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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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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This thesis is submitted in a partial fulfilment of the requirements for master’s degree in English Language Education, Universitas Pendidikan Indonesia entitled “Formative Assessment: Indonesian EFL Teachers’ Beliefs and Practices”.

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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
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