class: _____

Description

Every educator wants to improve the teaching and learning of their students, but it is challenging when teaching class. This is when formative assessment comes into play. You can use this evaluation to gather information about students' needs, progress, and understanding, telling you how to teach skills or topics when doing so. But to be effective and efficient, formative assessment must be aligned with the content you cover and your student's learning style. For example, if your students do not hesitate to ask questions and share opinions, judgments rooted in open discussion may be appropriate. To easily find the appropriate formative assessment ideas, below are 10 examples.

Criteria	Description of assessment	Excellent	Good	Fair	Need Improvement
Daily Oral Language	Students learn the meanings of most words indirectly, through everyday experiences with oral and written language.				
Daily Vocabulary	Give direct instruction to students learning difficult words, such as words that represent complex concepts that are part or not of students' daily experiences.				
Partner Quiz	Pair students and ask them an open question. Once the couple have answered this question, every student will work out a question related to the same principle independently. Find responses to complete the practice.				
Three Summaries	Check the new topic by asking students to write three summaries of it. The first one should be between 10 and 15 terms. Then there are 30 to 50 words. The third word is between 75 and 100.				
Self-Evaluation	Make students investigate their own behaviors. Once an assessment has been completed, each student has a comprehensive section that outlines his or her expectations. They will rate and ultimately send their work and their rubric to you.				
Classroom Polls	Polls let students give responses quickly and accurately. A silent poll is perfect for those "shy" students who have trouble speaking up. These are also a quick way to check understanding using mobile technology (Poll Everywhere or Google Form).				
Illustration	Evaluate the ability of students to learn or hear by drawing material from a passage in story. If you have an example in your speech, you will later show it to students. You can see how small they are.				
Countdown	Students are required to respond to three separate statements: 3 things you did not know before; 2 things that surprise you about this topic; One thing you want to do with what you have learned.				
One-Minute Papers	Make sure the students write a one-minute paper contribute to your final day reflection. The papers must address a brief -- but important - question about the lesson, allowing you to easily assess understanding.				

Figure 2: Implemented formative assessment strategies

2.3. Data Analysis

Data is processed and analyzed in-depth and thoroughly after the data is collected. Data analysis techniques obtained through observation, interviews

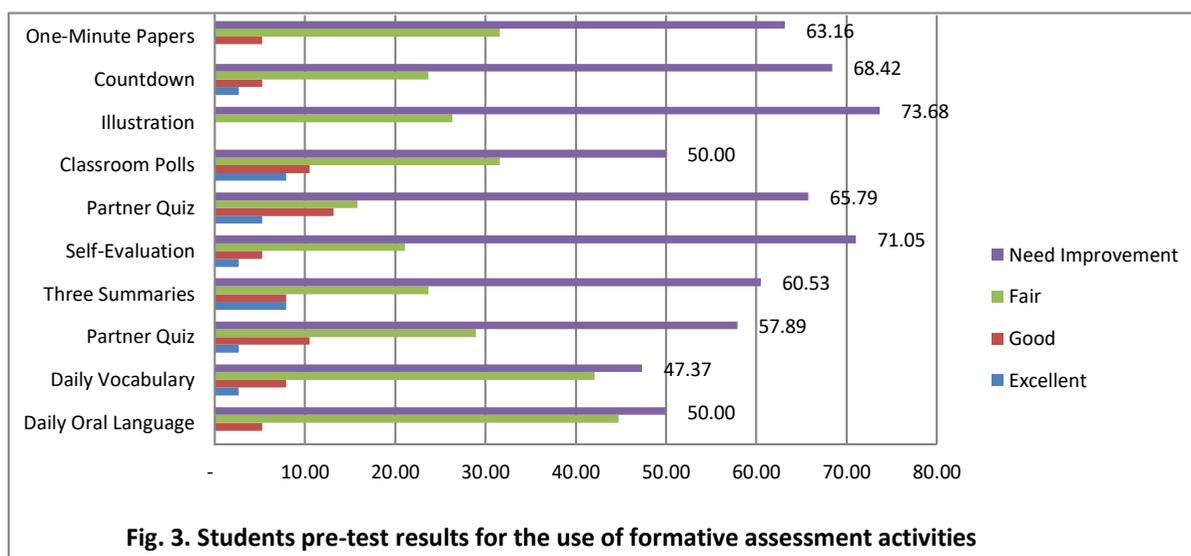
3. RESULT AND DISCUSSION

The findings and discussion are classified into three sections; the first concerns the English grades of students; the second relates to student strategies; and the third relates to assessment of the creation of knowledge during the learning process by students on formative evaluation techniques.

or interview respondents in the form of opinions, theories, and ideas. This study includes education studies. While the type of research is normative, all data and information obtained from field research will be analyzed qualitatively.

3.1. Representation and analysis of pre-evaluation results

This research investigates how students who are less interested in English language teaching are equipped with strategies. In this analysis, students who were lazy to learn English during their teaching and learning phases were given an actions from the researchers.



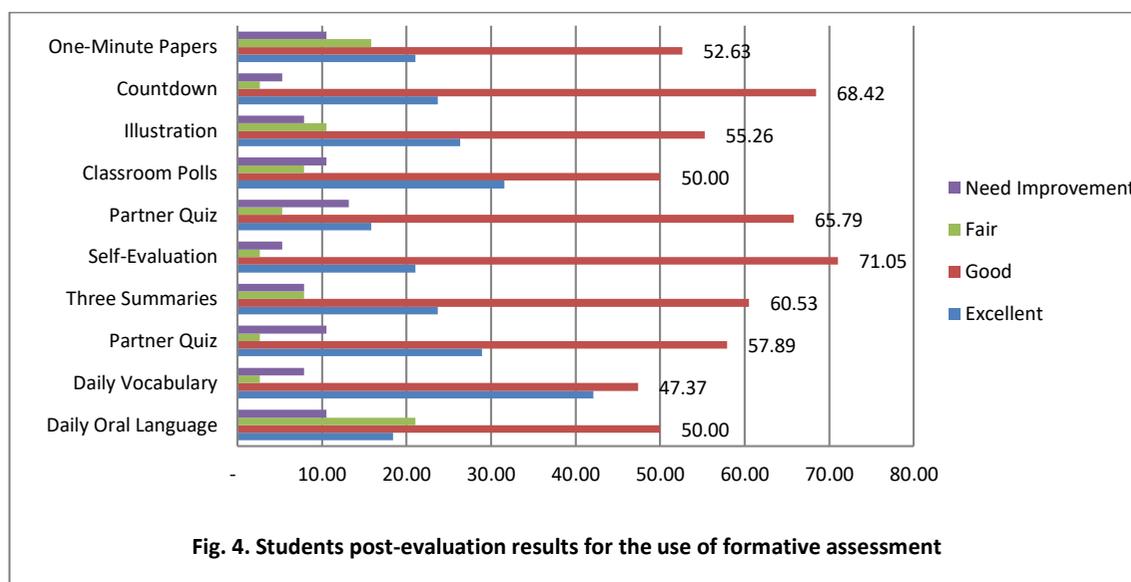
With regard to students' pre-evaluation of language knowledge during the teaching process, of the 38 participants who were made into focus groups, almost all students needed improvement from the 10 categories formulated. The level of language awareness felt by students today reflects the absence of formative assessment used as the concept of acquiring English learning. Most

participants recognized the importance of awareness of practical language knowledge, but only a few were aware of its effects during the learning process. Of this group of 38 participants, almost 90% showed forms of ignorance about the practical knowledge of their language, and 10% showed forms of awareness on several levels (categories).

3.2. Representation and analysis of improved formative post-evaluation results

After a few weeks (+12 weeks), we have prepared a final evaluation for the

same sample that depends on the concept that we have corrected at each meeting. After correcting the participant's original copy, we collect the results listed in Figure 4:



Analysis of the data in Figure 4 shows that student presentations that have exceeded a good average of 83.16% compared to our expectations. Therefore the influence of each formative assessment technique produces results. The percentage of students who have not exceeded the average is 16.84% (low category). Thus, the lack of formative assessment that occurs during learning is responsible for the lack of student motivation because formative assessment can improve certain learning controls by identifying deficiencies. Students mainly state that self-assessment techniques make them more demanding about their learning.

One consideration that arises from this result is peer assessment is a technique that encourages students to become more aware of their learning process. This may be due to the fact that students must know

which aspects will be evaluated before they can assess an assignment. In turn, this can make the task more demanding. Self-assessment can encourage students to become more aware (Pla-Campas et al., 2016), but that can also lead to lower demands, because students may tend to justify their own work.

I'm really interested in the development of students. I have become more conscious of the additional possibility that teachers will learn from this experience in recent years. [Teacher 2].

This shows that formative assessment can increase independence, awareness and motivation in learning, but not only depend on formative assessment strategies. The main advantages of this feedback are the participation of students in open discussions in the classroom while improving teamwork and communication

skills. (Puspawati, 2018). When students have trouble writing academics in certain language aspects, they can learn from the members of the group and also get guidance from their teachers. Because individual requirements of students are often met through informal discussion, public feedback appears to be the best way of providing feedback. In addition to a pleasant and feedback climate (Senye-Mir, Arumí-Prat, Pla-Campas, & Ramírez, 2016) the atmosphere is usually characterized by a lack of formalism.'

An important role that can be played by a formative assessment to increase the motivation for learning English as a foreign language is that a formative assessment is not just a reflection of what has been or has not been achieved in some of the exams. Its role, however, includes other variables such as teaching and learning, the behavior of students, language skills, and future learning.

"When a learner can use English, especially in speech, he feels and sees for himself that he can use that language ... while formally, that feeling may not fit the learner!"[Teacher 5].

"Formative assessment methods will enhance students' ability to practice language freely as it provides an open opportunity to improve their language without hesitation, fear or anxiety" [Teacher 3].

There is no denying that formative assessment is a complicated process that takes additional teachers time and effort. In other words, it takes time and can annoy the teacher. In an interview, 4 teachers identified the two major problems in incorporating this kind of input in their learning background. This was done by two of them. These worries usually become a

real hindrance in the big class, as an instructor demonstrates in the report.

However, two students also underline, unexpectedly, that formative assessments may add to the teachers' burden, especially informal and formative feedback. Teachers, however, can provide formative feedback without spending much time. Perhaps the most built-in and time-saving strategy is to encourage students to participate in peer reviews and focus on themselves. This practice will enhance critical skills for students because in less formal situations they share their views openly with their peers. Teachers' input can support and direct students through accelerated progress. In other words, they should bear in mind feedback from colleagues.

The broad teacher's role is how to carry out his tasks and work to reduce the student's error rate in learning and make learning more efficient (Sadler, 1998). Therefore, teachers must understand the individual needs of students, especially to lazy students and develop a portfolio to achieve that goal (Black et al., 2003).

In addition, a special approach in various aspects should also be considered for a teacher in helping students face lazy English learning so that the desired goals can be achieved. With this particular approach, it is expected that lazy students feel more cared for, given the immediate attention of an English teacher. By looking at the documentation of the specific approach used by English teachers at SMA 1 Alla in the Mathematics and Science department, teachers generally use this approach in dealing with student problems, especially students who are lazy to take math lessons.

Through an appropriate special approach, it helps to achieve the learning objectives. Associated with students who

are lazy to follow the lessons in SMA Negeri 1 Alla give special attention to students who are lazy to follow the English lesson, so what is expected to be achieved? Teacher strategy with a special approach: (1) Provide advice to these students to follow the English lesson; (2) Provide specific instruction or guidance that can motivate students to attend English lessons; (3) (5) Assess the efficacy of instructional strategies; (6) offer input to learners on their skills, which is what they do and what they can do; (9) determine whether or not students understand those concepts or competencies within the curriculum.

4. CONCLUSION

Formative assessment experiments to boost the motivation of students, in particular students who are lazy with English, have advantages in terms of variety, appropriateness, and efficiency of the learning process. Because formative assessment is only carried out once or twice, it can not offer helpful information for study teachers who are hard to meet or experience problems.

Through survey data of students who were reluctant to learn English and informal class discussions, researchers observe students' increased awareness of their English learning goals after treatment. Information gleaned from portfolios and class discussions is then used to help students understand their strengths and weaknesses and develop a plan to address their weaknesses.

Students prefer structured tests because they lack language skills required for such assessments and, as they are only evaluated in the form of writing or reading, they are familiar with these kinds of assessments beforehand. In addition, formal formative assessment becomes a

national exam for students. This sometimes makes students unproductive which causes students to be lazy, uninspired, to find solutions to learning problems. Although the average teacher prefers formal formative assessments, feedback can be used to reinforce good teaching and preparation. When formative practices can be constructively treated, the willingness and encouragement of students to learn English more effectively will be improved. Furthermore, direct changes in the feedback process of formative feedback can expose the effects of applied teaching methods and adjust them to solve student problems in learning English, particularly lazy or less efficient learners.

However, formal formative assessment is not directly applied by teachers in schools because most of them still focus on school and government policies regarding student assessment methods. Ironically, most in-school English teachers want to mix summative and formative assessments. This mixture will lead to understanding that when used correctly it greatly affects the comprehension and encouragement of students and can serve as a focal point of communication between students and teachers and between students themselves.

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