CHAPTER I

INTRODUCTION

This introduction chapter covers the background of the study, research questions, study objectives, significance, and thesis organization. This chapter formulates the aims and the problems that will be analyzed in the fourth chapter.

1.1 Background of the Study

The assessment has received much attention in recent decades because it assists teachers in improving the learning quality of their students. According to the 2013 curriculum, Indonesian teachers are expected to be able to assess the teaching and learning process, students' learning progress, and students' learning outcome improvement (Permendikbud, 2019). It means that teachers should be able to assess their students to determine how far they have progressed in their learning and to evaluate their teaching and learning processes. However, Johnson et al. (2019) found that teachers with theoretical knowledge of how to use assessment may need help putting what they have learned into practice.

A teacher generally conducts an assessment to collect information regarding students' performance. Since the assessment is essential to measure the student's understanding of the learning materials and students' competence, educators are tasked with creating and administering suitable assessments. According to Hamied (2012), standardized and classroom assessments may help determine whether or not a student is succeeding or failing in a foreign language. One classroom assessment progressively acknowledged as essential for language assessment is formative (Lee & Coniam, 2013).

Formative assessment is a change that educators have been promoting recently in EFL instruction that has many positive effects on learning and teaching (Filsecker & Kerres, 2012). Formative assessment in the acquisition of the English language is typically aimed at assisting the students in developing their language proficiency, identifying learning improvement and achievement, and identifying the requirements of the students. As a result, formative

1

assessment is thought to benefit students' learning. Teachers can track pupils' progress and determine how well or how far they study.

In practice, formative assessment's primary purpose is to acquire detailed data on the teaching and learning processes. That may be used to help teachers to improve their instruction (Filsecker & Kerres, 2012). This goal is to produce both internal and external feedback on performance to enhance and support students' self-regulated learning. It can detect students' difficulties in comprehending learning materials, which teachers should consider when obtaining the necessary abilities to improve one's capacity for learning (Ruiz-Primo & Furtak, 2007; Newton, 2007). It also helps the teacher determine how to adjust and modify instruction in response to students' difficulty grasping concepts (Widiastuti & Saukah, 2017). As a result, it indicates that teachers can use formative assessment to improve student's education by adjusting teaching methods based on student feedback.

Several articles during this study's preliminary research revealed concerns about teachers' formative assessment practices (Andrade et al., 2019; Furtak et al., 2016). Investigating how teachers implement formative assessment in the classroom can be the basis for determining what needs to be done to promote the process of helping students grasp curricular principles and effectively achieve learning objectives (Box et al., 2015). However, previous researchers found that most teachers lack the expertise and information required to conduct a formative assessment (Bennett, 2011). It supports the assumption that teachers are perplexed about the nature, purpose, and impact of formative assessment, as evidenced by the prior study. Beckett et al. (2010) affirm that while research has established that formative assessment may improve student achievement, many teachers need to use the whole unit of formative assessment strategies available.

Further, preliminary studies on EFL teachers revealed that the success or failure of formative assessment practice is influenced by teachers' beliefs (Guadu & Boersma, 2018; Karim, 2015; Quyen & Khairani, 2016). Teachers' beliefs in formative assessment may affect how they plan and execute their student tests and assessments and how they perceive the outcomes (Büyükkarci, 2014; Perumanathan, 2014; Guadu & Boersma, 2018). Teachers' knowledge and beliefs

regarding the concept of formative assessment are connected to the implementation of formative assessment (Perumanathan, 2014). Those with a firm conviction in the benefits of formative assessment are more likely to conduct it correctly (Karim, 2015).

Most research has been undertaken to look at formative assessment. The majority of the research looks at the impact of formative assessment on academic performance (Hotaman, 2020; Matilda & Helen, 2019; Asadifard & Afghari, 2019; Ozan & Kıncal, 2018); self-regulated learning (Granberg et al., 2021) and motivation (Leenknecht et al., 2021; Thaçi et al., 2020). Further, the challenges in implementing the formative assessment in the classroom have already been explored (Husam AlMofti, 2020). In addition, there are also some studies exploring the formative assessment tool for teaching and learning, such as self and peer assessment (Han & Fan, 2020; Wanner & Palmer, 2018) and feedback (Said & Mouzrati, 2018). Nevertheless, a study investigating the teachers' beliefs and practices on formative assessment in a real classroom situation is still limited.

Some researchers have already examined teachers' beliefs toward formative assessment and how these practices influenced their teaching approaches which focus on teaching writing (Guadu & Boersma, 2018), teachers' education background and teaching experience (Önalan & Karagül, 2018) and digital formative assessment used by the EFL teachers (Çetin Köroğlu, 2021). In the Indonesian EFL classroom context, Widiastuti (2016) studied teachers' beliefs and practices about formative assessment and how such assessments support students' active learning. Furthermore, Widiastuti et al. (2020) looked at EFL teachers' beliefs and practices of formative assessment as a result of their involvement in Continuing Professional Development (CPD).

The previous studies, as described above, indicated that teachers' beliefs and practices of formative assessment had already been examined from several aspects. However, the phenomenon of teachers' beliefs and practices of formative assessment in the Indonesian EFL classroom context and the techniques used by the teachers still needs to be explored.

This research was conducted at one of the Junior High Schools in Tembilahan, Indragiri Hilir. There are several reasons why the researcher decided

to research the site. First, assessment subjects could be more well-examined and researched in the Indonesian setting. Curriculum developers and assessment experts may need to be better versed in how teachers think about assessment based on empirical evidence. As a result, when these assessment experts and curriculum designers create their assessment guidelines and policies, the set guidelines may not entirely correspond with teachers' assessment beliefs, which will invariably influence their practices and, as a result, affect the achievement of intended curricular goals and visions.

Assessment studies and methods among teachers in Indonesia have been thoroughly explored and documented (Zulaiha et al., 2020; Lengkanawati, 2017; Widiati & Cahyono, 2001). However, studies in this area focused on teachers' grading practices (Nawas, 2020; Arrafi, 2021), senior high school teachers' formative assessment practices and their impact on students' learning (Nurhayati, 2020; Nurhijah et al., 2020), and distance education tutors' practices (Budiman, 2013). In particular, these analyses have yet to pay much attention to teachers' assessment beliefs about their practices in the Indonesian educational system.

Second, the studies about educational practices on Junior High School students focus more on implementing diverse learning models and students outcome in the form of experimental studies (Faqiroh, 2020); (Suparman et al., 2021), school challenges (Yulia, 2013; Hadi et al., 2018), improving grammar (Rahayu & Purnawarman, 2019; Simpuruh, 2021), improving vocabularies (Patahuddin et al., 2017; Zakir, 2018), distance learning during pandemic (Lie et al., 2020; Asvial et al., 2021) as well as students motivations (Indrayadi, 2021). These investigations need to include teachers' beliefs in the context of Junior High Schools in Indonesia. Therefore, minimal information on how the formative assessment was given by the teachers, especially in Junior High School. Thus, this study was critical to reveal the junior high school teachers' assessment practices in the classroom.

As a result, it is critical to perform a study that examines teachers' beliefs and practices on formative assessment. Therefore, the study's primary goals were to identify teachers' beliefs regarding formative assessment and to research how EFL teachers implement formative assessment concerning their beliefs and the

techniques they utilize in one of the Junior High Schools in Tembilahan, Indragiri Hilir.

1.2   Research Questions

Based on the background of the study, the researcher set up the research questions as follows.

1.   What are teachers' beliefs on implementing formative assessment in Indonesian EFL classrooms?

2.   To what extent are the beliefs practiced in the assessment?

3.   What formative assessment techniques do the teachers use in the classroom?

1.3   Objectives of the Study

Based on the research questions, the study's aims can be stated as follows.

1.   To examine teachers' beliefs on formative assessment in Indonesian EFL classrooms context.

2.   To explore to what extent the teachers' beliefs are practiced in the assessment.

3.   To explore the teachers' formative assessment techniques in the classroom.

1.4   Significance of the Study

This study answered the research problems concerning EFL teachers' beliefs and practices on formative assessment in Indonesian EFL classrooms. It is expected that the result of this research will be helpful for:

1.   Giving some meaningful contributions and valuable information, especially for EFL teacher candidates who need to know more about formative assessment in English language classrooms and to help them use formative assessment effectively in their future teaching practice.

2.   Assist teachers in identifying beliefs that students are having difficulty grasping, abilities they are having difficulty obtaining, or learning

requirements they have not yet attained so that lessons, instructional strategies, and academic assistance may be adjusted.

3. Informing educational curriculum developers on EFL teachers' beliefs and practices on formative assessment in the teacher's teaching contexts to modify the curriculum to fit more with teacher preferences.

1.5   Thesis Organization

Chapter I discusses the background of the study, research questions, study objectives, significance, and thesis organization. Additionally, Chapter II discusses the literature review and associated hypotheses. It is divided into the following sections: assessment in the teaching and learning process, the nature of formative assessment, formative assessment techniques, teachers' beliefs and practices regarding formative assessment, and the relationship between teachers' beliefs and practices regarding formative assessment. Additionally, Chapter III outlines the research technique. It encompasses the study design, the site and participants, data collecting, and data analysis. Further, Chapter IV presents the findings and discussion. Lastly, Chapter V consists of the conclusions of the research, the implications, and the recommendations for further research.