

**FORMATIVE ASSESSMENT: INDONESIAN EFL TEACHERS' BELIEFS  
AND PRACTICES**

Submitted in a partial fulfilment of the requirements for master's degree in  
English Language Education



By

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2023**

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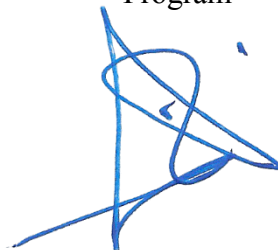
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## STATEMENT OF AUTHORIZATION

I, Devi Andriyani, hereby state that the thesis entitled “*Formative Assessment: Indonesian EFL Teachers’ Beliefs and Practices*” submitted to fulfil the requirements for the Master’s Degree in English Language Education at Universitas Pendidikan Indonesia is my own work, while the materials quoted from other sources have been clearly stated based on the norms and ethics of scientific writing. For this statement, I am ready to take the consequences if, in the future, it is discovered that I committed plagiarism, or it is found there are any other violations of scientific ethics.

Bandung, January 2023

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Though, the writer has limited skill and knowledge in completing the thesis. It might be possible that the thesis has a lot of mistakes and it is still far from being perfect. Therefore, constructive advice, criticism, and valuable suggestion are much expected. The writer hopes that this thesis could be useful for the development of education. Thank you very much.

## **ABSTRACT**

Assessment should be undertaken to examine students' knowledge, attitudes, and skills, as per the recommendations of the 2013 Curriculum. Since the assessment is important to measure the student's knowledge, attitudes, and skills, educators are tasked with creating and administering suitable assessments. Preliminary studies on EFL teachers revealed that teachers' beliefs influence the success or failure of formative assessment practice. However, the phenomenon of teachers' beliefs and practices of formative assessment in Indonesian EFL classroom context and the techniques used by the teachers is still limited. Therefore, this study aims to examine teachers' beliefs on formative assessment in Indonesia EFL classrooms context, to explore what extent the teachers' beliefs are practiced in the assessment, and to explore the techniques of formative assessment teachers use in the classroom. This study is a case study that is obtained by using interviews and observation checklist analysis. Further, this research was employed to two English teachers as the participants in one of the Junior High Schools in Tembilahan, Indragiri Hilir. Thus, the result of this study is including: teachers' several beliefs of formative assessment can help her adjust her teaching style so that she may meet the educational requirements of her students; the use of formative assessment is consistent with the teacher's beliefs about the importance of formative assessment to the instructional process and to the student's progress toward their learning objectives such as provides them with information about where their students are in the learning process and enables them to bring those students closer to the learning objective; and the techniques of formative assessment that teachers use in the classroom deal with the teachers provide clear learning targets, the teacher applied daily test as diagnosing tools to gain students' mastery information, feedback as essential part of formative assessment and students are involved in the assessment process.

**Keywords:** Formative Assessment, EFL, Teachers' Beliefs, Teachers' Practices, Formative Assessment Technique

## TABLE OF CONTENTS

PAGE OF APPROVAL.....	i
STATEMENT OF AUTHORIZATION.....	ii
ACKNOWLEDGMENTS.....	iii
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF APPENDICES.....	xi
CHAPTER I INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Research Questions.....	5
1.3 Objectives of the Study.....	5
1.4 Significance of the Study.....	5
1.5 Thesis Organization.....	6
CHAPTER II LITERATURE REVIEW	
2.1 Assessment in Teaching and Learning Process.....	7
2.2 The Nature of Formative Assessment.....	8
2.2.1 The Element of Formative Assessment.....	13
2.2.2 Formative Assessment Techniques.....	17
2.2.3 Characteristics of Formative Assessment.....	19
2.2.4 Challenges to Formative Assessment Implementation.....	21
2.2.5 The Roles of Teachers in Formative Assessment.....	22
2.2.6 Factor influencing teachers' practices regarding formative assessment..	23
2.3 Teacher Beliefs on Formative Assessment.....	24
2.3.1 The Sources of Teachers' Beliefs.....	26
2.3.2 The Component of Teachers' Beliefs.....	28
2.3.3 The Importance of Teachers' Beliefs.....	29
2.4 Teachers' Practices in Formative Assessment.....	34
2.5 The Relationship between Beliefs and Practices.....	36

2.6 Previous Related Research.....	37
2.7 Concluding Remarks.....	41
CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design.....	42
3.2 Site and Participant.....	44
3.3 Data Collection.....	45
3.3.1 Interview.....	45
3.3.2 Observation.....	46
3.4 Data Analysis.....	47
3.4.1 Interview Data.....	47
3.4.2 Observation Data.....	48
3.5 Ethical Consideration.....	49
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings.....	50
4.1.1 Teachers' Beliefs on Formative Assessment in Indonesia EFL Classrooms Context.....	50
4.1.1.1 The roles of Formative Assessment in Education.....	51
4.1.1.2 The role of Formative Assessment in Assisting Students' Learning Process.....	54
4.1.1.3 The Role of Formative Assessment in Enhancing Students' Academic Performance.....	57
4.1.1.4 The Role of Formative Assessment as Means to Collect Information.	58
4.1.1.5 The Role of Formative Assessment in Enabling Students to Oversee Their Learning.....	60
4.1.2 Teachers Practice Their Beliefs of Formative Assessment.....	62
4.1.2.1 Teacher Giving Clear Instruction for Formative Assessment.....	62
4.1.2.2 Formative Assessments are Given in Every Core Competency.....	64
4.1.2.3 Students are Engaged in Active Communication.....	67
4.1.2.4 Daily Test as Form of Assessment.....	69
4.1.2.5 Formative Assessment in the Form of Independent Work.....	70
4.1.2.6 Formative Assessment in the Form of a Collaborative Project.....	72
4.1.2.7 Formative Assessment in the Form of Questions and Answers.....	75



4.1.2.8 Formative Assessment in the Form of Exercises in Work Sheet.....	76
4.1.2.9 Teacher Make Sure That Students Has Been Complete Their Study Before Moving to Another topic.....	77
4.1.3 The Techniques of Formative Assessment of Formative Assessment That the Teachers Use in the Classroom.....	78
4.1.3.1 The Teachers Provide Clear Learning Targets.....	78
4.1.3.2 The Teacher Applied Daily Test as Diagnosing Tools to Gain Students' Mastery Information.....	80
4.1.3.3 Feedback as Essentials Part of Formative Assessment.....	81
4.1.3.4 Students are Involved in Assessment Process.....	83
4.2 Discussion.....	86
CHAPTER V CONCLUSION, IMPLICATION AND RECOMMENDATION	
5.1 Conclusion.....	94
5.2 Implication.....	96
5.3 Recommendations.....	97
REFERENCES	
APPENDICES	

## LIST OF TABLES

Table 2.1	Five strategies vital to successful formative assessment practice..	12
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## LIST OF FIGURES

Figures 2.1 The Elements of Formative Assessment.....	14
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## LIST OF APPENDICES

Appendix 1. Informed Consent.....	116
Appendix 2. Interview Guidelines.....	118
Appendix 3. Observation Checklist.....	119
Appendix 4. Interview Result.....	123
Appendix 5. Observation Result.....	150

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