Teachers' Attitudes in Conducting the Formative Assessment on Students' Speaking Competence

Gusti Ayu Agung Tania Gautami[1*], Ni Luh Putu Eka Sulistia Dewi[2], Anak Agung Gede Yudha Paramartha[3] iD

[1,2,3] English Language Education, Ganesha State University of Education, Singaraja, Indonesia
*Corresponding author: agungtania20@gmail.com

Abstrak

Pembelajaran online saat ini menuntut guru untuk mahir dalam menggunakan asesmen berbasis online dengan melihat perkembangan kemampuan berbicara siswanya. Dengan demikian, penelitian ini bertujuan untuk mengetahui persepsi guru tentang penggunaan asesmen formatif dalam pembelajaran online kompetensi berbicara siswa SMP. Penelitian ini dilakukan di dua sekolah menengah pertama yang berada di Desa Tejakula. Tujuh guru bahasa Inggris terlibat dalam penelitian ini. Penelitian ini merupakan penelitian metode campuran dengan menggabungkan data kuantitatif dan data kualitatif. Dalam penelitian ini pengumpulan data dilakukan dengan kuesioner dan wawancara mendalam untuk mendapatkan informasi tentang persepsi guru. Penelitian ini mengungkapkan bahwa responden memiliki sikap positif terhadap asesmen formatif dalam pembelajaran online terhadap kompetensi berbicara siswa.

Kata Kunci: Penilaian Formatif, Penilaian Online, Persepsi Guru

Abstract

Current online learning requires teachers to be proficient in using online-based assessments by looking at their students' progress in their speaking skills. Thus, this study aimed to investigate teachers' perception of the use of formative assessments in online learning of junior high school students' speaking competence. This research was conducted at two junior high schools located in Tejakula village. Seven English teachers were involved in the study. This research was mixed-method research by combining quantitative data and qualitative data. In this study, data collection was collected with questionnaires and in-depth interviews to obtain information about teachers' perceptions. This research revealed that respondents have a positive attitude towards formative assessments in online learning towards students' speaking competence.

Keywords: Formative Assessment, Online Assessment, Teachers' Perception

1. INTRODUCTION

Education is currently undergoing significant changes since learning was conducted online. The covid-19 pandemic is forcing students and teachers to collaborate in making learning successful today. Besides, it also affects the learning process since not all the lectures or teachers mastery online learning, and not all the students can join the online learning (Hamid et al., 2020). However, online learning has a tremendous impact since students can learn freely (Kulal & Nayak, 2020). The current developments also affect the assessment system conducted by teachers in education. Assessment is critical in understanding, facilitating the teachers' and students' interaction in the classroom (Amua-Sekyi, 2016; Richard in Kiliçkaya, 2017; Black & William; OECD in Kippers et al., 2018). The purpose of the assessment is to see the development and evaluate the effect of learners. The assessment also aims to improve the ability of learners to develop their skills. This opinion was strengthened by Karim (2015), who stated that assessment and evaluation are two essential things in the learning process. Therefore, the assessment conducted by the teacher must be adjusted to the circumstances and conditions of the students in the learning.

In determining assessment, teachers need assessment techniques that make it easier for teachers to grade students' capability. One of the techniques that can be implemented is formative assessment. Formative assessment is an assessment conducted by teachers to identify students' level of knowledge by focusing on the results of achievements in the learning process and can influence the learning process (Ahmedi, 2019; Widiastuti & Saukah, 2019). The primary purpose of formative assessment is to provide detailed information related to the learning standards required of students (Kippers et al., 2018; (Newton, Filsecker &Kerres in Widiastuti & Saukah, 2019). In addition, currently, teachers can take advantage of technology development to help grade students' achievement. Technology can assist teachers in implementing formative assessment in learning (Kiliçkaya, 2017).

In the learning process, teachers can also utilize several platforms to conduct an assessment. These platforms include Google Meet, Google Classroom, and Zoom. In learning, teachers and students can demonstrate their learning results through the technology provided. Therefore, the importance of formative assessment in learning is indispensable. This interest is related to the development of students in learning that can be developed through detailed information provided (Kippers et al., 2018). In addition, giving feedback to students affects students' performance in the learning process. In addition to students, teachers also have a significant role. A good understanding of teachers' use of formative assessment can help teachers improve and adapt to student learning (Karim, 2015). So, the attitude of teachers in the application of formative assessment also has a significant influence.

Teachers' attitude in the application of formative assessment is also an essential thing. Attitude is a habit that is done with a specific purpose (Ahmedi, 2019). He also stated that teachers' attitudes could support the way teachers teach and the attitude of teachers in determining the learning process in the classroom. Therefore, investigate teachers' perception is indispensable because it affects the learning process. In addition, teachers' attitude is also influenced by several factors that can change the formation of a habit.

Further, several previous studies have been conducted to look at the implementation of formative assessment. Kippers et al. (2018) expressed their opinion that teachers have a positive attitude in formative assessment. In his research, formative assessment positively impacts the learning process by allowing students to know their progress through the information provided. That way, students can judge themselves. Ahmedi (2019) also revealed that teachers showed a positive attitude towards formative assessment in his research. However, this is not in line with the practice established in the classroom. Besides, the formative assessment is also beneficial for the students to improve their self-assessment, which can grade their skills and provide the students with the new learning environment (Yan & McLaughlin, 2017).

The difference between the current study and previous research is that researchers currently look at teacher perceptions in using formative assessment in online learning to see students' speaking competence. The advantage of this research is that it makes it easier for teachers to know their skills in implementing formative assessment. The main thing is related to the evaluation of students' speaking ability. Based on the explanation above, the purpose of this study is to investigate teachers' perception in conducting formative assessment in online learning towards junior high school students' speaking competence.

2. METHOD

The design used in this research was a mixed-method that combined the quantitative and qualitative data. The research was conducted in two junior high schools in Tejakula village. It involved seven respondents from both schools. All of the respondents are English teachers who used the formative assessment to evaluate the students' speaking competence.

This research was the teachers' perception in conducting the formative assessment on online learning towards the students' speaking competence. The data collection was done by using a questionnaire and depth interview related to the topic. The quantitative data was gathered from the questionnaires spread to the respondents. The data gathered continued to the interpretation, which became the qualitative data. The teachers' perceptions were seen from four dimensions: attitude, motivation, experience, and expectation in conducting formative assessment in online learning towards the students' speaking competence. The data analysis was done using the SPSS 24 to determine the mean score of the teachers' perception.

3. RESULT AND DISCUSSION

Teachers' Attitude in Conducting the Formative Assessment

The research aimed to investigate teachers' perception in conducting formative assessment in online learning on students' speaking competence. The teachers' perception is evaluated from the teachers' attitude, motivation, experience, and expectation in conducting formative assessment in online learning on students' speaking competence. Thus, the main focus of this article is the teachers' perception in conducting the formative assessment seen from the teachers' attitude. The findings can be found from the analysis of the teachers' attitude questionnaire. There were five statements related to the teachers' attitude in conducting the formative assessment. The results can be seen in the following Table 1.

Table 1. Teachers' Attitude in Conducting the Formative Assessment on Online Learning Towards the Students' Speaking Competence

No.	Dimension	SMPN 4 Tejakula					SMPN 5 Tejakula	
	Attitude	R1	R2	R3	R4	R5	R6	R7
1	I believe that in online learning, I can use a variety of formative assessment techniques to collect data on students' English-speaking skills	4	3	3	3	3	3	3
2	I know of several supporting platforms for conducting formative assessments of students' speaking skills in online learning.	3	3	3	3	3	3	3
3	I understand how to do formative assessments of students' speaking skills in online learning, primarily to assess pronunciation, grammar, fluency, and vocabulary mastery	3	3	3	3	3	3	3
4	I believe that in online learning, students can be trained to judge themselves.	3	3	3	3	3	3	3
5	I believe in formative assessment of feedback is a significant part of the	3	3	3	3	3	3	3

No.	Dimension	SMPN 4 Tejakula					SMPN 5 Tejakula	
	Attitude	**R1**	**R2**	**R3**	**R4**	**R5**	**R6**	**R7**
	implementation of online learning, especially in the evaluation of students' English-speaking skills							
	Total				106			

From Table 1, it can be seen that the teachers showed excellent and consistent in scoring themselves towards their attitudes in conducting the formative assessment. It found that most of the teachers perceived themselves through chose the agreed category. It indicated that the teachers had positive attitudes towards the formative assessment in online learning.

The first statement about the teachers believed themselves as having and utilizing various formative assessments in online learning to collect the data related to students' English-speaking skills. It found that only one respondent who's strongly believed themselves as using the various techniques. It showed the teachers' preparation in the lesson plan and teachers' collecting the students' data through formative assessment. Meanwhile, the other respondents showed themselves as being agreed. It indicated that most of them still used the same production techniques of formative assessment, which need to variate the method to gain more valid data. It also inferred the teachers mastered the formative assessment to evaluate their students in the learning process.

The second statement was about the teachers' knowledge of several supporting flatform to conduct the formative assessment in online learning. It revealed that teachers from both schools had the same perception and attitude towards the formative evaluation. They believed themselves as being knowledgeable and familiar in conducting the formative assessment in online learning. Then, the platform used were Google Meet, Zoom, and Google Classroom. Thus, the third statement was teachers' capability in conducting the formative assessment. The teachers perceived themselves as understood in evaluating the students. The evaluation involved students' pronunciation, grammar, fluency, and vocabulary mastery. It showed that the teachers agreed that they knew how to assess students' speaking competence through the following requirements.

The fourth statement was about teachers' belief in students' ability to judge and value themselves based on their skills. It meant that the teachers agreed that their students would be independent in online learning since they can consider themselves. It is related to the students' speaking competence. On the other hand, students could measure their speaking ability and improved themselves. The last statement on teachers' perception in the attitude dimension was about teachers believed that formative assessment was beneficial for the students and teachers. It interpreted that the teachers agreed the formative assessment gave meaningful feedback for the students. It became one of the parts in implementing the formative assessment.

After gathering all the teachers' score in the attitude assessment, it continued to measure and find out the mean score to categorize the teachers' perception. The teachers' perception on the attitude dimensions can be seen in the following Table 2.

The teachers' attitude was positive from calculating the teachers' perception results towards the dimensions attitude. It was found from the results of the analysis that stated the average score was 15. It inferred that the teachers had positive attitudes in conducting the formative assessment in online learning on students' speaking competence. The results also showed that most teachers could evaluate the students' speaking competence based on the

criteria. A positive attitude would bring positive classroom vibes even in online learning. On the other hand, the teachers provided a valid evaluation technique using the support platform to practice the evaluation process.

Table 2. Teachers' Perception Category Towards the Attitude Dimension in Conducting the Formative in Online Learning

Criteria	Interval	Category
Mi + 1.5 SDi < M < Mi + 3.0 SDi	$16.25 < M \leq 20$	Very Positive
MI + 0.5 SDi < M< MI + 1.5 SDi	$13.75 < M \leq 16.25$	Positive
MI – 0.5 SDi < M < MI + 0.5 SDi	$11.25 < M \leq 13.75$	Negative
MI - 1.5 SDi < M < MI - 0.5 SDi	$8.75 < M \leq 11.25$	Very Negative

The present research was significantly supporting the previous study conducted by several researchers. This research supported the previous research conducted by Ahmedi (2019), which showed that the teachers perceived themselves as having a positive attitude towards practicing formative assessment in primary schools. However, the practical case showed different results. In his study, there were differences between the teachers' perception and action in conducting the formative assessment. Morris also strengthened the differences, and Albert (Ahmedi, 2019) stated that people could ensure their attitudes but not implement their philosophy in practice.

Further, the present results are also supported by Kippers et al. (2018) which found that the teachers who conduct the formative assessment also showed the same attitude, which was a positive attitude. Also, their study found that the formative assessment is also beneficial for students and teachers because it provides detailed information on students' learning. It also showed in the present results that the teachers believed the formative assessment was most straightforward to collect their students' capability information in detail.

The results of this present research also had the same results of Baleni (2015). It stated that formative assessment could improve students' capabilities and serve good results with the proper feedback (Baleni, 2015; Kiliçkaya, 2017; Widiastuti & Saukah, 2019). Based on the findings also, the formative assessment brings significant improvement from the feedback given. Thus, the teachers' understanding also considers the teachers' ability to provide value in formative assessment (McManus in Widiastuti & Saukah, 2019).

4. CONCLUSION

Based on the findings' results, it can be concluded that the teachers had a positive attitude in conducting the formative assessment. Their positive attitudes influenced the students' performance in speaking. The students' speaking competence can be seen from their vocabulary mastery, fluency, pronunciation, and grammar. Therefore, the teachers can utilize the formative assessment in online learning to give the proper feedback for the student's improvement. Besides, through formative assessment in online learning, the students can also grade themselves based on their speaking skills. This present study also provides teachers' beliefs to strengthen and inform about the teachers' attitude towards implementing formative assessment to assess students' speaking competence. This current study also allows the other researcher to gain more information about the same topic and use the present research as the guidance and source.

5. REFERENCES

Ahmedi, V. (2019). Teachers' attitudes and practices towards formative assessment in primary schools. *Journal of Social Studies Education Research*, *10*(3), 161–175.

Amua-Sekyi, E. T. (2016). Assessment, student learning and classroom practice: A review. *Journal of Education and Practice*, *7*(21), 1–6. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1109385&site=ehost-live.

Baleni, Z. G. (2015). Online formative assessment in higher education : Its pros and cons. *The Electronic Journal of E-Learning*, *13*(4), 228–236.

Hamid, R., Sentryo, I., & Hasan, S. (2020). Online learning and its problems in the Covid-19 emergency period. *Jurnal Prima Edukasia*, *8*(1), 86–95. https://doi.org/10.21831/jpe.v8i1.32165.

Karim, B. H. H. (2015). The impact of teachers' beliefs and perceptions about formative assessment in the university ESL class. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, *2*(3), 108–115.

Kiliçkaya, F. (2017). Improving formative assessment in language classrooms using Gradecam Go! *Teaching English with Technology*, *17*(4), 78–92.

Kippers, W. B., Wolterinck, C. H. D., Schildkamp, K., Poortman, C. L., & Visscher, A. J. (2018). Teachers' views on the use of assessment for learning and data-based decision making in classroom practice. *Teaching and Teacher Education*, *75*, 199–213. https://doi.org/10.1016/j.tate.2018.06.015.

Kulal, A., & Nayak, A. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Associations of Open Universities Journal*, *15*(3), 285–296. https://doi.org/10.1108/AAOUJ-07-2020-0047.

Widiastuti, I. A. M. S., & Saukah, M. (2019). Formative Assessment Classroom Practices. *Supporting Teachers' Formative Assessment Practice With Learning Progressions*, 89–107. https://doi.org/10.4324/9781315562636-8.

Yan, Z., & McLaughlin, T. (2017). Diverse delivery methods and strong psychological benefits: A review of online formative assessment. *Journal of Computer Assisted Learning*, *April*, 1–13. https://doi.org/10.1111/jcal.12200.